

Sul Ross State University

Department of Education

ED 3308 Spring 2015

Language Acquisition and Emergent Literacy

Monday/Wednesday 12:30-1:45 p.m.

Instructor: Diana Rodriguez

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Office Hours: M/W 9:00 a.m. -12:00 noon
T/TR 10:00a.m.-12:00 noon

Course Description:

Education Specialization. A course in language acquisition in children. Developmentally appropriate activities, diversity, and individual learning styles found in the educational setting are discussed as they facilitate language and literacy in young children. Includes 20 hours of field experience.

Required Textbooks:

Machado, Jeanne M. (2013). *Early Childhood Experiences in Language Arts*, 10th Edition.
ISBN: 10:111-83261-7 and/or ISBN: 13:978-1-111-83261-2

Material/Supplies:

* binder

You will need to create an organized binder for this course. I will not micro-manage the organization of this binder. However, it must be supplied with ALL the materials/articles/assignments/notes created/utilized in this course. You must be organized as it will serve as a resource for your final, but more importantly it will be a useful resource in your professional life.

Program Learning Outcomes

The graduating student will be able to:

- Write a lesson plan that is developmentally appropriate for students.
- Create a positive classroom environment.
- Teach developmentally appropriate lessons.
- Adhere to the legal and ethical requirements for teachers.

Student Learning Outcomes:

The students will be able to:

- List and explain theories of language acquisition
- Describe strategies used in teaching language
- Create teaching tools used in teaching language
- Analyze environment and socialization factors on language development
- Integrate language arts content into the total curriculum

Course Objectives:

Students will read, reflect on, examine, analyze, observe, and evaluate a variety of resources relating to the *Course Standards* listed below.

TExES Competencies Addressed: Generalist EC-6

Domain I—English Language Arts and Reading (Approximately 32% of test)

ENGLISH LANGUAGE ARTS AND READING EC-6 STANDARD I:

Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

ENGLISH LANGUAGE ARTS AND READING EC-6 STANDARD II:

Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

ENGLISH LANGUAGE ARTS AND READING EC-6 STANDARD III:

Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle and provide instruction that helps students understand the printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

ENGLISH LANGUAGE ARTS AND READING EC-6 STANDARD IV:

Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

ENGLISH LANGUAGE ARTS AND READING EC-6 STANDARD V:

Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

ENGLISH LANGUAGE ARTS AND READING EC-6 STANDARD VI:

Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

ENGLISH LANGUAGE ARTS AND READING EC-6 STANDARD VII:

Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension.

ENGLISH LANGUAGE ARTS AND READING EC-6 STANDARD X:

Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Course Format: A variety of approaches will be included in this course that includes discussion, small group, presentation, student presentation, lecture, gathering assessment data, and observation.

Texas Administrative Code

<u>TITLE 19</u>	EDUCATION
<u>PART 7</u>	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 228</u>	REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS
RULE §228.30	Educator Preparation Curriculum

(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

- (1) the specified requirements for reading instruction adopted by the SBEC for each certificate;
 - (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
 - (3) child development;
 - (4) motivation;
 - (5) learning theories;
 - (6) TEKS organization, structure, and skills;
 - (7) TEKS in the content areas;
 - (8) state assessment of students;
 - (9) curriculum development and lesson planning;
 - (10) classroom assessment for instruction/diagnosing learning needs;
 - (11) classroom management/developing a positive learning environment;
 - (12) special populations;
 - (13) parent conferences/communication skills;
 - (14) instructional technology;
 - (15) pedagogy/instructional strategies;
 - (16) differentiated instruction; and
 - (17) certification test preparation.
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Source Note: The provisions of this §228.30 adopted to be effective July 11, 1999, 24 TexReg 5011; amended to be effective October 12, 2003, 28 TexReg 8608; amended to be effective December 14, 2008, 33 TexReg 10016

