

Department of Teaching and Learning
Inquire. Educate. Innovate.

Course Information

| | |
|--|---|
| Prefix & Number | EDU 201 |
| Title | INTRODUCTION TO ELEMENTARY EDUCATION |
| Credits | 3 Credit Hours |
| Semester | |
| Instructor | |
| Office/Phone/E mail | |
| Class Location | |
| Office Hours | |
| Prerequisites | |
| Course Description (Course Introduction) | Overview of teaching as a professional career for prospective elementary school teachers. Requires 25 hours of structured/guided observation and non-teaching tasks in an elementary school under the supervision of an experienced teacher and/or guided observations using videos and group on-site school observations. |
| SPA Standards Addressed: Standard Domain Areas Addressed in this Course INTASC Principles Addressed in this Course (please insert three | The Interstate New Teacher Assessment and Support Consortium (INTASC) Model Core Teaching Standards are addressed. Please access the complete document at http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf These standards are grouped into four categories. The categories and individual standards are outlined below. The Learner and Learning Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs |

| | |
|--|---|
| <p>subcomponents to them (performance, essential knowledge, and critical dispositions</p> | <p>and implements developmentally appropriate and challenging learning experiences.</p> <p>Standard #1 is covered in the course in chapters 3 and 4 and 6.</p> <p>Standard #2: Learning Differences.</p> <p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Standard #2 is covered in the course in chapters 2, 3, 4, and 5.</p> <p><i>Standard #3: Learning Environments.</i></p> <p>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. Standard #3 is covered in chapters 4 and 11.</p> <p>Content</p> <p>Standard #4: Content Knowledge.</p> <p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. Standard # 4 is covered partly in chapter 10 and 11.</p> <p>Standard #5: Application of Content.</p> <p>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Standard # 5 is covered partly in chapter 10 and 11.</p> <p>Instructional Practice</p> <p>Standard #6: Assessment.</p> <p>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. Standard #6 is covered in chapter 10.</p> <p>Standard #7: Planning for Instruction.</p> <p>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. Standard #7 is covered in chapter 11.</p> <p>Standard #8: Instructional Strategies.</p> <p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their</p> |
|--|---|

| | |
|--|--|
| | <p>connections, and to build skills to apply knowledge in meaningful ways. Standard # 8 is covered in chapter 11.</p> <p>Professional Responsibility</p> <p>Standard #9: Professional Learning and Ethical Practice.</p> <p>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. Standard #9 is covered in chapters 1, 7 and 8.</p> <p>Standard #10: Leadership and Collaboration.</p> <p>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. Standard # 10 is covered in chapters 7 and 9. It will benefit you to become familiar with these standards as they are used to evaluate beginning and experienced teachers' performances in classrooms when you are a teacher.</p> |
|--|--|

Knowledge Objectives and Related Standards

The course is an experience to engage students in self-reflection, in examination of personal and practical models of teaching, and in experiences related to schooling in the contemporary U.S. Through participation in the course, students will become aware of issues, challenges, and current programs in elementary classroom settings. One of the primary purposes of this introductory course is to assist students in making informed decisions regarding careers in education, and what it means to become a qualified professional in changing educational contexts. The weekly lectures, weekly discussions, assignments, and classroom observations (field trips) are organized based on the following goals:

1. understanding the teacher education program,
2. understanding the roles and responsibilities of teachers,
3. understanding schools and schooling in the U.S. (Foundations, history, and politics, funding),
4. understanding the students in today's classrooms,
5. developing belief statements (Philosophy),
6. understanding teaching and learning (including technology as an effective tool),
7. building knowledge about curriculum standards and assessment, and
8. reflecting upon developed teacher dispositions

Required Text and Technology:

- Hall, G.E., Quinn, L.F., Gollnick, D. M. (2014), *Introduction to Teaching: Making a Difference in Student Learning*, Thousand Oak, CA: Sage

WebCampus: To complete this course, you must be able to use WebCampus to submit the assignments and communicate with the instructors and classmates.

Submitting Assignments on Web Campus:

Please make yourself familiar with all aspects of Web Campus. It is our communication link for assignments and discussions.

If you have problems with Web Campus you must contact the Student Help Desk. Phone: (702) 895-0761 E-mail: studenthelp@unlv.edu

Course assignments and activities are designed to provide you the opportunity to demonstrate your mastery of the stated course objectives. It is expected that you will demonstrate said mastery through submission of quality assignments, active participation in online discussions, and through effective use of educational technology.

The instructor will contact you through the WebCampus email or REBELMAIL. If your email address is different from the email addresses provided by the university, remember to change it so that you will receive all of the messages the instructor posts related to the course.

Field Observations, Field Observation Log, and Site Observation Journals

Field observation is also called site observation or field trip. A **minimum of 8 hours** of field observations in a public elementary school are required for this course. The purpose of this experience is to provide you with opportunities to observe the teaching profession from the perspective of the teacher as opposed to that of a student.

You are going to **sign up online through the Advising and Field Placement Center: <https://unlvcoe.org/ofe/>** by **SEPTEMBER 6TH**. Students may not arrange their own visits to other schools. If you need to change the date or time of the visit during the semester, you can speak to the UNLV supervisor who can help with this. There will be a limited number of elementary schools. At the same time, there will be a limited number of places in each school. Once you get a rebel-email from Advising and Field Placement Center and be informed that the sign up system is open, please sign up as soon as possible so that you are more likely to get the school you want. You are required to sign up for **one school location for all four field** trips. The due day will be announced by announcement. You are NOT permitted to sign a sheet that is full. You are responsible for choosing **one** school at which you would like to attend ALL four field trips throughout the semester. **If you have any problem in signing up schools, please contact me as soon as possible.**

Field trips are on **Fridays** and are scheduled from about 8:00 am until 10:00 am. Changes will be posted on web-campus if there are. For **Fall 2016**, the dates are **September 16**,

September 30, October 21, November 4. These days are not negotiable and cannot be made up. It is the responsibility of students to arrange any personal and work schedules to accommodate for these trips. Missing one of the required field visits will have a negative impact on final grades (25% deduction from cumulative course grade). **Failure to complete the observation requirement and assignments will result in an "F" grade in this course.**

You are the representative of UNLV not only yourself when you conduct observations at school. You are required to:

1. Be sure to know the location and schedule of your assigned school before your visit.
2. Be punctual and leave yourself enough time for parking and finding your classroom.
3. Dress professionally.
4. DO NOT wear your piercings.
5. Be courteous and show your respect for your teacher(s), students, and school personnel.

