Instructor Information:

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Phone: 817-272-2515  
(Email is better.)  
Mailbox: Box 19227

Faculty Profile: https://www.uta.edu/profiles/janet-melton

** Note: Dr. Melton’s email is: meltonj@uta.edu. There are several Meltons at UTA. Be sure you have addressed it correctly.

Course Information:

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Foundations in ESL EC-6 Education</th>
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</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>ELED 5318 .001</td>
</tr>
<tr>
<td>Semester:</td>
<td>Fall, 2015</td>
</tr>
<tr>
<td>Course Location and Time:</td>
<td>Off-Web via web/Blackboard.</td>
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<tr>
<td>Course Website:</td>
<td><a href="http://elearn.uta.edu">http://elearn.uta.edu</a></td>
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Catalog Description

An overview of historical and philosophical influences and current research in early and elementary education on promoting educational environments that support development of the whole child. Attention is given to the development and implementation of appropriate ESL EC-6 curricula and programs that extend and integrate learning experiences of children, including the home-school relationship.

Course Prerequisites:

This course is a prerequisite course for all ELED coursework and must be taken concurrently with ELED 5317.

Textbook(s) and Materials:

Required:
The College of Education is pleased to announce the adoption of **Tk20**, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of $100. You may purchase your subscription online from a link provided on the system’s Web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit [http://www.uta.edu/coehp/tk20](http://www.uta.edu/coehp/tk20) for more information.

**HIGHLY Recommended:**

*Any PPR EC-12 Study Guide*


**Learning Outcomes:**

As a result of reading, listening, discussing, observing, and writing, students will:

1. Identify and describe the principles and theories that guide the practices of early childhood education.
2. Compare components of high-quality early childhood programs, and describe a variety of developmentally appropriate approaches in ESL EC-6 education.
3. Define advocacy and ethics and describe why each is important to the profession, young children and their families.
4. Compare and describe how the early childhood educator establishes an appropriate physiological and psychological learning environment.
5. Analyze a wide variety of experiences, assessments, and activities to optimally meet children’s needs.
6. Identify program evaluations as they relate to quality developmentally appropriate practice, state, and federal requirements.
7. State personal beliefs based on sound research-based theory and quality ESL EC-6 practice.
8. Demonstrate the technical skills required of ESL EC-6 professionals.
9. Describe how the early childhood educator provides a wide variety of experiences, assessments, and activities to optimize every student’s learning.

**National Standards:**

**National Standards:**

<table>
<thead>
<tr>
<th>TESOL - Standard 2a</th>
<th>Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.</th>
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</thead>
<tbody>
<tr>
<td>TESOL – Standard 2b</td>
<td>Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.</td>
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<tr>
<td>TESOL- Standard 2c</td>
<td>Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs’ learning.</td>
</tr>
<tr>
<td>TESOL – Standard 2d</td>
<td>Understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.</td>
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<tr>
<td>TESOL – Standard 2e</td>
<td>Understand and apply concepts about the interrelationship between language and culture.</td>
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<tr>
<td>TESOL – Standard 2f</td>
<td>Use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction.</td>
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<tr>
<td>TESOL – Standard 2g</td>
<td>Understand and apply concepts of cultural competency, particularly knowledge about how an individual’s cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students.</td>
</tr>
<tr>
<td>TESOL – Standard 3a.1</td>
<td>Plan standards-based ESL and content instruction.</td>
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<tr>
<td>TESOL – Standard 3a.2</td>
<td>Create supportive, accepting classroom environments.</td>
</tr>
<tr>
<td>TESOL – Standard 3c.1</td>
<td>Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.</td>
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<tr>
<td>TESOL – Standard 5b.1</td>
<td>Participate in professional growth opportunities.</td>
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<td>TESOL – Standard 5b.2</td>
<td>Establish professional goals.</td>
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<tr>
<th>ACEI/NCATE – Standard 3.1</th>
<th><strong>Integrating and applying knowledge for instruction</strong> Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACEI/NCATE – Standard 3.2</td>
<td><strong>Adaptation to Diverse Students</strong> Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</td>
</tr>
<tr>
<td>ACEI/NCATE – Standard 3.3</td>
<td><strong>Development of critical thinking, problem solving and performance skills</strong> Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.</td>
</tr>
<tr>
<td>ACEI/NCATE – Standard 3.4</td>
<td><strong>Active engagement in learning</strong> Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.</td>
</tr>
<tr>
<td>ACEI/NCATE – Standard 3.5</td>
<td><strong>Communication to foster learning</strong> Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</td>
</tr>
<tr>
<td>ACEI/NCATE – Standard 4</td>
<td><strong>Assessment for instruction</strong> Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</td>
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</tbody>
</table>
| ACEI/NCATE – Standard 5.1 | *Practices and behaviors of developing career teachers*  
Candidates understand and apply practices and behaviors that are characteristic of developing career teachers. |
|---|---|
| ACEI/NCATE – Standard 5.2 | *Reflection and evaluation*  
Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally. |

