

# Course Syllabus

Course Number and Title:

Academic Credits:

Academic Program:

Semester:

Location:

Instructor(s):

Instructor Phone:

Instructor Email:

Office Hours:

## Course Description *[Please insert course description posted in the University course catalog]*

## Prerequisites

*[Please reference the university course catalog for the prerequisites for your course, and post that information here.]*

## Course Outcomes

At the successful conclusion of this course, students should be able to (***see examples in purple***):

 *C1: Demonstrate knowledge of key planning concepts, and to make cross-curricular connections in Language Arts and Social Studies where applicable.*

 *C2. Identify and evaluate resources for instruction, and demonstrate deep content knowledge in the discipline..*

 *C3. Utilize assessment strategies to inform lesson planning and development.*

 *C4. Outcome 4*

 *C5. Outcome 5*

 *C6: Outcome 6*

## [Course Delivery Format](https://faculty.eastern.edu/class-formats)

This course consists of at least 14 hours of instructional time for each credit awarded. The delivery format is:

**☐ In-person/On-ground**: a traditional, synchronous course that regularly meets in an assigned classroom at one of Eastern University’s approved sites.

☐ **Blended**: a course that holds a portion of its sessions in an assigned classroom at one of Eastern University’s approved sites and another portion of its sessions online in either synchronous or asynchronous format

**☐ Synchronous Online**: a course delivered through the university’s learning management system in a web-based format with particular day(s) and time(s) listed in Eastern University’s registration system during which students are required to log in each week for live class sessions.

**☐ Asynchronous Online**: a course delivered through the university’s learning management system in a web-based format that does not require students to log in for live sessions at any particular time; rather, course work is completed according to deadlines prescribed by the instructor.

## Technology & Technological Skills Requirements

The Disclosure of Online Learning Expectations (DOLE) form lists basic hardware, software, Internet, and computer skills requirements. The form is posted on this [Admissions page](http://www.eastern.edu/admissions/online/admissions-forms). Online students need access to and the ability to use the technology listed there. Students enrolled in an online course need regular access to a PC or Mac. Exclusive use of a phone, tablet or Chromebook is not advised. For accessing Brightspace, the browsers of Google Chrome, Firefox, or Safari are recommended.

All students are expected to have access to a working computer with internet access. Technology is likely to fail, so always have a backup plan in mind. If your computer dies, will you have your paper backed up in Google Drive? Do you know where computer labs are located on campus? You are responsible for using the technology needed for this course and seeking out help if you encounter problems. Technology cannot be held at fault for late assignments, so always have a backup plan. Students are responsible for retaining a copy(ies) of all materials submitted for grading. If a paper or project is misplaced or lost in transition, the student must provide a substitute copy upon request.

While laptops are welcome in the classroom, students are responsible for taking precautions to avoid distraction. If a student is not using technology in the classroom properly, the instructor reserves the right to ask the student to leave and/or reduce their class participation grade accordingly.

## Course Site Information

Eastern University uses the Brightspace Learning Platform for the e-learning environment for this course. Using your Eastern University username and password, you can access the site for this course at [BrightSpace](http://eastern.brightspace.com/).

## Required Texts and Materials

1.

2.

3.

## Recommended or Optional Texts and Materials

1.

2.

3.

**Netiquette for Online Discussions**

Remember:  *Behind every name is a person*

1. Apply the Golden Rule – treat others as you wish to be treated; be respectful

2. Be clear – use subject lines to clearly reflect what the email or discussion post is about

3. Avoid all caps – it’s the equivalent of SHOUTING

4. Be professional – make a good impression with proper spelling, grammar, & punctuation

5. Tell the truth – be yourself and be honest about who you are

6. Be selective – what happens on the Internet stays there…. publicly! Use discretion.

7. Ask for clarification – if you find something unclear or offensive, ask the person to clarify what was meant

8. Do not fan the flame – avoid personal attacks in writing, whether online or not

9. Display integrity – obey all copyright laws

10. Respect privacy – maintain the confidentiality of your colleagues

**Response Time**

Students can expect to receive a reply to an email or a post in the Muddiest Point Forum within 24-48 business hours. Students can expect to receive their grades on a submitted assignment within 7 business days.