Most importantly, you will learn how to teach through classroom observations. Please be prepared for your observation tasks **before** you visit each time, bring the observation log with you, and take detailed site notes. Please fulfill the observation log and submit it via WebCampus at the end of the semester. Please finish the site observation journal assignments (see below) on time and submit the assignments via WebCampus on time under “assignments.” Due dates for the observation journal responses are indicated in the course calendar. The schools you may sign up for will be announced ASAP.

Walter Doyle once said that you can't learn to ice skate by watching Dorothy Hamil (an Olympic gold medalist). We also believe that you can't truly learn about students, classrooms and teaching until you are able to view an elementary classroom from a teacher's perspective. The site observation (field trips) part of this course is an extremely important component. We advise you to give it serious consideration.

Field Observation Log (5 points)

Please fulfill the observation log and submit it via WebCampus under “assignments”. Please download the log, bring the log to the school that you choose to observe, have the teachers sign it, scan the log before the deadline, and then submit the log via WebCampus. Please see appendix C of the syllabus as the log or go to WebCampus to get the log. Field observation log is not related directly with the course content, so that the log will be counted as extra credits.

Sign up information (5 points)

After you signed up online for field observation, please submit the following information via WebCampus under “assignments”:

Your name, the school name, and the time you are supposed to show up in the school.

Assignments for Site Observation

There are five assignments for site observations. Please see the Modules below for details of the assignment requirements. **Please be prepared for your observation tasks before you visit each time, bring the observation log with you, and take detailed site notes in order to finish each assignment.**

Modules

There is one module for each week. The modules are different from each other. Please read module content carefully and finish the tasks on time. Please check “course schedule” for the due date and time of all the tasks.

Module One August 29th ---September 3rd 30 points in total

1. Introductions (10 points)

You are to introduce yourself to everyone on WebCampus. In the introduction, tell us where you are from, what you have been doing so far at UNLV, and any other information you believe is relevant to your interest in this course. Please also state

- 1) Your reasons for enrolling in this course,
- 2) What you believe elementary teachers education candidates need to know about a career in education.

| Introduction Rubric | |
|---|--------|
| Requirements | Points |
| Your name, where you are from, what you have been doing so far at UNLV | 2 |
| Your reasons for enrolling in this course | 4 |
| What you believe elementary teachers education candidates need to know about a career in education. | 4 |

2. Educational experiences (10 points)

This story should be **at least 300 words**. The story is intended to help you (1) explore your prior educational experiences, (2) uncover your beliefs of teaching and learning at elementary school level embedded in your experiences.

| Educational Experiences Rubric | |
|---|--------|
| Requirements | Points |
| Describe your school experiences from elementary to middle school (junior high) through high school. | 1 |
| Choose and talk about one specific incident you experienced as an elementary student. | 2 |
| Describe three beliefs that you hold about elementary teaching and learning. | 2 |
| Outline at least three characteristics of an effective teacher that may impact your interest in becoming a teacher based on your story. | 2 |
| Raise no more than three questions or issues that are crucial to elementary school level teaching and learning and you may pay more attention to in your field observation for this semester. | 2 |
| Written with correct sentences and spellings. Sufficient length (over 300 words) are observed. | 1 |

3. A letter to a teacher (10 points)

All too often teachers wonder whether they have made a difference in the lives of their students. However, when a teacher receives a letter from a former student thanking them for the ways they helped that particular student grow academically, personally, and socially they know their efforts have made a difference. We've all had many teachers. Some we loved immediately and with some teachers it took time for us to feel comfortable in their classrooms. Sometimes our personalities didn't exactly click with the teacher's personality or the situation and we thought we weren't learning anything. But we did learn from each of our teachers. Think of one teacher that made a difference in your life. Write to them and tell them so. You are encouraged to send the letter to the teacher. Writing the letter may also help you begin to understand your own philosophical perspective toward teaching and learning as well as your particular learning style.

| Letter Rubric | |
|---|--------|
| Requirements | Points |
| What you have learned from the teacher | 4 |
| Your current own philosophical perspective toward teaching and learning | 3 |
| Your particular learning style | 3 |

4. Watch the video of UNLV-CCSD 21st Century Teacher Education Program and have a brief understanding of the program. (No points)

Video link: <http://vimeo.com/72991091>

Please choose a school and sign up for the field observations before the deadline.

Module Two. September 6th – September 9th (Labor Day Sept. 5th)
45 points in total

1. Readings: Chapter 1.
2. Class discussion questions (10 points):

Question part 1. Is teaching the right career for you? Why?

Question part 2. After reading the whole chapter, please answer the four questions on the top of page 32.

Please post your answers and reply to others' postings on Class Discussion Board.

| Class Discussion Rubric | |
|--|--------|
| Requirements | Points |
| Answers to all questions. If one question is missed, one point will be deducted. If all questions are missed, all the points will be deducted. | 6 |
| Responses to others' answers. Please reply to at least four answers that others post. | 4 |

3. Video discussion questions (10 points):

Watch the video 1.1 on page 4: “The Journey to Becoming a Teacher” and reflect on personal stories from someone you know who is a teacher. Post the reflection on Video Discussion Board.

| Video Discussion---Personal Stories Rubric | |
|--|---------------|
| Requirements | Points |
| Reflect on personal stories from someone you know who is a teacher | 8 |
| At least 200 words | 2 |

4. Reading response—chapter one (10 points).

You are required to complete a reading response for each reading assignment. Responses must be posted on time. Please check “course schedule” for the due date and time.

Your responses to readings serve two purposes. First, your correct responses ensure that you are reading the assigned material and understand the salient points of the reading. Secondly, reading responses serve to inform class discussion and provide a place for you to reflect on the theories you are learning and your practical field experiences. I will post two questions that can be answered from the readings or your opinions. You must answer these questions and then post a question of your own (ie. something that wasn’t clear to you from the reading, or something the reading made you wonder about, or wondering why something stated in the chapter is so). Reading responses cannot be made up at a later date.

Questions for chapter one:

Q1. How do you think about the value of clinical practice?