**STATE STANDARDS:**

| TX-TEXES.ESL EC-6.RESP.1 | STANDARD: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (Standard I) |
| TX-TEXES.ESL EC-6.RESP.2 | STANDARD: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. (Standard II) |
| TX-TEXES.ESL EC-6.RESP.3 | STANDARD: 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. (Standard III) |
| TX-TEXES.ESL EC-6.RESP.4 | STANDARD: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession. (Standard IV) |

**DOMAIN I—DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING**

**Competency 002**
The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

**Competency 003**
The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives

**Competency 004**
The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging and appropriate assessments.

**Competency 005**
The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

**Competency 006**
The teacher understands strategies for creating and organized and productive learning environment and for managing student behavior.

**DOMAIN III—IMPLEMENTING EFFECTIVE, RESPONSIVE INSTRUCTION AND ASSESSMENT**
Competency 007
The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Competency 008
The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 010
The teacher monitors students’ performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

DOMAIN IV – FULLFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES

Competency 11
The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

Competency 12
The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

Competency 13
The teacher understands and adheres to legal and ethical requirements for educators and knowledgeable of the structure of education in Texas.

University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

University of Texas at Arlington
College of Education
Conceptual Framework
The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

- The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.

- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:
  - **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
  - **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from
all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

- **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal—the development of informed and responsible Partners for the Future—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

**Professional Dispositions: College of Education and Health Professions**

- Each student/candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.

- The full document regarding dispositions is posted in Blackboard in the course materials.

**State Guidelines, Competencies and Professional Organizations**

- [http://www.tea.state.tx.us/index.aspx](http://www.tea.state.tx.us/index.aspx) - Texas Education Agency
- [www.tea.state.tx.us](http://www.tea.state.tx.us) - Texas Essential Knowledge and Skills (TEKS)

**University Policies:**

**Final Review Week:**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.
Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

- All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account and it remains active as long as a student is enrolled at UT-Arlington.

- The professor will respond to e-mail within 24 hours if submitted Monday through Thursday. For e-mails received between Friday and Sunday, please allow at least 72 hours for a response. For example, if your e-mail is submitted on Friday, please do not anticipate a response before Monday afternoon.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

- UTA Writing Center: Professionally trained tutors offer help with writing projects at any stage of the process at no cost to UTA students. You can submit a rough draft via email and request feedback from a tutor at the On-Line Writing Lab. (http://www.uta.edu/owl/).

The English Writing Center (411LIBR): Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In Quick Hits sessions during all open hours Mon- Thurs. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information.

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination
for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22). Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisors to drop a class or withdraw. Undeclared students must see an advisor in the University advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.uta.edu/aoa/fao/).

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Departmental Policies:

The College of Education and Health Professions follows the American Psychological Association (APA) Style Manual for all written work. If you are unfamiliar with this, you may look on Purdue Owl http://owl.english.purdue.edu/owl/resource/560/01/

Maintaining Eligibility for Continuing in ELED Courses:

Grade Calculation: Students who earn a “D” or an “F” in any education (EDUC), reading (READ), or early childhood education (ELED) class must retake the course in order to be certified. If a student earns a “D” or an “F” prior to Internship or Residency, he/she may not proceed to those field experiences before retaking the course and earning a “C” or better and maintaining a 2.75 cumulative GPA in EDUC, READ and ELED coursework. The University grade replacement policy is not in effect for EDUC, READ, or ELED coursework.

Departmental Policies:

Maintaining Eligibility for Continuing in ELED Courses:

THEA Scores: All students MUST earn the following scores on the THEA before the Internship semester: Reading 270, Math, 230, Writing, 220.