ASSINGMENT DESCRIPTIONS

All assignment/tasks must be completed based on topics assigned for each chapter **by MIDNIGHT** on the due date. **Read and follow the instructions for each assignment.** Some assignments require observation time. Some assignments require a written critique, some assignments are Journals posted to Blackboard, etc... Assignments vary from chapter to chapter, so read assignment descriptions, manage, and schedule YOUR time wisely in order to stay on track with course requirements. **USE COMPLETE SENTENCES FOR ALL ASSIGNMETNS...**

Field Experience

Task: You will spend a total of 20 hours in the field. You will be required to have the cooperating teacher(s) initial each hour to verify each observation. You will go to either the SRSU Child Care Center or Alpine Elementary (pre-school classroom). If you are a Midland College student, you need to make your own arrangements to find a site (student ages must be 2 ½ to 5 years old). While you are at the site, you will evaluate one (1) student's language development over this semester. At the conclusion of your 20 hours of observation, you will write a 5-10 page essay detailing your observation and reflecting the developmental growth of the child's language over the semester. Specific details you will need to observe, log and respond to in your paper will be:

- The child's use of language in small groups
- The child's use of language in large groups
- The child's use of language on the playground
- The child's use of language in relation to the teacher(s)
- The child's use of language in relation to peers

It is extremely important that you use all of your time observing and writing. This time is not to be spent on any other activities. Write down what activities were observed that day--arrival, departure, free play, art, circle time, language activity, drama center, transitions, outdoor play, big room play, lunch, snacks, music, learning centers, etc. (**There should be several.**) Written responses as well as the child's language response to stories read aloud to them are important features of language development and should be noted. Cover your child's development of language thoroughly. Initial each entry. By the last day that observation hours can be completed, **BE SURE TO PUT YOUR FINAL TOTAL OF HOURS** (ex. "20 hours 15 minutes") **AND PUT YOUR COMPLETE SIGNATURE AT THE BOTTOM OF THE SHEET.** Verification Log Sheets will be due **WEEK 14**. If you are a Midland College Student, I will need to you to scan and email your sheet. When you complete each observation, have your cooperating teacher initial your verification log sheet. I recommend that you observe in two hour increments. **NO CREDIT** for the course will be given to students who do not complete 20 hours of observation. **NO CREDIT** will be granted if the verification log sheet is not initialed by the cooperating teacher(s). **FYI:** Creating false observation notes and making false entries on sign-in sheets are violations of SRSU ethics guidelines. These policies will be strictly enforced. Students are responsible for knowing and following these procedures.

Reminders: Field experience essay is **DUE: WEEK 14, Sunday, April 26th by midnight.**

Field Verification Log Sheets with teacher initials and student signatures are **DUE: May 4**

Chapter 1: "Beginning of Communication"

Journal #1: Post a journal on Blackboard under WEEK 2.

Due: Monday, Jan. 26 by midnight

Task: Post a journal under WEEK 2 (75 words minimum/ 250 words maximum) based on the following:

- To promote infant (six to twelve months) speech growth, name FIVE useful adult techniques.
- Type complete sentences.

Chapter 2: “The Tasks of the Toddler”

Journal #2: Observing an English Language Learner/ Post to Blackboard under WEEK 4

Due: Sunday, Feb. 15th by midnight

Task: Observe a preschooler who is learning English in a preschool classroom then write a sentence or two to answer the questions below. Do not interact with the child or share your question sheet with anyone but the teacher. Observe for a half hour period. FYI: This should not be the same child that you will observe for the semester. Talk to teachers on the campus and make arrangements to find and observe a student who is an English Language Learner for this assignment. Post ALL gathered observation data under WEEK 3/Journal. Complete sentences...