Q2. How do you think about the value of building up a portfolio?

| Reading Response Rubric | |
|--------------------------------|---------------|
| Requirements | Points |
| The answer to question No.1. | 4 |
| The answer to question No.2. | 4 |
| A question of your own. | 2 |

5. Finish the self-assessment on page 32, check your complexity of thinking, and submit the answers under “self-assessment chapter 1”. (10 points)

| Self-assessment chapter 1 Rubric | |
|---|---------------|
| Requirements | Points |
| The answer to question No.1. | 2.5 |
| The answer to question No.2. | 2.5 |
| The answer to question No.3. | 2.5 |
| The answer to question No.4. | 2.5 |

6. Submit your own site observation signing—up information to the instructor via “assignments”. (5 points).

Requirement:

Please submit the following information about site observation via WebCampus under

“assignments”:

Your name, the school name, and the time you are supposed to show up in the school.

**Module Three. September 12 - September 16
42 in total**

1. Readings: Chapter 2.
2. Class Discussion questions(10 points):
 - Q1. How the diversity demographics have changed since you were a student in elementary school?
 - Q2. What is the impact that neighborhoods have on education?
 - Q3. What are the pros and cons of tracking?
 - Q4. Answer the questions No1. No.2 and No. 6 on page 61.

| Class Discussion Rubric | |
|--|---------------|
| Requirements | Points |
| Answers to all questions. If one question is missed, one point will be deducted. If all questions are missed, all the points will be deducted. | 6 |
| Responses to others' answers for the above questions. Please reply to at least four answers that others post. | 4 |

3. Video discussion (10 points).
Please watch the video 2.1 and 2.3 and post your opinion about bilingual education.

| Video Discussion Rubric | |
|---|---------------|
| Requirements | Points |
| Your opinion about bilingual education. | 8 |
| At least 200 words. | 2 |

4. Reading response for chapter two (10 points).
 - Q1. How should teachers teach students from diverse racial and ethnic groups?
 - Q2. How should teachers teach ELL students?

| Reading Response Rubric | |
|--------------------------------|---------------|
| Requirements | Points |
| The answer to question No.1. | 4 |
| The answer to question No.2. | 4 |
| A question of your own. | 2 |

5. Finish the self-assessment on page 62 and evaluate your complexity of thinking (12 points). Please submit the self-assessment answers via WebCampus under “self-assessment chapter 2”. (12 points)

| Self-assessment Rubric--- Chapter 2 | |
|--|---------------|
| Requirements | Points |
| The answer to question No.1. | 2 |
| The answer to question No.2. | 2 |
| The answer to question No.3. | 2 |
| The answer to question No.4. | 2 |
| The answer to question No.5. | 2 |
| The answer to question No.6. | 3 |

1 Site observation #1.

First of all, please check the requirement of site observation assignment #1 in **module four** and take enough notes. Please take the **field observation log** with you during the four observations and have the teachers that you observe **sign on the log**. Please submit the log via web-campus at the end of the semester.

Second, please follow all the rules. You are the representative of UNLV not only yourself when you conduct observations at school. You are required to: 1. Be sure to know the location and schedule of your assigned school before your visit. 2. Be punctual and leave yourself enough time for parking and finding your classroom. 3. Dress professionally. 4. DO NOT wear your piercings. 5. Be courteous and show your respect for your teacher(s), students, and school personnel.

**Module Four. September 19th ----September 23rd
46 points in total**

1. Readings: chapter 3.

2. Class discussion questions for chapter 3 (10 points):

Q1. What are the effects that vocabulary can have on learning?

Q2. What are the ways teachers can create learning-centered classroom?

Q3. Among your answers for Q2, which do you think would work best for you? Why?

| Class Discussion Rubric | |
|--|---------------|
| Requirements | Points |
| Answers to all questions. If one question is missed, one point will be deducted. If all questions are missed, all the points will be deducted. | 6 |
| Responses to others' answers for the above questions. Please reply to at least four answers that others post. | 4 |

3. Video discussion questions(10 points);

Q1. Watch the video 3.4 and answer the question: what are the different ways that stress affect student learning?

Q2. Watch the video 3.1 and answer the three questions on page 71.

| Video Discussion Rubric | |
|--|--------|
| Requirements | Points |
| The answer to “what are the different ways that stress affect student learning?” | 4 |
| The answers to the three questions on page 71. | 6 |

4. Activities (6 points)

Complete “Learning Styles of Students in One Class” activity on page 76 and submit the answers under “Activities--- Learning Styles of Students in One Class”

| Activity—Chapter 3--“Learning Styles of Students in One Class” Activity Rubric | |
|--|--------|
| Requirements | Points |
| The answer to question 1. | 2 |
| The answer to question 2. | 2 |
| The answer to question 3. | 2 |

5. Reading response for chapter 3. (10 points)

Questions:

1. In your opinion, what is the most important learners’ individual need? Why?
2. In your opinion, what should a teacher do to fulfill the most important learners’ individual need?

| Reading Response Rubric---Chapter 3 | |
|-------------------------------------|--------|
| Requirements | Points |
| The answer to question No.1. | 4 |
| The answer to question No.2. | 4 |
| A question of your own. | 2 |

6. Site observation #1. (10 points)

First of all, please check the requirement of site observation assignment #1 and take enough notes. Please take the field observation log with you during the four observations and have the teachers that you observe sign on the log. Please submit the log via web-campus at the end of the semester. **The due day of site observation assignment #1 is September 19th, 11:59pm.**

Second, please follow all the rules. You are the representative of UNLV not only yourself when you conduct observations at school. You are required to: 1. Be sure to know the location and schedule of your assigned school before your visit. 2. Be punctual and leave yourself enough time for parking and finding your classroom. 3. Dress professionally. 4. DO NOT wear your piercings. 5. Be courteous and show your respect for your teacher(s), students, and school personnel.

Observation # 1: School Orientation

The purpose of this observation is to familiarize yourself with your assigned school, i.e. its organizational structures, philosophy, resources, and classroom environment in which you will be conducting four required field trips.