## Grade Categories

| **Categories or Major Assignments** | **Due** | **% of Grade** |
| --- | --- | --- |
| *Ex: Book Discussion Forum* | *Sessions 1, 2, 3, 4, 5, 7* | *25%* |
| *Ex: Unit Inquiry* | *Session 3* | *10%* |
| *Ex: Resource Review* | *Session 4* | *10%* |
| *Quizzes* |  | *10%* |
| *Research Paper* |  | *20%* |
| *Labs*  |  | *15%* |
| *Final Exam* |  | *10%* |
|  | Total | 100% |

##

## Category or Major Assignment Descriptions

1. **Name of Graded Assignment:** *Book Discussion Forum*

Course Outcome Fulfilled: (*example C1, C2)*

Due: Sessions 1, 2, 3, 4, 5, 7

Assignment Description: *Read the posted chapters for our required reading and watch instructional videos (as assigned). Students will be asked to open a thread each week, in response to a part of the assigned chapter (topic of their choosing), taking note of the key ideas and concepts of the module. Please feel free to read and post ahead of forum due dates.* ***Initial threads (8pts) for each Module are due by Friday at midnight****, and then respond to at least two classmates (4pts each) before the following Friday (note due dates in Brightspace). Initial thread should be no less than 350 words, with thread comments 100-150 words. Consider following the* [*3CQ method*](https://youtu.be/ah8FTWPoadM) *for responding to posts.*

*Grading Rubric: See Brightspace*

1. **Name of Graded Assignment:** *Unit Inquiry*

Course Outcome Fulfilled: *C1, C3*

Due: *Session 3*

Assignment Description: *Students have a strong understanding of essential questions and inquiry-based instruction. Students will examine various resources for Unit Plans within their certification. Please refer to* [*C3teachers.org*](https://c3teachers.org/inquiries/) *for some really powerful and inspiring Unit Plans based on the inquiry framework. Choose* ***three Units*** *(or if you are interested in a topic other than what is available, feel free to pursue) and identify:*

*1. The Essential Question - you may change this from it’s original version on the website*

*2. Supporting Unit Questions and Understandings (3) - these are declarative statements beginning with “The students will understand that….”*

*3. Formative Tasks (3) - you may change this from it’s original version on the website, but briefly describe formative tasks the students may do that directly align with the Unit Understandings and/or knowledge goals. Take 150-200 words to explain each.*

*4. Summative Performance Task (1) and Extension Activity (1)*

*5. Optional: Taking Informed Action*

Grading Rubric*: See Brightspace*

1. **Name of Graded Assignment**: *Resource Review*

Course Outcome Fulfilled*: C2*

Due: *Session 4*

Assignment Description: *Students will choose a Unit Idea and evaluate the usefulness of resources for the proposed unit plan. Students will evaluate 8 different resources that can be used in the unit of study. Students will identify the resource, provide an objective for its use, and proper evaluation. Resources will help inform the lesson plan for the course, but not all resources need to be used. The purpose of this activity is to spend time exploring the content and evaluating resources to use.*

Grading Rubric: *Please see Brightspace*

1. **Name of Graded Assignment:** *Quizzes*

Course Outcome Fulfilled:

Grading Value:

Due:

Assignment Description:

Grading Rubric:

1. **Name of Graded Assignment:** *Final Exam or Midterm*

Course Outcome Fulfilled:

Grading Value:

Due:

Assignment Description:

Grading Rubric:

1. **Name of Graded Assignment:** *Research Paper*

Course Outcome Fulfilled:

Grading Value:

Due:

Assignment Description:

Grading Rubric:

