



ELED 438 Social Studies in Field-Based Settings

INTERNSHIP SEMINAR

MIDLOTHIAN CENTER FOR PROFESSIONAL DEVELOPMENT AND TECHNOLOGY (MCPDT)

ELED 437 Science, Technology, Engineering, Math

ELED 438 Social Studies in Field-Based Settings

RDG 448 Characteristics of English Language Learners

443 Classroom Management

COURSE SYLLABUS: SPRING 2015

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required Readings will be distributed regularly in class, and in eCollege: Tools: DocSharing.

Textbook(s) Required:

Nath, Janice L.; & Ramsey, John M. (2010). Preparing to Teach Texas Content Areas: The TExES EC-6 Generalist and ESL Supplemental (2nd Ed.). Pearson Custom Education. ISBN-10: 0137040288 | ISBN-13: 978-0137040285

Field-Based Handbook

<http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/Available%20Programs/fieldBased/documents/14-15%20FieldBasedHandbook.pdf>

Optional Resources:

Ada, Alma Flor, & Campoy, F. Isabel. (2003). *Authors in the Classroom: A Transformative Education Process*. Boston: Allyn & Bacon.

Deviney, Jessica; Duncan, Sandra; Harris, Sara; Rody, Mary Ann; & Rosenberry, Lois. (2010). *Inspiring Spaces for Young Children*. Silver Spring, MD: Gryphon House.

- Edwards, Carolyn; Gandini, Lela; & Forman, George (Eds.). (2012). *The Hundred Languages of Children: The Reggio Emilia Experience in Transformation (3rd Ed.)*. Santa Barbara, CA: Praeger.
- Jacobson, Tamar. (2008). *Don't Get So Upset: Help Young Children Manage their Feelings by Understanding Your Own*. St. Paul, MN: Redleaf Press. ISBN: 978-1-933653-53-2
- Schlechty, Phillip C. (2002). *Working on the Work: An Action Plan for Teachers, Principals, and Superintendents*. San Francisco, CA: Jossey-Bass.
- Schlechty, Phillip C. (2011). *Engaging Students: The Next Level of Working on the Work*. San Francisco, CA: Jossey-Bass.
- Shagoury, Ruth, & Power, Brenda M. (2012). *Living the Questions: A Guide for Teacher-Researchers*. Stenhouse Pub.
- Wallace, Melanie. (2005). *Social Studies: All Day Every Day in the Early Childhood Classroom*. Cengage Learning. ISBN 1401881971.
- Wilmore, E., & Burkman, A. (2011). *Passing the PPR TExES Exam for EC-12 Teachers (2nd Ed.)*. Thousand Oaks, CA: Corwin.

Course Descriptions:

Seminars are conducted in the Midlothian Centers for Professional Development and Technology (MCPDT); field-based applications take place in public schools under the guidance of public school teachers and university personnel that comprise the Instructional Leadership Team. Prerequisite EIED 300; Rdg 350, 370; admission to teacher education program; placement in a MCPDT center; minimum overall GPA of 2.5 and must have passed TSI.

ELED 437. Integrated Learning: Math, Science, & Technology in Field-Based Settings. Explores the integrated nature of learning with science, and math as content focus and with technology understanding, usage, and how it can enhance best practices..

ELED 438 - Integrated Learning: Social Studies in Field-Based Settings – Explores the integrated nature of learning with social studies as content focus.

ELED 443- Classroom Management- Explores the facets of classroom management within the elementary classroom.

RDG 448 - Characteristics of English Language Learners – The characteristics and challenges of English language learners will be explored. Attention will be given to the development of reading fluency and written communications in the content areas with second language learners. Language assessments including the SOLOM will be studied.