Your grade for this assignment will be given based the following requirements and this assignment is worth 10 points.

| Site Observation Assignment #1 Rubric | |
|--|---------------|
| Requirements | Points |
| Description of the school <ul style="list-style-type: none">● School mission: What is the school mission? Where is it posted?● School environment: As you pass through the school building(s), take notes of the facilities. How does the school “feel?” Note of bulletin boards in hallways, students’ passing classes, cleanliness, and overall appearance. Note of interactions between and among student/teacher/hall monitors, administrators, etc.● Describe the community demographics● Policies, rules, and regulations that you notice | 4 |
| ● Critique how the school environment impacts student learning based on your observation, your experience and your learning in this course. | 4 |
| Written with correct sentences and spellings. APA style and sufficient length (500 words at least) are observed. | 2 |

**Module Five. September 26th -----September 30th
36 points in total**

1. Readings. Chapter 15.
2. Class Discussion Questions for chapter 15. (10 points)
 - Q1. What are the types of assessment?
 - Q2. How do teachers use different types of assessment?
 - Q3. Answer the class discussion questions on page 473.

| Class Discussion Rubric | |
|--|---------------|
| Requirements | Points |
| Answers to all questions. If one question is missed, one point will be deducted. If all questions are missed, all the points will be deducted. | 6 |

| | |
|---|---|
| Responses to others' answers for the above questions. Please reply to at least four answers that others post. | 4 |
|---|---|

- Video discussion questions for chapter 15. (10 points)
 Watch the video 15.1 on page 450 and the video 15.2 on page 455.
 Q1: In your opinion, what should teachers do to make testing actually help teaching and learning?
 Q2: In your opinion, what should teachers do to apply Bloom's Taxonomy?

| Video Discussion Rubric | |
|--|---------------|
| Requirements | Points |
| The answer to "what are the different ways that stress affect student learning?" | 4 |
| The answers to the three questions on page 71. | 6 |

- Create a list of questions to correspond to the levels in Blooms Taxonomy and post the answers via WebCampus (6 points).

| Questions & Blooms Taxonomy Rubric | |
|---|---------------|
| Requirements | Points |
| The questions to correspond to the levels in Blooms Taxonomy. | 6 |

- Reading response for chapter 15. (10 points)
 Questions:
 Q1. Please list the top three helpful assessment styles in elementary school (in your opinion).
 Q2. Why do you think the above three assessment styles are most helpful?

| Reading Response Rubric---Chapter 15 | |
|---|---------------|
| Requirements | Points |
| The answer to question No.1. | 4 |
| The answer to question No.2. | 4 |
| A question of your own. | 2 |

Module Six. October 3rd ---October 7th
30 points in total

- Readings. Chapter 4.
- Activity (10 points).
 Please finish the activity on page 102 and submit the answers via WebCampus.

| Chapter 4 “Using Test Scores” Rubric | |
|---|---------------|
| Requirements | Points |
| The answer to question No.1. | 2.5 |
| The answer to question No.2. | 2.5 |
| The answer to question No.3. | 2.5 |
| The answer to question No.4. | 2.5 |

3. Class discussion (10 points).

Questions part 1: Answer the three questions on page 99, chapter 4.

Questions part 2: What are the reasons for the high school graduation rate in Nevada being one of the lowest in the nation?

Questions part 3: Answer the “class discussion questions” on page 123.

| Class Discussion Rubric | |
|--|---------------|
| Requirements | Points |
| Answers to all questions. If one question is missed, one point will be deducted. If all questions are missed, all the points will be deducted. | 6 |
| Responses to others’ answers for the above questions. Please reply at least four answers that others post. | 4 |

4. Reading response for chapter 4 (10 points).

Q1: In your opinion, how does social content challenge educators?

Q 2: In your opinion, how do students affected by social context?

| Reading Response Rubric | |
|--------------------------------|---------------|
| Requirements | Points |
| The answer to question No.1. | 4 |
| The answer to question No.2. | 4 |
| A question of your own. | 2 |

Module Seven. October 10th -October 14th
40 points in total

1. Readings. Chapter 7.

2. Self-assessment (10 points).

Please finish the self-assessment on page 219, answer the questions and post it via web-campus.

| Self-assessment Rubric | |
|-------------------------------|---------------|
| Requirements | Points |
| The answer to question 1. | 2.5 |

| | |
|---------------------------|-----|
| The answer to question 2. | 2.5 |
| The answer to question 3. | 2.5 |
| The answer to question 4. | 2.5 |

3. Philosophical perspective statement (10 points).

An educational philosophy statement synthesizes your conceptualization of effective teaching in the context of current practice. Although this paper is expressed in the first person, the statement is academic in content and must include pedagogical language. It should also reflect what you have gained through observation in classrooms and participation in this class. You will revise and restructure your philosophical statements throughout your teacher education preparation as your attitudes change and your knowledge expands.

Expressed in the first person, (I believe..., I think...) your statement is a synthesis of academic content in pedagogical language and a reflection of the observation experience. The two/three page essay, a framework of beliefs, attitudes, and intended teaching behaviors, must be double-spaced, and supported by a minimum of TWO citations, from either primary or elementary sources, in APA format.. For example, you may try to cover the topics of “beliefs, attitudes and teaching behaviors” by answering the following questions. It is not required to answer the questions.

- 1) What qualities do good teachers have?
- 2) What is the role of a teacher?
- 3) What is the role of a student?
- 4) What adjectives describe your teaching style?
- 5) What is the most effective way to motivate students?
- 6) What should students learn in school?
- 7) What is the most effective way to assess student learning?
- 8) What is the purpose of school?

| Philosophical Perspective Statement Rubric | |
|---|---------------|
| Requirements | Points |
| The belief about teaching. | 2 |
| The attitudes about teaching. | 2 |
| The intended teaching behavior about teaching. | 2 |
| Two citations. | 2 |
| APA format | 2 |

Audio discussion (10 points).

Listen to an interview with Howard Gardner 7.1 on page 201, Chapter 7, answer the questions and post the answers on web-campus.

Q1: What are your opinions about multiple intelligences?

Q2: In your opinion, what should a teacher do to consider multiple intelligence during teaching?

| Audio Discussion Rubric | |
|------------------------------------|---------------|
| Requirements | Points |
| The answer to the first question. | 5 |
| The answer to the second question. | 5 |

4. Reading response for chapter 7 (10 points).

Q1: In your opinion, how did you learn when you are in elementary school?

Q2: In your opinion, what kind of teaching should the elementary teachers have done to help you learning?

| Reading Response Rubric | |
|--------------------------------|---------------|
| Requirements | Points |
| The answer to question No.1. | 4 |
| The answer to question No.2. | 4 |
| A question of your own. | 2 |

5. Site observation #2. Please check the requirement of field observation assignment #2 in module eight and take enough notes during the observation.