Grade Calculation: Students who earn a “D” or an “F” in any education (EDUC), reading (READ), or early childhood education (ELED) class must retake the course in order to be certified. If a student earns a “D” or an “F” prior to Internship or Residency, he/she may not proceed to those field experiences before retaking the course and earning a “C” or better and maintaining a 2.75 cumulative GPA in EDUC, READ and ELED coursework. The University grade replacement policy is not in effect for EDUC, READ, or ELED coursework.
Course Policies

Attendance:

- Attendance in this online, web-based course will be determined by on-time posting of: items to the discussion board, assignments, and exams.

- The instructor is available for telephone (email works better than the phone), e-mail or face-to-face conferences as the need arises. **It is your responsibility to solicit help from the instructor.** This is to be done **before** problems affect your grade – not after.

- The professor will respond to e-mail communication within 24 hours if submitted Monday through Thursday. For e-mail received Friday through Sunday, do not expect a reply before Monday evening.

- Please do not e-mail the professor on items that are already stated in the syllabus. If you choose to ask such a question, your reply will be “See syllabus”. Due dates and other items are stated in the syllabus so only e-mail for clarification regarding assignments?

- The instructor reserves the right to make changes in the syllabus as deemed necessary. Students will be notified of any changes.

- As an educator, one is expected to model correct written and spoken English grammar, spelling, and punctuation. Students are to present their work in a professional and correct manner. **Thus, the instructor will deduct points from any assignment that does not exhibit this standard whether on a rubric or not.**

- All borrowed material must be returned before a final grade will be reported to the university.


- No final exams will be given early. If it becomes necessary to take a Final Exam outside of the scheduled time, student will receive an “incomplete” or “I” and might possibly be dropped from Spring coursework until the “I” is removed. “I’s” are only given when a significant portion of the coursework has been completed.

- No extra credit work will be accepted or given.

- **Do not underestimate the importance of the above requirements.** Earning a grade of “A” for this course requires more than earning “A’s” on all assignments; it additionally requires a demonstration of professional behaviors.

Preparation:

- Beyond the time required to read in the textbook, students in this course can expect to spend at least 4-8 hours per week of their own time (depending on the assignment due and the student’s own rate of work) in course-related activities including reading required materials, completing assignments, preparing for exams, etc.

Participation:

Class participation includes but is not limited to:
Participating in discussions on the “Discussion Board”

One way we show professionalism and respect is to disagree without offensive language or rude remarks on the discussion board. If you have difficulty demonstrating respect to the class members, your participation grade will be affected.

You have chosen a profession that requires a commitment to timeliness, responsibility, cooperation, teamwork, prior planning, and an attitude of respect for learners with different needs, colleagues and mentors.

Also, the teaching profession requires above average writing and speaking skills demonstrating correct English grammar, spelling, punctuation, and syntax in the commission of one’s duties and correspondence. Therefore, when communicating with others, i.e. the professor, you should use correct English. Points will be deducted from the “Participation” portion of your grade for emails, assignments, and Discussion Board posts that fail to demonstrate those qualities. [NO “TEXT” speech!]

How to Navigate this Course:

- Look on the syllabus for the week number. Next, log-in to Blackboard. Look on the left for the menu and the folder for that week’s number (i.e. “Week 2 August 31” in the syllabus will be “Week 2 folder” in Bb). Assignment’s directions and submission spaces are in the folder in the left menu of Bb titled, “Assignments and Submissions”.
- Your assignment is to open each item in the folder and read or review each item. If the item has a powerpoint, you should also click on the links within the ppt for added material.
- Your assigned reading in the textbook (or other reading) for that week is listed in the syllabus. So, you will be using both the syllabus and Blackboard together to complete this course successfully.
- ANY test or quiz will be in the “Tests and Quizzes” folder in the left menu. Quizzes will be open for a longer period of time than tests. You will see in the instructions how much time you have to complete the quiz or the test.
- Sundays will be pivotal days. The weekly folder opens on Sundays (the day before it is listed in the syllabus) and assignments (not necessarily quizzes and tests) will be due on Sundays.
- The weekly folders will open up according to the schedule on the syllabus. If you would like to work ahead, you may read the textbook, but, the other materials will be relevant to the discussions and topics for the week assigned.
- You will need to check the Discussion Board (on the left menu) each week to see if there is a discussion item. If there is, you are to follow the directions for that week’s discussion topic. [Not all weeks have a topic but most do.]