Student Learning Outcomes:

1. The student will be an active and engaged participant in class discussions and Field Based experiences by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, and class discussion.
Evidence: Final Resident Evaluation of progress Rubric – (evaluating the 5 proficiencies)
2. The student will be able to design appropriate activities and experiences; implementing them in seminar and Field Based settings for math, science, social studies, and reading through lessons that meet the state mandated Texas Essential Knowledge and Skills. Evidence: Texas Generalist
3. The student will recognize and utilize technology in planning and appropriately implementing learning activities with children in math, science, social studies, and reading, as well as when communicating with parents. Evidence: Field Work

4. The student will be able to identify, create, and apply a variety of teaching and classroom management strategies in seminar and Field Based settings that meet the individual, developmental, and diverse needs of young children.
Evidence: PPR
5. The students will associate Early Childhood-Sixth Grade and PPR Standards (TExES) and ELPS for math, science, technology, social studies, and reading competencies with the course content and Field Based experience: Evidence PPR
6. The student will know the varied and appropriate assessments and assessment practices to monitor math, science, social studies, and reading content comprehension and learning.
Evidence: Texas Certification Exams
7. Utilize multidisciplinary perspectives to address global issues: Evidence QEP assignment
8. Describe the nature of global interdependence and its impact: Evidence QEP assignment

TEA Standards I-IV. Domains I-IV. Competencies:

Standard I. Domain I. Competencies 001-004 Domain III. Competencies 007-010

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

- 1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;
- 1.2k the implications of students' developmental characteristics for planning appropriate instruction;
- 1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning; and
- 1.6k appropriate strategies for instructing English language learners.
- 1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
- 1.10k how lesson content and skills connect with other disciplines and within the discipline; and
- 1.11k current research on best pedagogical practices.
- 1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
- 1.13k the importance of developing instructional goals and objectives that can be assessed;
- 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and
- 1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
- 1.17k the importance of knowing when to integrate technology into instruction and assessment; and
- 1.19k the importance of designing instruction that reflects the TEKS;
- 1.20k features of instruction that maximize students' thinking skills;
- 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
- 1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;
- 1.23k the benefits of designing instruction that integrates content across disciplines; and
- 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.
- 1.25k the role of assessment in guiding instructional planning;
- 1.26k the importance of creating assessments that are congruent with instructional goals and objectives;
- 1.28k the role of technology in assessing student learning;
- 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and
- 1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs;
- 1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;
- 1.3s use effective approaches to address varied student learning needs and preferences
- 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.
- 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction;
- 1.9s plan instruction that reflects an understanding of important prerequisites relationships;
- 1.10s plan instruction that makes connections within the discipline and across disciplines; and
- 1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
- 1.13s develop instructional goals and objectives that are able to be assessed;
- 1.14s develop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests; and
- 1.15s develop instructional goals and objectives that reflect different types of student learning and skills.
- 1.16s use various types of materials and other resources to aid in preparing and implementing instruction;
- 1.17s use technological tools to promote learning and expand instructional options; and
- 1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS;
- 1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;
- 1.23s provide students with opportunities to explore content from many perspectives.

Standard II. Domain II. Competencies 005-006

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

- 2.1k the importance of creating a learning environment in which diversity and individual differences are respected;
- 2.10k routines and procedures for managing and using materials, supplies, and technology;
- 2.14k appropriate behavior standards and expectations for students at various developmental levels; classroom;
- 2.15k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom.
- 2.1s interact with students in ways that reflect support and show respect for all students;
- 2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.
- 2.7s organize and manage groups to ensure that students work together cooperatively and productively;
- 2.14s communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior.

Standard III. Domain III. Competency 007-010

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

- 3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;
- 3.3k spoken and written language that is appropriate to students' age, interests, and background; and
- 3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions
- 3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;
- 3.6k how to present content to students in relevant and meaningful ways
- 3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
- 3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding;
- 3.9k strategies and techniques for using instructional groupings to promote student learning;
- 3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.
- 3.12k characteristics of effective feedback for students;
- 3.13k the role of timely feedback in the learning process; and
- 3.14k how to use constructive feedback to guide each student's learning
- 3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and
- 3.16k situations in which teacher flexibility can enhance student learning.
- 3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing;
- 3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;
- 3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge.
- 3.7s create lessons with a clearly defined structure around which activities are organized;
- 3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;
- 3.10s represent content effectively and in ways that link with student's prior knowledge and experience;
- 3.11s use flexible grouping to promote productive student interactions and enhance learning;
- 3.12s pace lessons appropriately and flexibly in response to student needs;
- 4.10k the importance of documenting self-assessments;
- 4.11k characteristics, goals, and procedures associated with teacher appraisal; and
- 4.12k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities, experiences/observations in the field, and assessments to assist you in achieving the outcomes/objectives for the course and instructional units. The student will consistently work on various combinations of assignments, activities, field experiences/observations, discussions, readings, research, etc.