Module Eight. October 17th - October 21st
40 points in total

1. Reading: Chapter 5.

2. Class discussion (10 points).

Q1: How can teachers make a positive influence on communities?

Q2: Answer the five questions on page 153.

| Class Discussion Rubric | |
|--|---------------|
| Requirements | Points |
| Answers to all questions. If one question is missed, one point will be deducted. If all questions are missed, all the points will be deducted. | 6 |
| Responses to others' answers for the above questions. Please reply to at least four answers that others post. | 4 |

3. Video discussion (10 points).

Q1: Watch the video 5.1 and talk about the ideas behind teacher quality.

Q2: Watch the video 5.2 and answer the questions. 1. What are the ways that common core standards can influence curriculum and instruction. 2. What subjects do common core standards include?

Q3: Watch the video 5.4 and talk about the idea of hidden curriculum.

| Video Discussion Rubric | |
|---|--------|
| Requirements | Points |
| Talk about the ideas behind teacher quality. | 3 |
| Talk about the ways common core standards can influence curriculum and instruction. | 3 |
| Talk about the idea of hidden curriculum. | 3 |
| What subjects do common core standards include? | 1 |

4. Reading response to chapter 5. (10 points)

Q1: In your opinion, how does culture influence families and their children/

Q2: In your opinion, what should elementary teachers do to deal with students' cultures that they bring to school?

| Chapter 5 Reading Response Rubric | |
|-----------------------------------|--------|
| Requirements | Points |
| The answer to question No.1. | 4 |
| The answer to question No.2. | 4 |
| A question of your own. | 2 |

5. Site Observation Assignment #2. (10 points)

6.

Observation # 2 Standards and Teaching

The purpose of this assignment is to focus your observations on teachers' teaching and standards. You are supposed to pay your attention to (1) a teacher's planning and organizing instruction, (2) a teacher's understanding of the standards, (3) a teacher's implementation of the standards.

Your grade for this assignment will be given based the following requirements and this assignment is worth 10 points.

| Requirements | Points |
|---|--------|
| ● Choose one content standard, e.g. common core standards, state standards, etc., that your teacher uses in his/her teaching and describe it in detail. | 3 |
| ● Ask a teacher you observed how he/she incorporates standards in lesson plans. | 3 |
| ● Describe how a teacher you observed incorporates standards in lesson plans | 3 |
| Written with correct sentences and spelling. APA style and sufficient length (500 words at least) are observed. | 1 |

**Module Nine. October 24th —October 27th (Nevada day recess 10/28)
25 points in total**

1. Reading: Chapter 14.
2. Activities ----Beginning an e-Portfolio (5 points)

As you continue your teacher education program at UNLV, you will be expected to document your progress in an e-Portfolio. It is important to begin a digital file of assignments, evaluations and personal reflections early in your program.

The requirements for an e-Portfolio in the elementary teacher education program can be found in appendix A. The building up of e-Portfolio project is a long process. In our class, you are just required to aware the importance of ePortfolio, the requirement of ePortfolio and finish the following initial steps.

Please open an account for e-Portfolio and post the link on web-campus (see <https://sites.google.com/site/21cportfolio1/help-resources> for how to open an ePortfolio account).

| e-Portfolio Rubric | |
|---|---------------|
| Requirements | Points |
| Create an e-portfolio account | 1 |
| Create a front page that has a title | 2 |
| The introduction of yourself is shown on the front page | 2 |

3. Reading response to chapter 14 (10 points).
 - Q1: What technologies do you want to learn in order to teach well in elementary school?
 - Q2: What is your opinion about the value of technology for elementary teachers?

| Reading Response Chapter 14 Rubric | |
|---|---------------|
| Requirements | Points |
| The answer to question No.1. | 4 |
| The answer to question No.2. | 4 |
| A question of your own. | 2 |

4. Class Discussion (10 points)
 - Questions part 1: Please answer the four questions on page 440 and 441.
 - Questions part 2: Please answer the five questions on page 415.

| Class Discussion Rubric | |
|---|---------------|
| Requirements | Points |
| Answers to all questions. If one question is missed, one point will be deducted. If all questions are missed, all the points will be deduced. | 6 |
| Responses to others' answers for the above questions. Please reply to at least four answers that others post. | 4 |

Module Ten. November 7th -November 11th
40 points in total

1. Reading: Chapter 6.
2. Activity (10 points)
 Complete the “Understanding and Using Evidence” on page 164, answer the questions and submit the answers via WebCampus.

| Chapter 6 Activity Rubric | |
|----------------------------------|---------------|
| Requirements | Points |
| The answer to question No.1. | 2.5 |
| The answer to question No.2. | 2.5 |
| The answer to question No.3. | 2.5 |
| The answer to question No.4. | 2.5 |

3. Class discussion. (10 points)
 Question part 1: Answer the questions on page 159.
 Question part 2: Answer the class discussion questions on page 185.

| Class Discussion Rubric | |
|--|---------------|
| Requirements | Points |
| Answers to all questions. If one question is missed, one point will be deducted. If all questions are missed, all the points will be deducted. | 6 |
| Responses to others’ answers for the above questions. Please reply to at least four answers that others post. | 4 |

4. Video discussion (10 points).
 Watch the video 6.1, 6.3 and answer the questions.
 1. What did Noah Webster did for elementary education?
 2. What are boarding schools?

| Video Discussion Rubric | |
|--------------------------------|---------------|
| Requirements | Points |
| Answer to question 1. | 5 |
| Answer to question 2. | 5 |

5. Reading response to Chapter 6. (10 points).
 Q1: In your opinion, should schools be designed based on the age of students?
 Q2: In your opinion, is progressive helpful? Why?

| Reading Response Chapter 6 Rubric | |
|--|---------------|
| Requirements | Points |
| The answer to question No.1. | 4 |

| | |
|------------------------------|---|
| The answer to question No.2. | 4 |
| A question of your own. | 2 |

5 Site observation #3. Please see module 12 for the requirement of field observation #3.

Module Eleven. November 14th —November 18th
39 points in total

1. Reading: chapters 8 and 9.
2. Activity: Complete “Understanding and Using Evidence” on page 243 and submit the answers via web-campus (9 points).

| Chapter 8 Activity Rubric | |
|----------------------------------|---------------|
| Requirements | Points |
| The answer to question No.1. | 3 |
| The answer to question No.2. | 3 |
| The answer to question No.3. | 3 |

3. Video discussion. (10 points)

Watch the video 9.2 and 9.3.