Things to Investigate—Gathering Data:

- Is the child using his native language in the classroom?
- Does the child try to speak only English?
- Does the child have many opportunities to speak and listen?
- Are the child’s English words clear?
- Is the child socially connected rather than a loner?
- Would you describe the child as emotionally uptight?
- Does the early childhood center offer lots of “talking together” times when a relaxed, “accept-any-form-of-a-child-communication” atmosphere exists?
- Is the child’s overall physical (motor) development about the same as peers?
- Do teachers use physical gestures to communicate?
- Are activities planned that involve imitating sounds?
- Do other children in the class initiate play with this child?
- Does the child use any stock phrases to get what he wants?
- What seems to be the child’s favorite activity?
- Are any of his teachers bilingual in the child’s language?
- What suggestions do you have to make this child’s learning English any easier?

Chapter 3: “Preschool Years”

Article Review #1: Preschool Years Article Review/ Post on Blackboard under WEEK 3

Due: February 8th by Midnight

Use the SRSU Library Database to find a PEER REVIEWED article on the topic of “Preschool Years”.

Submit both your Article Review/Critique AND the PDF Full Text Article to **Blackboard/ WEEK3**.

Reminder: Review the “Written Assignments” section of this syllabus for format information.

Task: Every well written professional journal research piece has these four parts:

Introduction
Methodology
Results
Discussion

Your critique should be divided in **two sections**:

- 1) A summary of the four sections, EACH with its own subheading, AND
- 2) a second part which is the critical review (analysis) answering the following questions:

Was the methodology done scientifically with accepted methods of scientific inquiry?

How did you judge the results? Were the results legitimate or were they arrived at in a questionable fashion?

Could the study be replicated?

Does this study help practitioners in the classroom?

Was the body of knowledge truly added to this research or was it just “fluff”?

Your second section should ultimately be twice as long as the first. That gives you a standard.

Chapter 4: “Growth Systems Affecting Early Language”

Journal #3: Post a journal under WEEK 4 on Blackboard.

Due: Wednesday, February 4th by midnight

Task: Post a journal under WEEK 3 (75 words minimum/ 250 words maximum) based on the following:

Visual literacy, the ability to consider meaning conveyed from images rather than text, is an important literacy skill and should be included in young children’s curriculum because...

Chapter 5: “Understanding Differences”

Task: No assignment task; only **take the Chapter 5 Quiz on Blackboard.**

Chapter 6: “Achieving Language and Literacy Goals through Programming”

Lesson Plan #1: Create a lesson plan using the SRSU Lesson Plan Template found on Blackboard under “Course Forms”.

Submit the Lesson Plan onto Blackboard WEEK 5

DUE: Tuesday, February 17th by midnight

Task: Write a clear objective using the four part formula that I will provide in class during WEEK 4. Your Lesson Plan should revolve around language and literacy, and it should be developmentally appropriate. Reminder: bring a hard copy of this Lesson Plan to class on Wednesday, February 18th. These lesson plans will be discussed in class.

Chapter 7: “Promoting Language and Literacy”

Task: No assignment task; only **take the Chapter 7 Quiz on Blackboard.**

Chapter 8: “Developing Listening Skills”

Task: No assignment task; only **take the Chapter 8 Quiz on Blackboard.**

Chapter 9: “Children and Books”

Due: Wednesday, March 4th- bring Self-Authored Picture Book (book artifact) and Reading Rate Sheet to class.

If you are a Midland College Student you must SCAN and EMAIL your BOOK and READING RATE SHEET on the due date by midnight. Otherwise, you will bring your artifacts to class Wed./ March 4th.

Task: Create a “Self-Authored Picture Book” and read it aloud to daycare toddler class or a Pre-K class. Read Chapter 9 for ideas in creating your book. Share it with a small group of young children. Share results, outcomes, and your feelings with fellow classmates. Additionally, you must create a Word Document of the “Picture-book reading rate sheet” found on page 299 in your textbook. The cooperating teacher who shares her students with you will need to complete the rate sheet while you conduct your Read Aloud. **Bring this sheet with you to class on Wednesday, March 4th. Make sure you create a signature line for the cooperating teacher.**

Chapter 10: “Storytelling

Task: Work on your “Self-Authored Picture Book”

Chapter 11 AND Chapter 12: “Storytelling Through Poetry and/or Flannel (felt) Boards”

Task: Article Review #2

Article Review #2: Storytelling with Poetry and/or Flannel Boards WEEK 10

Due: April 5th by Midnight on Blackboard/ WEEK 10

Use the SRSU Library Database to find a PEER REVIEWED article on the topic of “Storytelling with Poetry **OR** Storytelling with Flannel Boards”.