1. Professionalism

Student Learning Outcomes: 1,2,4, 7

Assessment Method: Determined by the Instructional Leadership Team, Journal, Professional self-assessment tool and lesson evaluations.

- Prompt, on-time attendance at **ALL** university seminars, assigned campus days, school/university meetings, and staff development, as appropriate. You are required to attend all seminar days. Your grade will be lowered if you are absent or tardy. You are **required** to contact your liaison and mentor teacher if you will be missing your assigned campus day or seminar.
- Professionalism at the highest level to be demonstrated at all school and university functions. An educator demonstrates his/her professionalism in ways such as being on time, participating in, and contributing to class activities, accepting responsibility, and consistently demonstrating professionalism during seminar, on assignments, in the field, and in your digital, on-line identity.
- A self-appraisal tool will be utilized early, middle, and late in the semester, to self-evaluate your growth and development in professional conduct.

2. The Reflective Teacher

Student Learning Outcomes: 1-7

Assessment Method: Instructional Leadership Team, Rubric, Journals, Portfolio

- Complete five journal writings from assigned prompts. These will have assigned due dates, about three weeks apart. Reflection as we teach is an important part of learning to be a more effective teacher. These prompts are designed to help you think through certain points of your teaching experiences; please use them to help you learn how to teach more effectively.
- As we meet in seminar we will do weekly journal activities that you can take back to your classes and use with your students. These activities will require you to think about your assignment, write about it, and share with a group in class. The more you put into this assignment the more meaningful it will be to you as you move through your journey to becoming that teacher you dream of becoming. Writing is difficult because you are sharing a part of yourself. Please be willing to share and understanding that others are also sharing what may be a vulnerable part of their own teaching life.
- Professional portfolio. This should be an ongoing assessment of growth as a teacher based on the five state proficiencies. Keep it in a ready-to-go state and add to it during the semester. It needs to be thorough but not bulky. Electronic portfolios are recommended.

3. Content Area Lesson Reflections

Student Learning Outcomes: 1-7

Assessment Method: Documentation of lesson plans, students discuss in seminar and DocShare their reflections, evaluation of lessons

- Observe a lesson in each one of the content areas (Math, Science, Reading, and Social Studies) performed by mentor or another teacher. Reflect on the teaching and learning strategies, technology, lesson delivery, manipulative usage, lesson cycle implementation, management, assessment, etc.

4. Strategies Notebook

Student Learning Outcomes: 1, 2, 3, 4, 6

Assessment Method: Instructional Leadership Team, Rubric, Student Sharing

- Keep a notebook that includes a section for these content areas: math, science, social studies, reading, and writing. In each of the sections collect teaching strategies for working with ELL, special needs, and gifted learners.
- These strategies can be multi-level or one level. (We suggest multi-levels.) Collect a minimum of five in each section. Collect these strategies from various places, your Mentor teacher, instructional magazines, the internet, sharing with friends. However, they must be type-written in such a way that anyone can follow the strategy in a classroom. In other words do not just print a page from the internet or photocopy a magazine page and call it done. At the very least put it in some sort of lesson format.
- For each section you will also collect music, poetry and writing ideas. Yes we know that writing will have writing ideas, but we mean think about writing in math and science. You do not need to own the music, just know that it is out there.
- For each section you will also collect technology ideas including but not limited to YouTube videos, websites, places on the internet that will help you explain specific lessons or will have materials for teachers.
- Also include a section for classroom management ideas and a section for professional materials and within this section list and keep records and a brief summary of the outside activities you have attended such as ARD, PTA, Meet the Teacher, or Inservice.
- This is your **Strategy Notebook**. If you find something that you want to add then make a separate section and pass it along to the class. We want this to be something that works for you, that you will use, that will help you through your first years of teaching.

5. Lesson Plans and Evaluations

Student Learning Outcomes: 1-6

Assessment Method: Documentation through lesson plans, evaluations, observations by Mentors and Liaison, Journals, etc.