Q1: In your opinion, what attitude should an elementary teacher have about religion during teaching?

Q2: For a public elementary school, where is the financial support from?

| Video Discussion Rubric | |
|--------------------------------|---------------|
| Requirements | Points |
| Answer to question 1. | 5 |
| Answer to question 2. | 2 |

4. Reading response to chapter 8. (10 points)

Q1: In your opinion, what are teachers’ responsibilities?

Q2: What is your opinion about the class size?

| Reading Response Chapter 8 Rubric | |
|--|---------------|
| Requirements | Points |
| The answer to question No.1. | 4 |
| The answer to question No.2. | 4 |
| A question of your own. | 2 |

5. Site observation assignment #3. (10 points)

Observation # 3: Teaching Strategies and student learning

The purpose of this assignment is to focus your observations on *teaching strategies* used in the classroom. You are supposed to explore (1) how your teacher helps students to understand the concepts which were new and difficult for them to grasp, (2) how your teacher connects students’ prior knowledge to what they are going to learn, (3) what makes teaching

strategies work, (4) how she/he adjusts her/his teaching to the context of the school such as the composition of students in terms of race and ethnicity, (5) how she/he access students.

Your grade for this assignment will be given based on the following requirements and this assignment is worth 10 points.

| Requirements | Points |
|--|--------|
| Describe the teaching models the teacher used in class when you observed, e.g., lecture, discussion, group learning, inquiry, etc. | 3 |
| Describe one strategy used. In your perception how did the students respond to the strategy? What did you observe such as questioning, feedback, examples, group work, demonstration, etc. | 3 |
| If possible, ask your teacher the reason(s) why he/ she used this teaching strategy to support student learning. | 3 |
| Written with correct sentences and spelling. APA style and sufficient length (500 words at least) are observed. | 1 |

Module Twelve. November 21st -November 23rd

- **Short Week due to Thanksgiving Recess- No New assignments due**

**Module Thirteen
20 points in total**

1. Reading. Chapter 10.
2. Class Discussion. (10 points)
 - Q1: Please post your opinion about the level of fairness in laws for students and teachers—Which seem more fair?
 - Q2: Please post your opinion about the level of fairness in laws for students and teachers---Which seem most unfair?
 - Q3: What examples have you seen in the social media that it done by a teacher could cause a problem?

| Class Discussion Rubric | |
|---|---------------|
| Requirements | Points |
| Answers to all questions. If one question is missed, two points will be deducted. If all questions are missed, all the points will be deducted. | 6 |
| Responses to others' answers for the above questions. Please reply to at least four answers that others post. | 4 |

3. Response to Chapter 10. (10 points)

- Q1: Talk about your opinions about students' right.
 Q2: Talk about your opinions about copyright.

| Reading Response to Chapter 10 | |
|---------------------------------------|---------|
| Requirements | Points. |
| Answer to question No. 1 | 4 |
| Answer to question No. 2. | 4 |
| A question of your own. | 2 |

**Module Fourteen. November 28th -December 2nd
 30 points in total**

1. Reading. Chapter 11.
2. Class Discussion (10 points)
 - Q1: Discuss why standards might help teachers plan instruction
 - Q2: Choose one axiom about curriculum and discuss ways this axiom can be enacted.

| Class Discussion Rubric | |
|---|--------|
| Requirements | Points |
| Answers to all questions. If one question is missed, three points will be deducted. If all questions are missed, all the points will be deducted. | 6 |
| Responses to others' answers for the above questions. Please reply to at least four answers that others post. | 4 |

3. Assignments--- Common Core Standards Assessment (10 points).
 Select a grade level and a content area. Assessing the content based on their grade level. What would you teach students and how would you assess their learning? (Common Core Standards). Please follow the directions for this assignment and submit the Common Core Standards assignment on web campus.

The purpose of this assignment is to provide you an opportunity to evaluate your own understanding of curriculum, instruction, and assessment. Here are the requirements for each section of the assignment.

1. Identify one state standard or common core standard from the content you select (1point)
2. Describe the related objectives that are related to the selected standard.(1point)
3. Identify the most salient essential knowledge and the most difficult knowledge you're your students considering their capabilities, interests, and needs.(1point)
4. Recognize how the students' developed knowledge, skills, and dispositions may help and/or hinder students' learning of the standard.(1point)
5. Delineate what should be assessed and how is should be assessed. The assessment forms include formal assessment such as written quizzes or tests, or some informal

and ongoing instructional activities such as checking for understanding through recognizing student responses as evidence of learning through classroom interactions,(oral) questioning, activities, assignments, etc.(2 points)

6. Describe some of the most effective classroom learning strategies and classroom management strategies.(2 points)
7. Reflect on how this assignment helps you understand your strengths and challenges in teaching. The reflection should address the following two questions:
 - Paragraph 1 describes the most important things that you have learned through this process and briefly explain why they are important to you.
 - Paragraph 2 describes the challenges in the curriculum analysis and what you need to learn to become an effective teacher. (2points)

Please see Appendix B as the template for the assignment.

4. Response to Chapter 11. (10 points)

Q1: In your opinion, what is curriculum?

Q 2: What is Common Core Standards?

| Reading Response to Chapter 11 | |
|---------------------------------------|---------|
| Requirements | Points. |
| Answer to question No. 1 | 4 |
| Answer to question No. 2. | 4 |
| A question of your own. | 2 |

5. Site observation #4. Please check the requirement of site observation assignment #4 in module 16.

**Module 15. December 5th ---December 10th
30 points in total**

1. Reading

Chapter 12: Managing the Classroom and Student Behavior

Chapter 13: Teaching Strategies

2. Class Discussion Questions (10 points).

- Question part 1. Discuss the four questions on page 377.
- Question part 2. Discuss the four questions on page 411.

| Class Discussion Rubric | |
|--|--------|
| Requirements | Points |
| Answers to all questions. If one question is missed, one point will be deducted. If all questions are missed, all the points will be deducted. | 6 |
| Responses to others' answers for the above questions. Please reply to at least four answers that others post. | 4 |

3. Reading Reflection to Chapter 12. (10 points)

- Q1: List at least three strategies for classroom management.
- Q2: If you are an elementary school teacher, how do you build a personal philosophy of classroom management?

| Reading Reflection Rubric | |
|----------------------------------|--------|
| Requirement | Points |
| Answer to question 1 | 4 |
| Answer to question 2 | 4 |
| Your question | 2 |

4. Reading Reflection to Chapter 13. (10 points)

Q1: In your opinion, how should a teacher plan lessons?