When you submit your Article Review/Critique also upload the PDF Full Text Article.

Reminder: Review the “Written Assignments” section of this syllabus for format information.

Task: Every well written professional journal research piece has these four parts:

Introduction
Methodology
Results
Discussion

Your critique should be divided in **two sections**:

- 1) A summary of the four sections, EACH with its own subheading, AND
- 2) a second part which is the critical review (analysis) answering the following questions:

Was the methodology done scientifically with accepted methods of scientific inquiry?

How did you judge the results? Were the results legitimate or were they arrived at in a questionable fashion?

Could the study be replicated?

Does this study help practitioners in the classroom?

Was the body of knowledge truly added to this research or was it just “fluff”?

Your second section should ultimately be twice as long as the first. That gives you a standard.

Chapter 13 AND 14: “Realizing Speaking Goals and Group Time”

Task: Work on Article Review #2

Chapter 15 AND 16: “Puppetry and Beginning Drama Experiences and Early Knowledge and Emerging Interest”

Task: No assignment task; only take Chapter 15 and Chapter 16 quizzes.

Chapter 17: “Reading and Preschoolers”

Journal #4: Post a journal on Blackboard under WEEK 12.

Due: April 19th by midnight

Task: Post a journal under WEEK 22 (75 words minimum/ 250 words maximum) based on the following:

In complete sentences discuss the early childhood teacher’s role in reading.

Chapter 18: “Developing Literacy Environments”

Task: Work on Field Experience Observation/ Report

Chapter 19: “The Parent-Centered Partnership”

Task: No assignment task; only take the Chapter 19 quiz.

CHAPTER QUIZZES

You will take 19 chapter quizzes on Blackboard worth a total of 570 points. All quizzes must be completed on the due date by midnight. If quiz dates change, the instructor will inform you in a timely manner. Each quiz is worth 30 points and consists of 20 questions. **Make sure you read the chapters.** You will have 25 minutes to complete the quizzes. After 25 minutes the quiz will automatically submit. If you are satisfied with the grade on your first attempt, you do not need to make a second attempt. However, after the second attempt, I will take the average of the two attempts for a final quiz grade. The quizzes are available on the Blackboard under the link titled “Chapter Quizzes”. When the due date and time expire, the link will no longer be active. **(ALL QUIZZES DUE BY MIDNIGHT)**

Chapter	Due Date	Chapter	Due Date
Chapter 1	Jan. 25	Chapter 11	March 29
Chapter 2	Feb. 1	Chapter 12	March 29
Chapter 3	Feb. 8	Chapter 13	April 5
Chapter 4	Feb. 8	Chapter 14	April 5
Chapter 5	Feb. 15	Chapter 15	April 12
Chapter 6	Feb. 15	Chapter 16	April 12
Chapter 7	Feb. 22	Chapter 17	April 19
Chapter 8	Feb. 22	Chapter 18	Apr. 26
Chapter 9	March 1	Chapter 19	May 6
Chapter 10	March 1		

COURSE CONTENT AND ASSIGNMENTS

NOTE: You must check your Blackboard account at least once a day. It is your responsibility to keep up with announcements, updates, and emails for the course. This is a consistent way for communication and be successful in the course.

NOTE: Complete assigned readings and homework prior to class and bring them with you.

Late Assignments: It is anticipated that all of your work will be turned in on time; please review the syllabus for assignment due dates and scheduled time slots for reading assessments, reports and exams. If an emergency arises, please contact me to make arrangements.

FYI: It is expected that you read the textbook chapters PRIOR to attending class.