## Penalties and Procedures for Late Submissions

*[Please complete this section with your course policy for late submissions]*

## Grading Scale (For Graduate Students)

| **A** 93 – 100 A- 90 – 92 |  **“A” grades represent:** (1) Superior understanding of course material and evidence of ability to analyze critically and synthesize creatively. (2) Sound techniques of scholarship in all projects. (3) Creativity, imagination, sound judgment, and intellectual curiosity in relating the course material to other areas of intellectual investigation. |
| --- | --- |
| B+ 87 – 89**B** 83 – 86 B- 80 – 82 | **“B” grades represent:** (1) Understanding of course material; evidence of ability to produce viable generalizations and insightful implications. (2) Understanding of techniques of scholarship in all projects. (3) Sustained interest and the ability to communicate the ideas and concepts, which are part of the subject matter of the course. |
| C+ 77 – 79**C** 73 – 76C- 70 – 72 | **“C” grades represent:** (1) Understanding of course material demonstrated by few errors in fact and judgment when discussing the materials. (2) Competence in the techniques of scholarship. (3) Satisfaction of the minimum stated requirements for the course in preparation, outside reading, and class participation. |
| **F** below 69 | **“F” grades represent:** (1) A lack of understanding of the course material demonstrated by many errors in fact and judgment when discussing the material. (2) An inability to use sound techniques of scholarship. (3) Failure to meet the standard and fulfill the requirements of the course. |

## Grading Scale (For Undergraduate Students)

| **A+** 98 - 100**A** 93 – 97 A- 90 – 92 |  **“A” grades represent:** (1) Superior understanding of course material and evidence of ability to analyze critically and synthesize creatively. (2) Sound techniques of scholarship in all projects. (3) Creativity, imagination, sound judgment, and intellectual curiosity in relating the course material to other areas of intellectual investigation. |
| --- | --- |
| B+ 87 – 89**B** 83 – 86 B- 80 – 82 | **“B” grades represent:** (1) Understanding of course material; evidence of ability to produce viable generalizations and insightful implications. (2) Understanding of techniques of scholarship in all projects. (3) Sustained interest and the ability to communicate the ideas and concepts, which are part of the subject matter of the course. |
| C+ 77 – 79**C** 73 – 76C- 70 – 72 | **“C” grades represent:** (1) Understanding of course material demonstrated by few errors in fact and judgment when discussing the materials. (2) Competence in the techniques of scholarship. (3) Satisfaction of the minimum stated requirements for the course in preparation, outside reading, and class participation. |
| D+ 67 – 69**D** 63 – 66D- 60 – 62 | **“D” grades represent:** (1) A minimal understanding of the course material demonstrated by some errors in fact and judgment when discussing the material. (2) Very little competence in the techniques of scholarship. (3) Satisfaction of somewhat less than the minimum standard of requirements for the course in preparation, outside reading, and class participation. |
| **F** below 60 | **“F” grades represent:** (1) A lack of understanding of the course material demonstrated by many errors in fact and judgment when discussing the material. (2) An inability to use sound techniques of scholarship. (3) Failure to meet the standard and fulfill the requirements of the course. |

# Course Schedule

Assignments/lectures/etc. are posted on Brightspace and contain the most accurate and detailed information for this course**. Please check Brightspace for updates to this schedule.**

##

| Date:Module:  | 1. *Read chapter 14*
2. *Watch the lecture on "Lesson Planning"*
3. *Read the article called "Education"*
4. *Post to Discussion Board 1*
 |
| --- | --- |
| Dates:Module:  | Readings:Assignment(s) Due  |

|  | Reading | Assignments |
| --- | --- | --- |
| Dates: |  |  |

## Week/Topic: [*Here you can choose to have weekly plans or topic-based plans]*

Topic(s)/Essential Questions:

1. *Why are cats the best pets?*
2. *What are friendships between llamas and cats like?*
3. *What makes Llamas so neat?*

Dates:

Learning Objectives – (course outcome # is in parentheses)

 At the end of this session, students should be able to:

1. *Apply a range of researched-based and universally designed practices to differentiate mathematics instruction.*
2. *Demonstrate Understanding of concepts learned in Salend Chapter 11*

Tasks:

1. *Salend, Ch 11 p. 157-189, See Brightspace for Additional Readings*
2. *Discussion 1 - Initial Post due \_\_\_\_, Final Post due \_\_\_\_\_\_*
3. *Salend Chapter 11 Quiz*
4. *Article Review #4*

# University and Academic Policies

The following is not intended as a comprehensive restatement of the academic policies and procedures of the Eastern University. Some material is excerpted from longer statements printed in the [College Catalog](http://www.eastern.edu/offices-centers/office-registrar/course-catalogs) and the Catalog includes policies not noted here. The student and instructor are referred to the Catalog for college-wide policies and to Student and Instructor Handbooks of the programs or departments in which this course is offered for supplements or context-specific definitions of those college-wide policies.

