Instructor Information:

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Phone: 817-272-7448
(Email is better.)
Mailbox: Box 19026

Faculty Profile: https://www.uta.edu/profiles/denise-collins

Course Information:

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Foundations in ESL EC-6 Education</th>
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<tbody>
<tr>
<td>Course Number:</td>
<td>ELED 5318 .001</td>
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<tr>
<td>Semester:</td>
<td>Fall, 2017</td>
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<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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Course 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:

Becoming a Teacher, Enhanced Pearson EText with Loose-Leaf Version -- Access Card Package


HIGHLY Recommended:
Any PPR EC-12 Study Guide


Learning Outcomes:

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

- Identify who teaches in the United States and the common motivations for choosing to teach.
- Describe the different characteristics of professionalism and the steps toward becoming a highly qualified teacher, and explain how they relate to teaching.
- Explain how diversity influences learning.
- Assess how gender differences influence school success and how effective teachers respond to these differences.
- Reflect upon various ethical issues facing today’s teachers.
- To become aware of and an understanding of: developmentally appropriate practices, intentionality in teaching, and differentiated instruction.
- Identify the major approaches to teaching in today’s diverse classrooms.
- Discuss the legal and ethical responsibilities of today’s teachers.
• Compare the different influences on curriculum and explain how each exerts its influence.
• Define assessment and identify the major purposes and methods of assessment (for example: Formal, Performance-based, and Summative)
• Compare similarities and differences in different minority groups’ struggles for educational equity and equality throughout education history
• Describe how schools are financed in the United States and in Texas.
• Describe the different characteristics of professionalism and the steps toward becoming a highly qualified teacher, and explain how they relate to teaching.
• Identify ways to involve families in their child’s education.
• Describe effective methods of effective communication with families.
• Identify and describe the principles and theories that guide the practices of early childhood education.
• Compare components of high-quality early childhood programs, and describe a variety of developmentally appropriate approaches in ESL EC-6 education.
• Demonstrate the technical skills required of ESL EC-6 professionals.
• Describe how the early childhood educator provides a wide variety of experiences, assessments, and activities to optimize every student’s learning.
• Compare and describe how the early childhood educator establishes an appropriate physiological and psychological learning environment.
• Analyze a wide variety of experiences, assessments, and activities to optimally meet children’s needs.
• Compare and describe how the early childhood educator establishes an appropriate physiological and psychological learning environment.
• Analyze a wide variety of experiences, assessments, and activities to optimally meet children’s needs.

Tk20: You will be using Tk20, a comprehensive data management system, and you must purchase it. The College of Education has adopted Tk20 to provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of Tk20 tools that is required as a course text is called Tk20 HigherEd. We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. Tk20 is a purchase that you will use throughout your program, but you purchase it once. The following listing provides key details about the use of Tk20 in your program of study.

• Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
• Tk20 also serves as the centralized location for submitting program forms and field placement documents.
• Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and increase the value of the degrees and certifications you complete here.
• For designated key assessment assignments, you must submit your work in both Tk20 and in Blackboard to receive credit.
• It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time.
• You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are addressed.
• On-line tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase Tk20: https://www.uta.edu/coed/academics/tk20/index.php .

Professional Dispositions: Each student/candidate in the College of Education at UTA will be evaluated on Professional Dispositions by the faculty and staff in each professional education course per semester. These dispositions are 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. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education.

The College of Education Conceptual Framework serves as a guide for our professional education programs. It highlights our commitment to excellence across courses and clinical experiences and reflects current research and
alignment to professional standards. This document describes how we are dedicated to the development of highly skilled and ethical education professionals who are also intellectual and educational leaders. The UTA College of Education Conceptual Framework may be found at this link: [http://www.uta.edu/coed/about/conceptual-framework.php](http://www.uta.edu/coed/about/conceptual-framework.php)