ECELA: (*Early Childhood Experiences in Language Arts*)

WEEK 1	
Wed./ Jan. 21	Course Overview/ Introduction to Class
Due Sunday: Chapter 1 Quiz by midnight on January 25th.	
WEEK 2	
Mon./ Jan. 26	Theme: Language Development: Emerging Literacy in the Young Child ECELA Chapter 1: Beginning of Communication Reminder: Read each chapter PRIOR to attending class.
Due Today: Journal #1 <i>Read details under “assignment descriptions” found in this syllabus.</i>	

Wed./ Jan. 28	ECELA Chapter 2: The Tasks of the Toddler Begin arrangements for Journal #2 (Due: February 15 th by midnight) Due Sunday: Chapter 2 Quiz by midnight on February 1st.
WEEK 3	
Mon./ Feb. 2	ECELA Chapter 3: Preschool Years Article Review #1 will be assigned today (Due Sunday: Feb. 8 by midnight)
Wed./ Feb. 4	12 th Class Day ECELA Chapter 4: Growth Systems Affecting Early Language Due Wednesday: Journal #3 by midnight on Feb. 4 (Review assignment description) Reminders: Due Sunday: Chapter 3 AND Chapter 4 Quiz by midnight on February 8th. Due Sunday: Article Review #1 by midnight on February 8th. Submit on BB WEEK 3. Upload as a Word Doc and upload the PDF article.
WEEK 4	
Mon./ Feb. 9	Theme: Language and Literacy Programs: Recognizing Diverse Needs and Goals ECELA Chapter 5: Understanding Differences
Wed./ Feb. 11	ECELA Chapter 6: Achieving Language and Literacy Goals through Programming Due Sunday: Chapter 5 AND Chapter 6 Quiz by midnight on February 15th. Due Sunday: Journal #2/Observation by midnight on February 15th. FYI: Begin scheduling and planning your “Self-Authored Read Aloud” assignment for WEEK 7
WEEK 5	
Mon./ Feb. 16	ECELA Chapter 7: Promoting Language and Literacy Due Tuesday: Literacy Lesson Plan/ Feb. 17/Read the “assignment description” for details. (BRING A HARD COPY of the Lesson Plan to class on Wednesday/2/18.) ALSO, submit your Lesson Plan to Blackboard under WEEK 5.
Wed./ Feb. 18	Discuss Lesson Plans ECELA Chapter 8: Developing Listening Skills Due Sunday: Chapter 7 AND Chapter 8 Quiz by midnight on February 22nd.
WEEK 6 Theme: Literature and Other Language Arts Areas	
Mon./ Feb. 23	ECELA Chapter 9: Children and Books
Wed./ Feb. 25	ECELA Chapter 10: Storytelling Due Sunday: Chapter 9 AND Chapter 10 Quiz by midnight on March 1st.
WEEK 7	
Mon./ March 2	Workshop Day: You will work on Self-Authored Books assignment. Bring your own needed materials to class today.
Wed./ March 4	Self-Authored books and Read Aloud experience will be discussed today. FYI: No Quiz this week. Due in class Today: Self-Authored Book and Reading Rate Sheet
WEEK 8 Midterm Week	