Assignments:

- Assignment Instructions and exemplars will be provided in the Assignments and Submissions folder in Blackboard.
  - The space to upload assignments is in the Assignments and Submissions folder on Blackboard.
  - All assignments must be typed or word-processed unless otherwise specified by the instructor.
- Type all assignments using a 12 point font (specifically Arial or Tahoma), double-spaced, 1” margins, with correct spelling, grammar, and conventions of English. On the cover page of each assignment, the following form should be used:
  
  Student’s Name
• Teachers must speak and write effectively; therefore, all written assignments must be in good form. Check your spelling and proofread. Points will be deducted for inappropriate content and form. As teachers, we encourage students to edit their work prior to submitting for a grade. Points will be deducted for misspellings, poor grammar, and poor punctuation whether or not it is mentioned on the assignment rubric. Dr. Melton recommends that students become familiar with ‘the Oxford comma’ for this course.

• Assignments submitted after the designated date and time are considered late. The instructor will deduct 10% of the possible point value of the assignment for each day it is late.

• All assignments are due before the scheduled final examination for the course. Assignments submitted during or after the final examination or over 9 days past due will not be graded or considered in the final course grade.

• It is not likely you will be able to earn an “A” for the course if any assignment is turned in late or missing portions of the assignment.

**Academic Honesty:**

**Academic Integrity:**

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

• Students will need to copy and paste the portion below (between the ***) onto a sheet of paper, print it out, sign it with a signature, scan it, and then upload this statement into Bb in the correct space in the Assignments and Submissions folder by midnight on Sept. 6th.

******************************************************************

Printed Name _______________________________________________ Class Meeting Day __________

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources (avoiding plagiarism). I will follow the highest standards of integrity and uphold the spirit of the Honor Code. (I acknowledge and understand that if I fail to uphold this standard, there will be consequences that affect my grade and possibly my standing in the ESL EC-6 program, i.e. collaborating on exams or assignments when it is expressly forbidden or contrary to directions.)

____________________________________________________________________

Signature & Date

******************************************************************

• **Grades will be calculated on the following criteria:**

1. **Class Participation (10 %)-**
   This portion of your grade will be determined using the following criteria:
o Professional conduct when communicating with peers and superiors: for example, using correct grammar, spelling, and punctuation, being respectful on all correspondence and discussions, etc. (Points deducted only if this expectation is not met.)

o Following directions: uploading required paperwork and assignments in appropriate spaces.

o On-time postings of required elements

• You have chosen a profession that requires a commitment to timeliness, responsibility, cooperation, teamwork, prior planning, above average writing and speaking skills, and an attitude of respect for learners with different needs, colleagues and mentors.

2. Syllabus Quiz (5%) – There will be a quiz over the syllabus. It will be an ‘open note’ quiz. This is to assure that the student must have read and be familiar with the syllabus.

3. Texas Educator Code of Ethics Training and Exam (5%)

• The Texas Education Agency has developed an online course with entertaining videos in the style of the television show The Office. The subject matter is serious but the method of delivery is light—hearted.

• The Texas Education Agency is now hosting the Teacher Ethics training modules on our YouTube channel at http://www.youtube.com/playlist?list=PLYCCvYa2g1vuF3qIz1NjEWFEmxaBMvC

Module 1 “Boundaries” - Parts 1, 2, & 3
Module 2 “Social Media” - Parts 1 & 2
Module 3 “Anger Management” - Parts 1, 2, & 3
Module 4 “Behavior Off Campus” - Parts 1 & 2

• An exam will be given over the Code of Ethics.

• These modules can be done at one’s own pace but must be completed by the Ethics Exam date listed in the schedule.

4. Parent Newsletter (10 %) Rubric on TK20 and Blackboard

• Pretend that you are a first year teacher. You are going to pick a grade level, a made-up school, and e-mail address. You will need to write a “letter” that you would send to families at the beginning of the year. Write this newsletter as if you are the lead classroom teacher. Personalize the newsletter by inserting your name and the grade level or subject you teach. Include the following in your Welcome letter:
  o A personal introduction (including contact information and times)
  o A brief statement about your teaching philosophy
  o Your classroom management philosophy/plan
  o Home-school communication procedures
  o Homework philosophy/procedures
  o Grading policy
  o Daily schedule/routines
  o Importance of parent involvement and ways parents can be involved in your classroom.
  o Other important classroom activities such birthdays, field trips, etc.