**Attendance:** At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, [insert your attendance policy and/or expectations, e.g. “I will take attendance sporadically” or “I have established the following attendance policy: …”] However, while UTA does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UTA instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**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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<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>
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<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>
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<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>
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<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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<tr>
<td>TESOL – Standard 5b.2</td>
<td>Establish professional goals.</td>
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<tr>
<td>ACEI/NCATE - Standard 3.1</td>
<td>Integrating and applying knowledge for instruction Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.</td>
</tr>
<tr>
<td>ACEI/NCATE – Standard 3.2</td>
<td>Adaptation to Diverse Students Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</td>
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<tr>
<td>ACEI/NCATE-</td>
<td>Development of critical thinking, problem solving and performance</td>
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<tr>
<td>Standard 3.3</td>
<td>skills</td>
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<tr>
<td><strong>ACEI/NCATE – Standard 3.4</strong></td>
<td>Active engagement in learning</td>
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<tr>
<td><strong>ACEI/NCATE – Standard 3.5</strong></td>
<td>Communication to foster learning</td>
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<td><strong>ACEI/NCATE – Standard 4</strong></td>
<td>Assessment for instruction</td>
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<td><strong>ACEI/NCATE – Standard 5.1</strong></td>
<td>Practices and behaviors of developing career teachers</td>
</tr>
<tr>
<td><strong>ACEI/NCATE – Standard 5.2</strong></td>
<td>Reflection and evaluation</td>
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**State Domains and Competencies:**

This course provides opportunities to investigate and apply the **12 Themes and Principles of Learning** approved by the State Board for Educator Certification to serve as the **Framework for the newly-developed EC - 6 TExES.**

- **Learner-Centeredness.** The teacher is a leader of a learner-centered community in which an atmosphere of trust and openness produces a stimulating exchange of ideas. Although the teacher has a vision for the destination of learning, learners are encouraged to take responsibilities for their own learning.
- **Active Learning.** The teacher designs learning experiences that engage interest in learning. The teacher encourages learners to shape their own learning through active engagement.
- **Teaching for Meaningful Outcomes.** The teacher selects and organizes topics so that learners make clear connections between what is taught in the classroom and what they experience outside the classroom. The teacher helps learners link ideas in content area to familiar ideas, to prior experiences, and to relevant problems.
- **Diversity.** The teacher models and encourages appreciation of the diversity of learners, cultural heritage, unique endowments, learning styles, interests, and needs. The teacher designs learning experiences that show consideration of diversity.
- **Communication.** The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher designs learning experiences that provide students with the opportunity to listen, speak, read, and write in a variety of contexts.
- **Higher-order Thinking.** The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. The teacher observes, evaluates, and changes directions and strategies when necessary.
- **Intra- and Interdisciplinary Connections.** As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines. The teacher integrates other disciplines and learners interest so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.
- **Use of Technology.** The teacher stays abreast of current knowledge about technology and integrates technological resources into instructional practices. The teacher selects technological resources that are
developmentally appropriate and engage interest in learning. The teacher uses technology as a resource for building communication skills.

- **Developmental Appropriateness.** The teacher designs learning experiences that are developmentally appropriate, integrating learning experiences and various forms of assessment that takes into consideration the unique characteristics of the learner community.

- **Assessment as part of Instruction.** Assessment is used to guide the learner community. The teacher responds to the needs of all learners by using assessment as an integral part of instruction.

- **The Teacher as Part of a Larger Learner Community.** The teacher communicates effectively as an advocate for each learner. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas, and solving problems in an innovative way are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between school and community.

- **Lifetime Learning, Including Self-assessment.** Because the teacher encourages learners to shape their own learning and guides learners to develop personally meaningful forms of assessment, learners develop an appreciation of learning as a lifelong process.

**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.

**State Guidelines, Competencies and Professional Organizations:**
- [www.acei.org](http://www.acei.org) – National Accreditation Standards
- [http://www.tea.state.tx.us/teks](http://www.tea.state.tx.us/teks) - Texas Essential Knowledge and Skills (TEKS)

**University Policies:**

**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 advisor 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 classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships ([http://wweb.uta.edu/aao/fao/](http://wweb.uta.edu/aao/fao/)).

**Incomplete Work:**
In the case of incomplete work, a grade of “I” can be awarded only if a substantial amount of the coursework has already been completed and serious circumstances arise which prevent completing all work.

**Grade Grievances:**
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog. [http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#10](http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#10)

**Medical Reimbursement:**
- University students will be responsible for their own transportation, meals, and health care while participating in the field-based program.
- University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field based classes/components, internship, and residency.
- The University will not reimburse the student for any expenses related to injuries or illness.

**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.
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 even 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.