- Demonstrate your knowledge of the typical stages of cognitive, social, physical and emotional development of your students by developing lessons appropriate for the children you are teaching.
- Demonstrate your knowledge of student diversity by planning learning experiences and assessments that are responsive to difference among students.
- Design effective and coherent instruction and assessment based on appropriate learning goals and objectives.
- Plan effective, engaging instruction and assessment based on learning processes and factors that impact student learning.
- Establish a classroom climate that fosters learning, equity, and excellence.
- Manage student behavior through organized strategies.
- Communicate effectively in varied teaching and learning contexts.
- Actively engage students in all teaching and learning contexts.
- Use effective technology to plan, organize, deliver and evaluate instruction for all students.

- Provide timely, high quality feedback to students through written, oral, and visual means.
- Six formal lesson evaluations must be completed this semester from different content areas (science, math, social studies, and reading). Two formal self-evaluations, followed by two formal evaluations from the school (mentor teachers and administrators) and two from the university liaison. One of each type, self-evaluation, Mentor, and Liaison will be conducted in each of your two placements. At each evaluation, you MUST have the following items prepared for the evaluator: your lesson plan, a lesson evaluation form, a seating chart, all handouts to be used during your lesson, and your pre-lesson reflections. Your university liaison will expect it to be ready and in the location where you would like her/him to sit during your lesson. Plan and organize your time wisely. NOTE: your Liaison must leave a copy of his/her lesson evaluation with the Principal on the same day as your evaluation.
- **Midterm Evaluation** by all members of your Instructional Leadership Team (yourself, both Mentors, and Liaison).
- **Final Evaluation** covering experiences in the field and seminar.

6. Integrated Thematic Unit

Student Learning Outcomes: 1-6

Assessment Method: Presentation of lesson on a tri-fold board, lesson evaluation based on provided rubric, and sharing of weekly snapshot.

- Working together in a team of three to four students, design and present a five day integrated lesson plan based on science or social studies TEKS on a tri-fold board. You must integrate language arts, math, social studies, and science throughout the lesson plan.

7. TExES Study Group

Student Learning Outcomes: 1-7

Assessment Method: Documentation of study procedures and resources. Success on the EC-6 Generalist TExES.

- Participate in a TExES study group outside of seminar meetings. Utilize multiple resources for study sessions.
- Share a plan of action for studying with the other groups in seminar.
- Students are to log and turn in at least six hours of outside study activities.
- The seminar team will guide students on test taking strategies, resources, and review of previously learned material.
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8. Teacher Inquiry Project

Student Learning Outcomes: 1-6

Assessment Method: Presentation and discussion of progress based on rubric

- Teacher Inquiry Project. Students will develop and propose a question for classroom research based on relevant information they have realized since being placed in a field based setting. The question will be developed with the assistance and support of the mentor teacher and Center Team. The Center Team and an assigned research professor will provide ongoing assistance with the proposed research. Once the proposal has been accepted, students will begin finding background research related to their question and then determine the tools necessary for collecting data to answer their inquiry. Students will learn to interpret and analyze data to make decisions, determine whether articles are credible, accurate and reliable by reading many different articles, they will examine data samples and make inferences based on the results, and look at the same data samples. Students will then develop and present a plan summarizing their project. This project will continue and be completed during residency semester. (SLO2. Critical Thinking/Obj. 1,2,&3)

Grading (Determined by criteria shared below)

1. Professional growth as demonstrated by:
 - a. Professional growth portfolio
 - b. Anecdotal records kept by the mentor teachers, university liaisons and seminar instructors
 - c. Weekly reports
 - d. Lesson Evaluations by mentor teachers and university liaison
 - e. Professionalism (major component)
2. Written assignments
3. Attendance at school and university seminars (Mandatory every scheduled day)
4. Final self-evaluations
5. Midterm and final conferences

REMEMBER: You are now a professional! These assignments are given to you as a professional, not a student. Be responsible, be precise, be a professional in everything that you do. You are modeling to your children, to your colleagues and to your mentors. We expect quality performance and timetables met. We are expecting from you what your future employer will expect from you. How do you want others to perceive you and your performance? The choice is yours.