• NOTE: A sample letter appears in Blackboard.

• You will submit the assignment, in its entirety in one document to Blackboard AND TK-20.

• ***As a “KEY” assessment, if it is not submitted into TK-20, the student will receive "0" points for the assignment even if it is submitted in Blackboard and an “I” in the course until it is submitted.

5. Professional Development Summary (5%) - Rubric TK20 and on Blackboard

• The candidate will participate in a professional development activity over the Texas Educator Code of Ethics Training Modules.

• The final Professional Development Report must reflect directly to the steps and questions listed below.

• Step One: Working Through All of the Ethics Modules.
  o The Texas Education Agency has developed an online course with entertaining videos in the style of the television show “The Office”.
  o Instructions and log-in information will be posted on the Blackboard announcement page.
• Step Two: Reflecting on the Training Modules
  o Prepare a written summary (note that a summary is short) of this professional development activity and the key points of the presentation.
  o Prepare a written reflection on the value of these modules for: current and future teachers, what you learned during the activity, the advantages of this activity, the pros and cons on this style of learning, how that learning might be useful to you in your own classroom.

• Step Three: Reflecting on Professional Development
  o Explain why on-going professional development is important for ESL EC-6 teachers.
  You will submit the Summary to Blackboard by the due date.
  You will also submit a copy of your assignment to TK-20. (Note: assignments not posted to TK-20 cannot be graded and will receive a “0” even if the assignment is in Blackboard. All assignments listed as needing to be uploaded into TK20 must be uploaded or the grade for the course will be an “I”.)

6. Room Design (15%)
• Student will design a room arrangement appropriate to a kindergarten classroom, provide a sample class schedule, and describe the rationale for the choices made in the design, discuss the developmental elements contained in the classroom, and include a minimum of 8 learning centers in the design as well as discuss elements of various theorists evident in this design. (Instructions and rubric will be provided on Blackboard (Bb)).

7. Differentiated Lesson Plan (15%)
• You are to plan a lesson using the ESL EC-6 Program Lesson Plan format provided on Blackboard. Instructions and rubric will be provided on Bb).

8. Lavoie Video Quiz (5%)
Students will need to view and take notes over a YouTube video by Richard Lavoie titled, "How Difficult Can this be? The Fat City Workshop" (a little over an hour in length). The quiz will be posted in Bb.

9. Midterm Exam (15%)

10. Final Exam (15%)

Grade Calculation:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
</tr>
<tr>
<td>B</td>
<td>85 – 92</td>
</tr>
<tr>
<td>C</td>
<td>77 – 84</td>
</tr>
<tr>
<td>D</td>
<td>70 – 76</td>
</tr>
<tr>
<td>F</td>
<td>69 and below</td>
</tr>
</tbody>
</table>

According to the ESL EC-6 Program grading scale which is as follows:

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Attendance: As per ESL EC-6 Policy stated above may have an effect on the final grade also.

Percentages of Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>5%</td>
</tr>
<tr>
<td>Parent Newsletter</td>
<td>10%</td>
</tr>
<tr>
<td>Ethics Exam</td>
<td>5%</td>
</tr>
</tbody>
</table>
Professional Development Write-up 5%

Room Design 15 %
Differentiated Lesson Plan 15 %
Lavoie Video Quiz 5%
Midterm Exam 15 %
Final Exam 15 %

(*** = Assignment must be uploaded into Tk-20)

• ****Professor reserves the right to modify and or adjust the assignments and/or lecture schedule as deemed necessary or appropriate in order to maximize learning. Professor will inform students of any changes.