The English Writing Center (411LIBR): The Writing Center offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. http://library.uta.edu/academic-plaza

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 or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

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.

Commitment to Diversity:
- In our commitment to furthering of knowledge and fulfilling our educational mission, the College of Education at
UTA seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience.

- In our commitment to diversity, we welcome people from all backgrounds.
- We seek to include knowledge and values from many cultures in the curriculum.
- Dimensions of diversity shall include, but are not limited to the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, economic status, cultural orientation, national origin and age.

**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.

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located on the east end of the hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Students should also be encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at [https://mavalert.uta.edu/](https://mavalert.uta.edu/) or [https://mavalert.uta.edu/register.php](https://mavalert.uta.edu/register.php).

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, **openly carrying handguns is not allowed on college campuses.** For more information, visit [http://www.uta.edu/news/info/campus-carry/](http://www.uta.edu/news/info/campus-carry/)

**NO guns are permitted on public school, ISD campuses!!!**
**Departmental Policies:**

**General Policies:**
- The professor is available for e-mail or face-to-face conferences as the need arises. **It is your responsibility to solicit help from the instructor.** This should be done before problems affect your grade – not after.
- The professor reserves the right to make changes in the syllabus as deemed necessary. Students will be notified of any changes.
- All borrowed material must be returned before a final grade will be reported to the university.
- **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.

**Communications:**
- MavMail is the official mode of communication for UTA.
- For questions related to grades or other questions that are personal in nature, please use the MavMail or the email function within Blackboard. This will come directly to my UTA email account.
- During the week (Mon. – Thurs.), you can expect to receive a response within 24 hours from your instructor. On the weekends, expect to wait 48-72 hours for a response.
- All official course information and announcements will be posted on the announcement page in Blackboard.
- For questions related to using Blackboard, review the tutorial, look on the Student Resources Page or email the Help Desk at helpdesk@uta.edu.

**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 (see “Office Hours” Page 1) e-mail (email works better than the phone), or face-to-face conferences as the need arises. **It is your responsibility to solicit help from the instructor.** This should 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.

- Conduct yourself professionally and ethically as described by the Texas Administrative Code – Educators’ Code of Ethics:
  

- 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 already 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, making observations, 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 power point, 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. The Mid-term and the Final will be opened via the “Tests” menu on the left hand side. Instructions on how to complete these will be given later.
- Thursdays will be pivotal days. The weekly folder opens on Thursday and assignments will be due on Thursdays (see syllabus for due dates).
- 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 all around**, with correct spelling, grammar, and conventions of English. On the cover page of each assignment, the following form should be used:
  Assignment Title  
  Student’s Name  
  University of Texas at Arlington  

- 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.** 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.**

- 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 ***) and place it at the bottom of the coversheet for each assignment.

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

*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 and Mini-Assignments- [20%]**
   This portion of your grade will be determined using the following criteria:
   - Posting on the Discussion Board in a timely manner.
   - 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 not this expectation is not met.)
   - Following directions: uploading required paperwork and assignments in appropriate spaces.
   - 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.
   - Mini Assignments are posted throughout the course.

2. **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=PLYCCyVaf2g1vuF3qIz1NjEWFeMtxaBMvC](http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qIz1NjEWFeMtxaBMvC)
      - 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.

3. **Professional Development Summary (20%) - 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.
     - The Texas Education Agency has developed an online course with entertaining videos in the style of the television show “The Office”.
   - Instructions and log-in information will be posted on the Blackboard announcement page.
   - Step Two: Reflecting on the Training Modules
     - Prepare a written summary (note that a summary is short) of this professional development activity and the key points of the presentation.
     - 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
     - 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”.)