Grading will reflect a combination of seminar and field work. **Field focus: prior preparation, strength and delivery of lessons, knowledge of subject matter, utilization of lesson design, and assessment of student progress.**

The following holistic scoring will be utilized:

- A (90 – 100%) = Commendable.** Well above average in initiative, thought, organization, reflection, and implementing professional choices. Evidences extensive control of own decision-making and learning processes. Monitors, adjusts, and manages independently. Excellent attitude, attendance, participation and completion of assignments by due date
- B (80 – 89%) = Developing.** Functional, but in need of instruction regarding initiative, thought, organization, reflection, and implementing professional choices. Evidences some control of own decision-making and learning processes. Monitors, adjusts, and manages--but requires intervention. Good attitude, attendance, participation and completion of assignments by due date
- C (70 – 79%) = Needs Improvement.** Some lack of initiative, thought, organization, reflection, and responsibility. Evidences little to no control of own decision-making and learning processes. Does not adequately monitor, adjust, and manage. Sometimes exhibits poor attitude, attendance, participation and completion of assignments by due date.
- D – (less than 70%) =** Not recommended for teacher certification

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Regular access to leomail.
- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>. Another shortcut is <http://online.tamuc.org>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Constant communication with your Mentors, Liaison, and your course professors is essential to your professional growth and development. Email is preferred for most messages, using your leomail, and your Mentors school email. Our liaisons and college professors have expressed their preferred email, as follows:

LarryBrown@nctv.com

Evelyn.Lawson@tamuc.edu

Josh.Thompson@tamuc.edu

Telephone is appropriate for many conversations. Reasonable business hours should be observed, between 8:00 a.m. – 8:00 p.m., weekdays.

Contact your liaison if you will be missing your assigned campus day or seminar.

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

UNIVERSITY PROCEDURES

Course Specific Procedures:

Attendance Policy:

Attendance at all class meetings is **required and is essential** to your success in this course. It is a requirement of this class to sign your name tent upon arrival to document your participation each class meeting. For each absence, a written letter is required to be placed in your file. No excuses will be given without written documentation. If you miss three or more classes, you may be asked to drop the course or be administratively withdrawn from the course for excessive absences. All absences will result in points taken off your professionalism grade. Participants are expected to be on time and stay for the entire time. If you choose to be late, or leave early, points will be deducted from your professionalism grade. If you miss class, it is your responsibility to find someone who can give you notes for the previous class meeting. I will not bring additional copies of handouts to class. Select a friend who will be willing to collect any material and take notes for you when you are out.

Technology Policy:

Please respect the instructor and your peers **by silencing or turning off** your cell phone upon entering our classroom. If there is an emergency, you may leave it on silence mode. This should constitute only emergencies. Texting during class is unprofessional and will result in a deduction in your professionalism grade. Utilize technology only for the purposes of the course the student is currently attending and at the appropriate times.

Assignment Policy:

All assignments are due on the date they are assigned which can be found in the Course Calendar and online in eCollege, unless otherwise approved by the instructor. All assignments that are late will have

points deducted. Late means they are not turned in when class meets on the day they are due. If you forget your assignment, then points will be deducted. You are a professional and must present yourself in a way to show responsibility. Assignments will be either handed in during class meeting or submitted through eCollege dropbox and **must be** in .doc or .docx format. All completed/graded assignments must be picked up by the end of the semester or they will be discarded.

Written Assignments: All written assignments are to be **typed double-spaced in a legible 12 pt. font** with 1" margins and are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics) in your writing. Excessive grammar, spelling, and vocabulary errors will result in a reduction of your score at the instructor's discretion. College level writing and higher order thinking must be evident in all written assignments. If you are unsure of your writing abilities, please visit the writing lab for help.

Academic Honesty Policy: Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Suggested sites for reference regarding what constitutes plagiarism and how to avoid it: <http://www.plagiarism.org/> or <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> or <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Plagiarism will result in a grade of "F" for the course and may result in your dismissal from the program.

University Specific Procedures: *ADA Statement*

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

The use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco is prohibited inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

COURSE OUTLINE/ CALENDAR

The course schedule will be given in class.