## Student Disability Policy

Notice to students with Physical or Learning Disabilities: In order to be entitled to disability accommodations at Eastern University, students must submit a written request to the Cushing Center for Counseling and Academic Support (CCAS) and be found eligible for accommodations. In order to make an accommodation for this course, the professor must receive a written request from CCAS. Disability accommodations are not retroactive and will not be implemented until a request from CCAS is received. All accommodations must be reactivated by the student prior to the beginning of each new academic session. For further information, please go to:  [Disability Accommodations](http://www.eastern.edu/student-life/academic-support-counseling-and-disability-services/disability-accommodations)

## Class Attendance Policy

This course consists of at least 14 hours of equivalent instructional time for each credit awarded (e.g. 42 hours for a 3 credit course). Instructional time may include formal classroom instruction, virtual classroom sessions, recorded lectures, online discussion forums and learning modules, small group activities, one-on-one interactions between a student and the instructor, among other methods. Attendance at all scheduled sessions is considered a critical element in the accomplishment of learning outcomes. Furthermore, attendance records are maintained and are essential to comply with government regulations for recipients of financial aid and assistance programs, as well as accreditation standards.

Class attendance for an online or hybrid course is defined as an online presence demonstrated by active participation in all learning activities as required by the instructor. Failure to fulfill requirements within the parameters of each session will result in the student being marked absent or earning no credit for the activity(ies).

## Academic Dishonesty

## The student is responsible to become familiar with acceptable standards for research and documentatio*n (insert preferred documentation style for the course: MLA, APA or Chicago)* and to abide by them. A comprehensive outline of Eastern’s [academic dishonesty policy](https://www.eastern.edu/student-life/student-development/important-info-policies-all-students/student-conduct-policies) can be found on Eastern’s website and in the undergraduate and graduate course catalogs.

## *Academic Dishonesty includes, but is not limited to:*

## Plagiarism or presenting words, pictures, ideas, or artwork that are not your own

## as if they were your own in spoken, written or visual form.

## \*In written work, three or more words taken directly from another author must be enclosed in quotation marks and referenced per 7th edition APA format. The words or ideas of another are not made your own work simply by paraphrasing. Paraphrased ideas of another author must be cited appropriately.

## Submitting a paper written by another student or another person as if it were your own.

## Submitting a paper written by you for another course or occasion without the explicit knowledge and consent of the instructor (this is called “self-plagiarism”)

## Fabricating evidence or statistics that supposedly represent your original research.

## Cheating of any sort on tests, quizzes, papers, projects, reports, and so forth.

## Each faculty member is required to send a record, together with all evidence of all cases of academic dishonesty, to the Academic Dean, who will forward the information to the Dean of Students. For more information and complete details, please see this [website](https://www.eastern.edu/student-life/student-development/important-info-policies-all-students/student-conduct-policies).

**Sex Discrimination**

Eastern University is committed to complying with all State and Federal laws prohibiting discrimination, including Title IX of the Education Amendments of 1972 and its implementing regulations, which prohibit discrimination on the basis of sex and will act to protect student and employees from the negative outcomes of harassment, discrimination and assault and will take action as needed to make Eastern University a safe place to work and learn. The Title IX coordinator responsible for Title IX compliance at Eastern University is Jacqueline Irving, Vice Provost for Student Development, Walton 200, St. Davids. Phone: (610) 341-5823, jirving@eastern.edu.

## Statement of Mandated Reporting/Title IX

## Eastern University is committed to providing a community in which all of its members feel safe and respected. To this end, please be aware that all teaching faculty of Eastern University are mandatory reporters. Should you disclose or they observe sexual assault, sexual harassment, interpersonal violence, or stalking, or some other form of abuse, they are required to report this to Eastern University’s Title IX Coordinator. Reports of sexual misconduct or criminal behavior can be reported via this link: www.eastern.edu/form/report-sexual-misconduct. For additional information, please contact Eastern University’s Title IX Coordinator by emailing titleix@eastern.edu.