Q2: What are the teaching strategies that can be used for teaching ELL students?

| Reading Reflection Rubric | |
|----------------------------------|--------|
| Requirement | Points |
| Answer to question 1 | 4 |
| Answer to question 2 | 4 |
| Your question | 2 |

**Module 16. December 12th ---December 17th Final Week of classes
30 points in total**

1. Reading. Chapter 16.

2. Class Discussion (10 points)

Please post your “Final Site Observation Reflection” draft (key points only, no less than 100 words) on discussion board and reply to at least four of your peers’ postings.

| Class Discussion Rubric | |
|---|--------|
| Requirements | Points |
| Post “Final Site Observation Reflection” draft on the board | 6 |
| Reply to four peers’ postings | 4 |

3. Site observation assignment #4. (10 points)

Observation #4 Classroom management

The purpose of this assignment is to focus your observations on the *management strategies* used in the classroom. You are supposed to identify the characteristic of a well- managed classroom and how your teacher manages different events during the day.

Your grade for this assignment will be given based the following requirements and this assignment is worth 10 points.

| Requirements | Points |
|---|--------|
| What classroom routines did you observe such as absences, handing in of assignments, tardiness, etc.? | 3 |

| | |
|---|----------|
| Describe classroom rules, expectations, and consequences (positive and negative) that your teacher set for the class | 3 |
| Describe in detail one of the management strategies your teacher used, including the situation in which your teacher employed this strategy, how he/she used this strategy, how students responded to this strategy, and the effects of this strategy on student learning and classroom behavior. | 3 points |
| Written with correct sentences and spelling. APA style and sufficient length (500 words at least) are observed. | 1 Points |

1. Final Site Observation Reflection (10 points).

The reflection on site observation is intended to help you reconsider your observation and learning in this course systematically. Write your reflection based on your site observation and your learning from this course. The reflection should be at least THREE pages in length.

Your grade for this assignment will be given based the following standards and this assignment is worth 10 points.

| Requirements | Points |
|--|----------|
| <ul style="list-style-type: none"> ● Choose and describe in detail at least one impressive story during your site observation that shows specific place, time, people involved, what happened, and consequence or resolution of the event. ● Explain why this story impressed you so much. | 2 points |
| Compare your beliefs of teaching and learning with your prior beliefs showed in the educational experience story based on your site observation and learning in this course. | 2 points |
| Identify whether your prior beliefs of teaching and learning are changed or not and explain the reasons based on your site observation and learning in this course. | 2 points |
| Answer the questions or explain the issues which you posed in the educational experience story based on your field observation and learning in this semester. | 2 points |
| Identify the questions or issues you will continue to explore during your teacher education program. | 1 point |

| | |
|--|------------|
| Written with correct sentences and spellings. APA style and sufficient length (three pages) are observed. | 1 point |
|--|------------|

2. Field Observation Log (extra 5 points)

Please fulfill the observation log and submit it via WebCampus under “assignments”. Please download the log, bring the log to the school that you choose to observe, have the teachers sign it, scan the log before the deadline, and then submit the log via WebCampus. Please see appendix C of the syllabus as the log or go to WebCampus to get the log. Field observation log is not related directly with the course content, so that the log will be counted as extra credits

3. Extra Discussion (10 points).

No less than 300 words.

No need to reply others' postings.

Please post a self-reflection about what you learned from this course.

Please answer the questions below:

What knowledge did you expect from this course?

What new knowledge did you learn from this course?

What part of the course do you like best? Why?

What knowledge do you hope to add in the course?

Course Schedule

| Week | Day | Fri. (Due time: 11:59pm) | Sat. (Due time: 11:59pm) | Points |
|------|--|--|---|--------|
| 1 | 08/29-09/03 | | 1. Educational Experience Story due. 2. Introduction due. 3. A letter to a teacher due. | 30 |
| 2 | 09/06-09/09 Labor Day Recess 9/5 | 1. Group Video Discussion Due; 2. Individual Class Discussion Posting | 1. Response to at least four peers' class discussion postings due; 2. Reading response due. 3. Self-assessment due. 4. Site observation signing—up information submission. | 45 |
| 3 | 09/12-09/16 | 1. Group Video Discussion Due; 2. Individual Class Discussion | 1. Response to at least four peers' answers due; 2. Reading response due. 3. Self-assessment due. | 42 |

| | | | | |
|----|---|--|---|----|
| 4 | 09/19-09/23 | <ol style="list-style-type: none"> 1. Group Video Discussion Due; 2. Individual Class Discussions Due; | <ol style="list-style-type: none"> 1. Response to at least four peers' postings due; 2. Reading response to chapter 3 due. 3. Chapter 3 activity due. 4. Site observation #1 assignment #1 due. | 46 |
| 5 | 09/26-09/30 | <ol style="list-style-type: none"> 1. Group Video Discussion Due; 2. Individual Class Discussions Due; | <ol style="list-style-type: none"> 1. Response to at least four peers' postings due; 2. Bloom questions due. 3. Reading response for chapter 15 due. | 36 |
| 6 | 10/03-10/07 | <ol style="list-style-type: none"> 1. Individual Class Discussions Due; | <ol style="list-style-type: none"> 1. Response to at least four peers' postings due; 2. Chapter 4 activity due. 3. Reading response for chapter 4 due. | 30 |
| 7 | 10/10-10/14 | <ol style="list-style-type: none"> 1. Audio Discussion Due; | <ol style="list-style-type: none"> 1. Self-assessment due. 2. Philosophical perspective statement due. 3. Reading response for chapter 7 due. | 40 |
| 8 | 10/17-10/21 | <ol style="list-style-type: none"> 1. Group Video Discussion Due; 2. Individual Class Discussions Due; | <ol style="list-style-type: none"> 1. Response to at least four peers' postings due; 2. Reading response to chapter 5 due. 3. Site Observation assignment #2 due. | 40 |
| 9 | 10/24-10/27 Nevada Day Recess – 10/28 | <ol style="list-style-type: none"> 1. Individual Class Discussions Due; | <ol style="list-style-type: none"> 1. Response to at least four peers' postings due; 2. Chapter 14 activity due. 3. Reading response to chapter 14 due. | 25 |
| 10 | 10/31-11/4 | <ol style="list-style-type: none"> 1. Individual Class Discussions Due; 2. Group Video Discussion Due; | <ol style="list-style-type: none"> 1. Chapter 6 Activity due. 2. Response to at least four peers' postings due; 3. Reading response to chapter 6 due. | 40 |
| 11 | 11/7-11/10 Veteran's | <ol style="list-style-type: none"> 1. Video Discussion | <ol style="list-style-type: none"> 1. Module 11 activity due. 2. Reading response to | 39 |