Mon./ March 9	Continued...Self-Authored books and Read Aloud experience will be discussed today.
Wed./ March 11	Midterm Exam – Chapter 1-10--More information will be given in class.
March 16-20 SPRING BREAK---NO CLASSES---	
WEEK 9	
Mon./ March 23	Article Review #2 will be assigned today (Due Sunday: April 5 by midnight) ECELA Chapter 11: Poetry
Wed./ March 25	ECELA Chapter 12: Flannel (Felt) boards and Activity Sets Due Sunday: Chapter 11 AND Chapter 12 Quiz by midnight on March 29th.
WEEK 10	
Theme: The Growth of Speech and Expression	
Mon./ March 30	ECELA Chapter 13: Realizing Speaking Goals
Wed./ April 1	ECELA Chapter 14: Group time Due Sunday: Chapter 13 AND Chapter 14 Quiz by midnight on April 5th. Due Sunday: Article Review #2 by midnight on April 5th.
WEEK 11	
FYI: April 10 is the last day to drop courses with a “W”	
Mon./ April 6	ECELA Chapter 15: Puppetry and Beginning Drama Experiences
Wed./ April 8	Theme: Writing and Reading: Natural Companions ECELA Chapter 16: Print—Early Knowledge and Emerging Interest Due Sunday: Chapter 15 AND Chapter 16 Quiz by midnight on April 12th.
WEEK 12	
Mon./ April 13	ECELA Chapter 17: Reading Preschoolers
Wed./ April 15	ECELA Chapter 17 Continued... Due Sunday: Chapter 17 Quiz by midnight on April 19th. Due Sunday: Journal #4 by midnight on April 19th. View assignment description for details on this journal.
WEEK 13	
Theme: Environments, Family and Partnerships	
Mon./ April 20	ECELA Chapter 18: Developing Literacy Environments
Wed./ April 22	Workshop Day: In the field to finish Field Experience Due Sunday: Chapter 18 Quiz by midnight on April 26th.
WEEK 14	
Mon./ April 27	Workshop Day: Bring Laptops to class today to work on Field Experience Reports/Essay.
Wed./ April 29	Workshop Day: Bring Laptops to class today to work on Field Experience Reports/Essay. Due Sunday: Field Experience Report/Essay by midnight on May 3rd.
WEEK 15	
Mon./ May 4	ECELA Chapter 19: The Parent-Centered Partnership
Wed./ May 6	Last Class Day/ Finals Review Due Wednesday: Chapter 19 Quiz by midnight on May 6th (Wednesday)
MAY 7-8	
---DEAD DAYS---	
WEEK 16	
---FINALS WEEK----	

Mon./ May 11	NO CLASS !!!
Wed./ May 13	Final Exam: 12:30p.m.- 2:30 p.m.

ASSIGNMENT SCHEDULE

Chapter Quizzes (19 total)	570 Points	Review Due Dates found on Course Content
Journals (4 Total)		
Journal #1	10 Points	Due: Jan. 26 by midnight
Journal #2/Observation	20 Points	Due: Feb.15 by midnight
Journal #3	10 Points	Due: Feb. 4 by midnight
Journal #4	10 Points	Due: April 19 by midnight
Literacy Lesson Plan	30 Points	Due: Feb. 17 by midnight
Article Reviews (2 Total)		
Article Review #1	30 Points	Due: Feb. 8 by midnight
Article Review #2	30 Points	Due: April 5 by midnight
Self-Authored Book	50 Points	Due: March 4 in Class
Reading Rate Sheet (for Self-Authored Book)	25 Points	Due: March 4 in Class
Midterm Exam	65 Points	Due: March 11
Field Experience Report	50 Points	Due: May 3 by midnight
Field Verification Log Sheet	25 Points	Due: May 4 in Class/Email MC students
Final Exam	75 Points	Due: May 13
	Total: 1000 Points	

Standard grading scale:

- A = 900 - 1000 POINTS- Highest Level/ Exceeds expectation
- B = 800 -- 899 POINTS- High Level/ Proficient
- C = 700 -- 799 POINTS- Average Level/ Acceptable
- D = 600 -- 699 POINTS- Inadequate Level/ Emerging
- F = less than 600- Unacceptable

Class Assignments Rubric:

- “A” Demonstrates the **highest level** of class attention, participation, preparation, responsibility, and professionalism as judged by the instructor’s expectations. Consistently and often contribute constructive comments and questions that expand and enrich class discussion. Projects must be of highest scholarly level.
- “B” Demonstrates a **high level** of class attention, participation, preparation, responsibility, and professionalism as judged by the instructor’s expectations. Occasionally contribute constructive comments and questions that expand and enrich class discussions. Submitted projects must be at a high level.
- “C” Demonstrates an **average level** of class attention, responsibility, participation, preparation, and professionalism as judged by the instructor” expectations. Rarely contribute constructive comments and questions that expand and enrich class discussion. Submitted projects are at an average level.
- “D” Demonstrates an **inadequate level** of class attention, responsibility, participation, preparation and professionalism as judged by the instructor’s expectations. Submitted projects are at an inadequate level.