## Statement of Diversity, Equity and Belonging

## Eastern University is a teaching and learning community that seeks, as a priority of the Christian faith, to engage and understand the full range of diverse human perspectives and experiences. To that end, we invite people with diverse backgrounds in terms of race, ethnicity, age, nationality, religion, culture, disability, socioeconomic status, sex, gender, and other unique identities to join and enjoy the benefits of our faith-based community.

## Emergency and Crisis Information

In the case of an emergency event, we ask that all community members use their best judgment. We also recommend that each member of this community become familiar with emergency procedures. Call Eastern’s Public Safety department at 610-341-1737 for emergencies on the St. Davids campus or building security or call local police at other locations.

## School Closing Information

When there is a concern or threat of inclement weather the University reserves the right to implement its weather emergency procedure. ***Should the University open late, close early, or cancel classes all affected classes are to transition to online sessions, unless otherwise specified by the instructor.*** Please use caution and allow ample time for travel and delays when travel becomes dangerous during inclement weather.

See school closing policies and procedures at [School Closing Information](https://www.eastern.edu/about/offices-centers/facilities/school-closing-information).

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#  Support Services

**Brightspace Technical Support**

[Self-Serve Resources](https://sites.google.com/a/eastern.edu/student-brightspace/) 24/7 Phone 1-877-325-7778 **or** 24/7 Chat [Click Here](https://community.brightspace.com/support/s/article/000005890)

**or** Email brightspace@eastern.edu

**Other Technical Support**

[Zoom Online Meeting Guide](https://support.zoom.us/hc/en-us/articles/201362193-How-Do-I-Join-A-Meeting-)

[Web help desk; email; wireless access](http://www.eastern.edu/technology-services)

**Academic Support**

[Peer Tutoring](https://www.eastern.edu/student-life/counseling-academic-support/tutoring-services); [Writing Center](https://www.eastern.edu/student-life/counseling-academic-support/writing-center)

[NetTutor](https://eastern.brightspace.com/d2l/common/dialogs/quickLink/quickLink.d2l?ou=64750&type=lti&rcode=Eastern-834912&srcou=6606)

**College of Education Program Resources**

[College of Education Handbook](https://drive.google.com/file/d/1ktWkDpQKUbwIATdcst0fdiXuv_hWTBAv/view)

[Student Teaching Handbook](https://www.eastern.edu/sites/default/files/inline-files/student_teaching_handbook.pdf)

[Field Experience Handbook](https://drive.google.com/file/d/1vV0QrVqhvThQp7cqO-vW_Ibyge1G7dzM/view)

[EU Student Handbook](http://www.eastern.edu/handbook)

**Additional University Resources**

[Student Life and Services](http://www.eastern.edu/student-life)

[Advising Resources](https://www.eastern.edu/about/offices-centers/advising-resources)

[Registrar](http://www.eastern.edu/registrar)

## Office of Talent & Career Development

The Office of Talent and Career Development specializes in assisting Eastern University undergraduate and graduate students as they consider their plans for the future in the following ways:
discovering God-given talents; choosing a major/minor; developing resumes, cover letters, and application materials; gaining experience through internships/practicums; and enhancing networking, job search, and professional skills. More information, resources, and our career event calendar are available at [Center for Career Development](https://www.eastern.edu/student-life/center-career-development).

To set up an appointment with a career counselor, please email careers@eastern.edu or stop by Walton 202. Log in to Eastern's online exclusive internship and job board, Handshake, at [eastern.joinhandshake.com](http://eastern.joinhandshake.com/).



Materials contained herein are the intellectual property of Eastern University, the instructor, course designer, or external parties and are thus proprietary in nature. This syllabus represents an instructional contract between the student, the instructor, and Eastern University. It serves as a basis for student and instructor evaluations. Therefore, it should not be substantively altered without appropriate communication among all parties.