Instructor: Ginny Esch, Ph.D.  
Office: 239B Gooch Hall  
Phone: work—(731) 881-7224; home—(731) 587-5035  
fax—(731) 881-1109  
Email: vesch@utm.edu  
Office Hours: M—12:00-3:00; T—1:00-3:00, W—12:00-3:00

I. COURSE NUMBER AND TITLE  
Mathematics/Science in Early Childhood Education (ECED 341—section 001)

II. SEMESTER CREDIT HOURS  
4 semester credit hours  
Contact hours: M/W 10:00-11:50

III. CATALOG DESCRIPTION  
Exploration and examination of the content and concepts of the early childhood mathematics and science curriculum. It investigates a study of methods and materials, and a review of relevant research. It includes unit planning, lesson planning, simulated teaching, and small group instruction in the public schools.

IV. RATIONALE  
School teachers who teach young children need knowledge of methodology and materials for math and science stimulation, exploration, discovery, and learning. In addition to this knowledge, teachers and librarians need certain skills and attitudes so that they may guide children toward more comprehensive, creative, and insightful use science and math materials.

V. TEACHER EDUCATION MODEL  
This course is designed to provide a survey of the history, content, and applicability of scholarship in the field of early childhood mathematics and science. This methods course includes strategies for involving children with mathematics and science through a multi-media approach. In order to gain the skills needed for students to develop into facilitators of learning, authentic experiences are essential. This course is designed to assist students in the development of competencies and perspectives needed to be successful teachers of young children. Developmental theories relevant to developmental progress will be examined. The emphasis in the course will be on the design and application of appropriate mathematics and science learning experiences for the young child (birth to eight years).

The UTM Teacher Education Model is designed to develop teachers who facilitate learning by engaging in methods and strategies that can transform students from passive recipients of information into active participants in their own intellectual growth. The faculty is committed to providing pre-service teachers with a variety of experiences to increase understanding, skills, and dispositions in dealing with students of diverse cultural backgrounds and varying learning styles. The faculty also view technology as an integral component of the teacher preparation program and believe pre-service teachers should know how to enhance learning through the use of a wide variety of materials including human and technological resources. Therefore, imbedded and intertwined among components of the conceptual framework are the commitments to diverse learners and the use of technology as an additional communication tool to enhance student learning. The following are the three primary components go the Conceptual Framework that serve as a knowledge base for the UTM Teacher Educational Program in producing Teachers as Facilitators of Learning:

A. Knowledge, Skills, and Applications:  
Based on current research and best-practice, the Teacher Education Program at UTM is designed to develop teachers as facilitators of learning. This is a movement away from the traditional practices of teachers as authoritative figures. The role of a facilitator is to transform students from passive recipients of information into active learners. Teachers need to be engaged in methods and strategies that enable their students to construct their own knowledge while they are playing partners in their own intellectual growth. Thus, teachers need to be reflective practitioners capable of reviewing, instructing, reenacting, and critically analyzing their own and their students’ performances. The UTM Teacher Education Program is based on a conceptual framework that comprises several components representing certain knowledge and skills. Knowledge and skills specifically addressed by this course include the following:
1. Higher-Order Thinking Skills
2. Collaboration
3. Cultural Diversity
4. Technology
5. Communication
6. Assessment

B. Reflective Practice:
Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally. Through reflective practices, the candidate will focus on the relevance and purpose of teaching content, strategies, and assessment as well as capabilities for modification and adaptation in learning and teaching styles. The candidate will explore the many dimensions of developmentally appropriate practice while concentrating on flexibility through communication and collaboration. The expanded concept of diversity will be examined throughout the curriculum, within the classroom and school environment, and throughout all teaching practices.

C. Professional and Ethical Behavior:
Candidates will exhibit professionalism which enhances the teaching vocation through the display of integrity, honesty, reliability, respect, and consistency. Fairness will be extended to all students and their families without regard to race, ethnicity, religion, gender, socioeconomic status, or disabilities. The individual needs of students will be considered as a priority with the ultimate goal of student success.