| | | | | |
|----|--|---|---|----|
| | Day 11/11 | Due; | chapter 8 due. 3. Site observation assignment #3. | |
| 12 | 11/14-11/18 | 1. Individual Class Discussions Due; | 1. Response to at least four peers' postings due; 2. Response to chapter 10 due. | 20 |
| 13 | 11/21-11/23 Short Week due to Thanksgiving | 1. | 1. | |
| 14 | 11/28-12/2 | 2. Individual Class Discussions Due; | 2. Response to at least four peers' postings due; 3. Common Core Standards Assessment due. 4. Response to chapter 11 due. | 30 |
| 15 | 12/5-12/10 Study Week Instruction Ends | 1. Individual Class Discussions Due; | 1. Response to at least four peers' postings due; 2. Reading Reflection to Chapter 12 due. 3. Reading Reflection to Chapter 13 due. | 30 |
| 16 | 12/12-12/17 | 1. Individual Class Discussions Due; | 1. Response to at least four peers' postings due. 2. Site observation assignment #4 due. | 20 |
| 17 | 12/12-12/17 | 1. Final Site Observation Reflection 2. Field Observation Log 3. Extra Discussion | | 10 |

Note: The schedule of topics and assignments may change from time to time.

Grading Table

| Modules | Subtotal |
|----------------------|-----------------|
| 1 | 30 |
| 2 | 45 |
| 3 | 42 |
| 4 | 46 |
| 5 | 36 |
| 6 | 30 |
| 7 | 40 |
| 8 | 40 |
| 9 | 0 |
| 10 | 25 |
| 11 | 40 |
| 12 | 39 |
| 13 | 20 |
| 14 | 30 |
| 15 | 30 |
| 16 | 20 |
| 17 | 10 |
| Participant | 7 |
| Sum | 530 |
| Extra Credits | |
| Site observation Log | 5 |
| Discussion | 10 |

Grade Conversion Table

| Converted Grade | Original Points Earned | Letter Grade |
|------------------|------------------------|--------------|
| 95 to 100 | 499---530 | A |
| 90 to 94 | 473---498 | A- |
| 85 to 89 | 446---472 | B+ |
| 80 to 84 | 420---445 | B |

| | | |
|--------------|---------------|----|
| 75 to 79 | 393---419 | B- |
| 70 to 74 | 367--392 | C+ |
| 65 to 69 | 340---366 | C |
| 60 to 64 | 314----339 | C- |
| 45 to 59 | 239-----313 | D |
| 45 and below | 238 and below | F |

Course Requirements and Results

Please inform the instructor by e-mail to request last submissions if you cannot finish the assignments/discussion or other task on time. The request must be sent to the instructor at least 24 hours before the deadline. 80% credits at the most will be given to a late submission. **Any late submission without prior request won't be accepted.** Missed submission will be graded as 0.

Attendance is required and affects the final grade. For the purposes of this class, attendance is defined as participation in online discussions and activities. Lack of discussion, late submission without prior request, and missed submission will be considered as absence from class. University accepts excused absences are religious holidays or participation in University sponsored events; students planning to take University sanctioned religious holidays must inform the instructor no later than the second week of class meeting. There are no other identified excused absences. Your attendance will influence your final grade as follows:

| Absences | Effect |
|--|------------------------|
| Lack of discussion/late submission without prior request/missed submission | |
| 0-2 | no change in grade |
| 3-4 | 2 points drops |
| 5-6 | 4 points drops |
| 7-8 | 6 points drops |
| 9 -10 | 8 points drops 1 |
| 10-12 | 10 points drops |
| >12 | 12 points drips |

Courtesy requirements

Students should show respect to appreciate different perspectives and ideas. Students should refrain from outbursts, use of abusive, insulting, and/or profane language directed at a peer, the class, or the instructor. Please use courteous and appropriate language when you communicate with the instructor and your classmates, your teacher and personnel at your assigned school

Written assignment requirements

- (1) ALL formal written assignments should be typed and double-spaced using 12 point font. Also the form should follow the guidelines outlined in the American Psychological Association (APA) style manual (More information about APA style will be found at: www.apa.org). Special attention should be directed towards spelling, grammar, reference form, aesthetics, and presentation styles.
- (2) ALL formal written assignments must include a cover page that includes the following information: the running head (left), assignment title, student's name, course number (EDU 201.1002), instructor's name, assignment number (e.g., assignment 1), and due date at the center, an abstract page, and a reference page (if required).
- (3) ALL formal written assignments should use professional academic language and avoid foul language and colloquial remarks.
- (4) Unless otherwise specified, all assignments must be completed and submitted by 11:59 pm on the due date through related links under "Assignments" or "Discussions" on Web Campus. No late assignment will be accepted unless it is due to an emergency or the provision of a university official notice that is provided prior to the due day. Each assignment late no more than two days will be graded based on 90% of its total points and the assignment more than two days late will not be accepted. Each assignment not submitted through Web Campus will be graded based on 90 % of its total points.
- (5) ALL written assignments must be submitted as Microsoft Word Documents. The file format must be .doc or .docx, NOT .wps, or lnk. The first page of the assignment must NOT be numbered; subsequent pages must be numbered in the top right corner of the page. Please name your assignments as EDU202_Your Name Assignment Name, e.g., EDU202_John Smith_Critical Educational Story.
- (6) It is the responsibility of the student to discuss and clarify any issues with the instructor concerning course assignments.

SPECIAL NOTES

Academic Misconduct

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching

The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades

The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to

complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library Resource

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