4. **Classroom Literacy Learning Center (20%)**
   - Student will design a literacy learning center appropriate for a 3-6 classroom. (Instructions and rubric will be provided on Blackboard (Bb)).
7. Differentiated Center Lesson Plan (20%)
   - 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. Early Field Experience Observations (15%)
   - Early Field Experience Observations – Rubric on Blackboard
     - You have 5 specific, focused observations to document during your weekly visits to the elementary school. These observations will allow you to apply the knowledge from the course to the elementary classroom.
     - The observation forms and instructions are posted on Blackboard.
     - You will submit your completed observations in via Blackboard by Friday before midnight of the dates indicated on the course calendar. The observation will be considered late if after this time. (Note: The spaces provided on the forms can be small, you may recreate the form in order to type your observations, if you so desire, but it is not necessary.)
     - Five required observations:
       a. Anti-Bias Environment Observation
       b. Ethical Classroom Observation-Part 1
       c. Ethical Classroom Observation-Part 2
       d. Family Friendly Schools Observation-Part 1
       e. Family Friendly Schools Observation-Part 2

   - Early Field Experience Placement –
     - You are required to observe for a minimum of 20 hours this semester in public elementary school classroom that was arranged by the Field Placement Office.
     - Before the 2nd class meeting, you will need to purchase TK-20 and apply for your Early Field Experience Placement. Be aware that TK-20 takes 3 to 4 days to activate before you can login to apply for Early Field Experience.
     - To purchase TK-20, go to https://tk20web.uta.edu/campustoolshighered/start.do
     - Once your account is activated, login and complete your Field Experience Placement Application.
     - Your Field Experience Placement Application will require you to submit a resume. It is highly suggested that you visit the UTA Career Center http://hireamaverick.uta.edu/students_alumni.html for support in creating your resume as well as critiquing your current resume. A resume template is provided.
     - As soon as you receive your Field Placement assignment, contact your Cooperating Teacher to set up your first observation time.
     - Note - if for any reason you are unable to visit the classroom on a scheduled time (illness, school holiday, etc.) you will need to inform your Cooperating Teacher immediately to reschedule your visit.
     - Once you have obtained your Cooperating Teacher and had your initial meeting with that teacher, you will need to upload the following information into Blackboard:
       o Name of Cooperating Teacher
       o School and Grade level
       o District
       o Teacher’s email
       o Conference Period time

Each week you will have your Cooperating Teacher sign your “Early Field Experience Time Log” (Found on Blackboard). You will submit this at the end of the semester.
**Grade Calculation:**

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

- **A** = 93 – 100
- **B** = 85 – 92
- **C** = 77 – 84
- **D** = 70 – 76
- **F** = 69 and below

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.

<table>
<thead>
<tr>
<th>Weighted Grade</th>
<th>Assessment</th>
<th>Type of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Mini Assignments and Class Participation</td>
<td>formative</td>
</tr>
<tr>
<td>5%</td>
<td>Texas Code of Ethics Modules and Quiz</td>
<td>summative</td>
</tr>
<tr>
<td>15%</td>
<td>Early Field Experiences</td>
<td>formative</td>
</tr>
<tr>
<td>20%</td>
<td>Professional Development Summary ***</td>
<td>formative</td>
</tr>
<tr>
<td>20%</td>
<td>Diversity Mini Lesson</td>
<td>formative</td>
</tr>
<tr>
<td>20%</td>
<td>Classroom Literacy Learning Center</td>
<td>formative</td>
</tr>
</tbody>
</table>