*Tentative Topic/Assignment Schedule: (See below)*
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Reading Assignments</th>
<th>PPR Standard or Competency</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation days - August 27</td>
<td>Course Overview</td>
<td>Review Syllabus and Blackboard</td>
<td></td>
<td>Purchase TK-20</td>
</tr>
<tr>
<td>Week 2 – Aug 31</td>
<td>Professionalism and Building Effective Partnerships Ethical Issues</td>
<td>Chapter 7</td>
<td>PPR Standard IV Comp 11,12, &amp; 13</td>
<td>Syllabus Quiz Due Sept. 6 at midnight</td>
</tr>
<tr>
<td>Week 3 – Sept.7</td>
<td>Adapting to Individual Differences, Learning Styles, and Cultures</td>
<td>Chapters 5 and 6</td>
<td>PPR Standard II Comp. 2 &amp; 4</td>
<td>Start Ethics Modules</td>
</tr>
<tr>
<td>Week 4 - September 14</td>
<td>Creating a Positive Learning Environment and Behavior Guidance</td>
<td>Chapter 8</td>
<td>PPR Standard II Comp. 5 &amp; 6</td>
<td>Parent Newsletter due (TK20 &amp; Bb) Due by Sept. 20 at midnight</td>
</tr>
<tr>
<td>Week 5 - September 21</td>
<td>Intentional Teaching and Planning Effective Curriculum</td>
<td>Chapters 3 &amp; 10</td>
<td>PPR Standard I PPR Standard III Comp 3</td>
<td>Ethics Test (on Bb) due by Sept. 27 at midnight</td>
</tr>
<tr>
<td>Week 6 – September 28</td>
<td>Actively Engaging Learners through Play and other Instructional Strategies</td>
<td>Chapters 4 &amp; 9</td>
<td>PPR Standard III Comp. 7 &amp; 8</td>
<td>Professional Dev’t Write-Up (TK20 &amp; Bb) due by Oct 4 at midnight</td>
</tr>
<tr>
<td>Week 7 – October 5</td>
<td>Midterm Exam</td>
<td></td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>Week 8 - October 12</td>
<td>Assessing Children’s Learning and Accountability</td>
<td>Chapter 11</td>
<td>PPR Standard I PPR Standard III Comp. 4 &amp; 10</td>
<td>Room Design Due Bb by Oct 18 at midnight</td>
</tr>
<tr>
<td>Week 9 - October 19</td>
<td><strong>Lesson Planning</strong> - ELA, P.E. Health, Theatre/Drama Curriculum</td>
<td>Chapters 12 &amp; 15</td>
<td>PPR Standard III Comp. 3</td>
<td></td>
</tr>
<tr>
<td>Week 10 – October 26</td>
<td>Lesson planning Cont. Math, Science, Tech, Soc. St.</td>
<td>Chapters 13 &amp; 14</td>
<td>PPR Standard III Comp. 3</td>
<td></td>
</tr>
<tr>
<td>Week 11 – November 2</td>
<td>Exceptionality and Special Education &amp; Meeting the Needs of Exceptional Learners</td>
<td>“Developing Block and Building Centers” - Reading</td>
<td>PPR Standard II PPR Standard IV Comp. 4 &amp; 7</td>
<td>Lavoie Video Test on Bb due by Nov 8 at midnight</td>
</tr>
<tr>
<td>Week 12 - November 9</td>
<td>Continuity, Change, and Traditions in Early Education – Historical Perspectives</td>
<td>Chapters 1 &amp; 2</td>
<td>PPR Standard IV Comp. 12 &amp; 13</td>
<td>Differentiated Lesson Plan Due in Bb by Nov 15 at midnight</td>
</tr>
<tr>
<td>Week 13 - November 16</td>
<td><strong>Government and Finances &amp; Societal Issues &amp;</strong></td>
<td>Chapter 16</td>
<td>PPR Standard IV Comp.13</td>
<td></td>
</tr>
<tr>
<td>November 26</td>
<td>THANKSGIVING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14 – November 30</td>
<td>Find ‘current event’ article related to education</td>
<td>Research Online-via Popular Media</td>
<td>Create paragraph Synopsis</td>
<td>Post summary on Discussion Board</td>
</tr>
</tbody>
</table>
As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Students will be advised of any changes via Blackboard. — Dr. J. Melton

<table>
<thead>
<tr>
<th>Week 15 – December 7</th>
<th>Review of Schools and the Profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 16 – December 17</td>
<td>Final Exam Online TBD</td>
</tr>
</tbody>
</table>


The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: http://www.uta.edu/library/services/distance.php.

The subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit http://libguides.uta.edu/os and http://libguides.uta.edu/pols2311fm . If you have any questions, please feel free to contact Suzanne Beckett, at sbeckett@uta.edu or at 817.272.0923.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. We further recommend that you enter the UTA Police Department’s emergency phone number into your own mobile phone. For non-emergencies, contact the UTA PD at 817-272-3381.