Submission of assignments:

Use the following pattern for saving and labeling assignments -- send assignments as attachments.

Submit assignments as a Word document.

Your first initial, full last name, course number, and assignment title:

Example: drodriguezED4315-Essay

Written Assignments:

- All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Grammar, spelling, and vocabulary errors will result in a reduction of your score. Letters and materials written by you as a professional and sent to parents/administrators must be virtually perfect. Begin that practice now!
- There will be no pre-grading of assignments, as this gives some students an unfair advantage. All assignments will be graded and returned at the same time.
- All assignments are to be turned in on the due date. Since most assignments will require you to submit via Blackboard, you will have until midnight of the same day to submit. No assignments will be accepted after the due date. Technology problems are NOT acceptable reasons for an assignment to be late! Prepare your assignments enough in advance to accommodate untimely problems with your computer, Internet provider, printer, Blackboard, etc.
- No assignments or parts of assignments will be accepted via email. ALL assignments should be submitted through Blackboard, unless the instructor has indicated that the assignment should be brought to class.
- Please make a copy of everything you turn in to me. In the highly unlikely event that an assignment is lost or misplaced, the burden of proof rests with you.
- All assignments must be typed. No handwritten assignments will be accepted, unless noted. **Times New Roman/ 12 pt. font/ 1 inch margins/ double spaced/APA format, unless otherwise noted. ALWAYS submit your assignments using the assignment guidelines.**

NOTE: If you find yourself having technical difficulties contact Technical Support.

If you find yourself having content difficulties please do not hesitate to contact me.

****The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Instructor.***

Academic Integrity: All work submitted for a grade in this course must be **your original effort**.

The work cannot be copied from:

- *Materials purchased or copied from a pre-made kit,
- *A lesson plan, activities or worksheets downloaded from the Internet (in part or in whole),
- *Another individual's work (to include but not be limited to a current or former student, current or former
- *Classroom teacher
- *Your own work completed for another class
- *Any other copyrighted materials.

If you use any of the materials listed above as a source (or inspiration) for your work, you must give credit to that individual using APA format.

Attendance Requirements: Regular class attendance is important for the attainment of the educational objectives of the University. Students enrolled in ED 3308 are expected to be on time and in class each class period. If you are tardy two times, this will count as one absence. Attendance is a major requirement in the field of professional education. In addition, students who are absent must take the initiative to contact me at: drodriguez5@sulross.edu and briefly state why you are missing class and how you intend to make up the information missed. The instructor will drop a student from the course when the student has a total of nine absences.

Class Etiquette:

Cell phones must be turned off or on silent.

Refrain from text messaging in class.

Children are not allowed to attend class.

Do not bring food to class.

It is up to you to obtain missed notes, handouts, etc. from a peer.

SRSU DISABILITIES SERVICES

Sul Ross is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request for accessibility services. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.

Students seeking disability services must contact Counseling and Accessibility Services, Ferguson Hall, Room 112.. The mailing address is PO Box C-171, Sul Ross State University, Alpine, TX 79832. The telephone number is 432-837-8203.

ATTENDANCE POLICY

Students are expected to attend all classes and be on time. Students must notify the instructor in advance if unable to attend a class or immediately after missing a class. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make-up work is at the discretion of the instructor as it relates to "explained and excused" absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes (as scheduled on campus or electronically on Blackboard), to be punctual, and to complete all assignments on time.

TOBACCO POLICY

Smoking is not permitted on the SRSU campus.

ELECTRONIC EQUIPMENT POLICY

Use of cell phones, pagers, or any electronic device is prohibited during class time. There are EMERGENCY exceptions. See your instructor.