(*** = 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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Standard(s)</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 –</td>
<td>Course Overview</td>
<td>Purchase TK-20</td>
<td></td>
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<tr>
<td>August 24</td>
<td>Professional Dispositions</td>
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<tr>
<td>Week 2 –</td>
<td>Your Chosen Profession, Ethics in the Profession</td>
<td>Chapters 1 &amp; 7</td>
<td>PPR Standard IV</td>
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<td>August 28</td>
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<tr>
<td>Week 3 –</td>
<td>Today’s Teachers, Today’s Schools</td>
<td>Chapters 2 &amp; 3</td>
<td>PPR Standard I, II, III</td>
<td>Ethics Modules due</td>
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<tr>
<td>Sept. 4</td>
<td>Intentional Teaching, DAP, Role of Teacher</td>
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<tr>
<td>Week 4 –</td>
<td>Philosophical Foundations of U.S. Education</td>
<td>Chapter 4 and article on Engagement Strategies</td>
<td>PPR Standard II, III</td>
<td>Mini Assignments throughout the course.</td>
</tr>
<tr>
<td>September 11</td>
<td>Application of Development Theory, Role of Play, Engaging Learners</td>
<td>Chapter 1 - Diller</td>
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<tr>
<td>Week 5 –</td>
<td>Today’s Students and Addressing Learners’ Individual Needs</td>
<td>Chapters 8 &amp; 9</td>
<td>PPR Standard II</td>
<td></td>
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<tr>
<td>September 18</td>
<td>Cultural Diversity and Building Partnerships with Parents</td>
<td>Chapter 2 - Diller</td>
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<tr>
<td>Week 6 –</td>
<td>School Curricula and Standards</td>
<td>Chapter 11</td>
<td>PPR Standard I, II, III</td>
<td>Professional Dev’t Write-Up Due (TK20 &amp; Bb)</td>
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<td>September 25</td>
<td>Curriculum and Strategies</td>
<td>Chapter 3 - Diller</td>
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<td>Week 7 –</td>
<td>Assessing Student Learning</td>
<td>Chapter 12</td>
<td>PPR Standard I</td>
<td>Anti-bias Obs. Due in Bb</td>
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<td>October 2</td>
<td></td>
<td>Chapter 4 - Diller</td>
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<tr>
<td>Week 8 –</td>
<td><strong>Midterm Exam</strong></td>
<td>Chapter 5 - Diller</td>
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<td>October 9</td>
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<td>Week 9 –</td>
<td>Creating a Community of Learners Centers/Stations as a learning</td>
<td>Chapter 10</td>
<td>PPR Standard I</td>
<td>Family Friendly 1 Obs. Due in Bb</td>
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<tr>
<td>October 16</td>
<td>strategy, Room Arrangement,</td>
<td>Articles Assigned in Blackboard</td>
<td>PPR Standard III</td>
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<tr>
<td>Week 10 –</td>
<td>Historical Foundations of U.S. Education Lesson Planning</td>
<td>Chapter 5</td>
<td>PPR Standard III</td>
<td>Ethical Classroom Obs. 1 Due in Bb</td>
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<tr>
<td>October 23</td>
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<td>Chapters 8 &amp; 9 – Diller</td>
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<tr>
<td>Week 11 – October 30</td>
<td>Adapting Instruction for Individual Differences and Exceptionality</td>
<td>Chapter</td>
<td>PPR Standard II, III</td>
<td>Learning Center Design Due</td>
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<tr>
<td>Week 12 - November 6</td>
<td>Behavioral Guidance and Social-Emotional Learning, Procedures and Routines</td>
<td>Chapter</td>
<td>PPR Standard II PPR Standard IV</td>
<td>Differentiated Center Lesson Plan Due in Bb</td>
</tr>
<tr>
<td>Week 13 - November 13</td>
<td>Assessing Student Learning Content Area Teaching, STEM/STEAM</td>
<td>Chapters 12, and Articles on STEM/STEAM</td>
<td>PPR Standard I</td>
<td></td>
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<tr>
<td>November 20</td>
<td>THANKSGIVING</td>
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<tr>
<td>Week 14 November 27</td>
<td>Integrating Technology into Teaching</td>
<td>Chapter 13</td>
<td>PPR Standard IV</td>
<td></td>
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<tr>
<td>Week 15 – December 4</td>
<td>Governance and Finance of U.S. Schools</td>
<td>Chapter 6</td>
<td></td>
<td>Observation Log Due</td>
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<tr>
<td>WK 16</td>
<td>Final exam</td>
<td></td>
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</table>
**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.

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**Library Home Page** [library.uta.edu](library.uta.edu)

**Resources for Students**

**Academic Help**

Academic Plaza Consultation Services [library.uta.edu/academic-plaza](library.uta.edu/academic-plaza)

Ask Us [ask.uta.edu/](ask.uta.edu/)

Library Tutorials [library.uta.edu/how-to](library.uta.edu/how-to)

Subject and Course Research Guides [libguides.uta.edu](libguides.uta.edu)

Subject Librarians [library.uta.edu/subject-librarians](library.uta.edu/subject-librarians)

**Resources**

A to Z List of Library Databases [libguides.uta.edu/az.php](libguides.uta.edu/az.php)

Course Reserves [pulse.uta.edu/wwebv/enterCourseReserve.do](pulse.uta.edu/wwebv/enterCourseReserve.do)

FabLab [fablab.uta.edu/](fablab.uta.edu/)

Special Collections [library.uta.edu/special-collections](library.uta.edu/special-collections)

Study Room Reservations [openroom.uta.edu/](openroom.uta.edu/)