VI. COURSE OBJECTIVES/LEARNING ACTIVITIES
This course meets the following Teacher Education Licensure Standards for Early Childhood Education in PreK-3:

Early Childhood Education Knowledge
1. Child Development and Learning
   Candidates use their understanding of young children's characteristics and needs and the multiple influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all children.
3. Observation, Documentation, and Assessment
   Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way and in partnership with families and other professionals, to influence positively children's development and learning.
4. Professionalism
   Candidates know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work.
5. Teaching and Learning
   Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all young children.

English Language Arts
1. Early Literacy
   Candidates know, understand, and use research-based knowledge and skill in promoting and developing listening, speaking, reading, and writing.
   1.1 Candidates identify the unique strengths, needs and interests of individual children and plan appropriate literacy-rich experiences.
   1.2 Candidates understand the value of play and spontaneous and planned experiences and they apply that understanding in the development of early literacy skills.
   1.3 Candidates understand and demonstrate the use of language, reading, and writing to strengthen the cultural and linguistic identity of the children they teach.
1.4 Candidates apply knowledge of the content categories of early literacy to motivate young children's pleasure in listening to stories, curiosity about words and letters, exploration of print forms, and enjoyment of rhymes, songs, poems, books, and dramatic play.

2. Reading
Candidates know, understand, and use appropriate practices for promoting and developing beginning literacy skills for integrating reading instruction across all subject matter areas, and for enabling all children to become proficient and motivated readers.

3. Writing
Candidates know, understand, and use the writing process for communication, expression, and reflection in all subject areas, for a variety of purposes, in a range of modes, and for multiple audiences.

3.1 Candidates understand, apply, and model knowledge of the writing process. They embed writing into familiar activities to help children learn both the conventions of print and how print supports their immediate interests and needs.

3.3 Candidates write frequently for multiple purposes and in practical, occupational, personal, and academic modes. They link functional and play-related print to class activities, such as daily schedules, helper charts, and labels for material shelves.

3.4 Candidates evaluate written products and assess children’s progress.

3.5 Candidates recognize the relationship between the development of motor skills and the development of handwriting.

3.6 Candidates acknowledge and respect the effect of cultural diversity and linguistic differences in the writing of children whose first language is not English.

3.7 Candidates understand the interactive relationship of writing to the other language arts.

3.8 Candidates promote the integration of literacy skills across all subject areas.

4. Elements of Language
Candidates know and understand basic English usage, mechanics, spelling, grammar, and sentence structure as tools to facilitate the writing process.

4.1 Candidates recognize that effective instruction in the elements of language is integrated with and applied to the writing process.

4.2 Candidates demonstrate understanding of the parts of speech and their functions in sentences.

4.3 Candidates apply the standard rules of capitalization and punctuation, as well as legible handwriting, in written communication.

4.4 Candidates display knowledge of the emerging stages of accurate spelling, including temporary spelling, and phonemic awareness and structural analysis of words.

4.5 Candidates translate the knowledge of structure and mechanics into proofreading and editing of written language in all disciplines.

4.6 Candidates construct simple, compound, and complex sentences, using correct word order, subject-verb agreement, and correctly placed modifiers.

4.7 Candidates model effective oral and written communication skills.

4.8 Candidates design instruction appropriate to children of diverse backgrounds.

4.9 Candidates support the continuous English language development through content area instruction for children whose first language is not English.

Mathematics
1. Mathematical Processes
Candidates demonstrate an understanding of effective instructional strategies that integrate mathematics content and processes.

1.1 Candidates use problem solving to build new mathematical knowledge, to solve problems in a variety of contexts, and to reflect on solutions.

1.2 Candidates make and investigate mathematical conjectures and use logical thought in reflecting, explaining, and justifying strategies and solutions.

1.3 Candidates use appropriately and accurately the vocabulary and symbols of mathematics to express and justify mathematical concepts and strategies.

1.4 Candidates demonstrate an understanding of how mathematical concepts are related and how they are connected to other disciplines and the real world.

1.5 Candidates use a variety of manipulatives, games, computers, and other appropriate technologies to explore, apply, and deepen understanding of mathematical concepts, operations, and relations and to promote mathematical curiosity and interest.

2. Number and Operations
Candidates work flexibly with rational numbers to solve problems and create learning experiences that develop children's comprehension of mathematical concepts, operations, and relations necessary for number and operation sense.

2.1 Candidates represent numbers, number relationships, and number systems verbally, symbolically, and graphically.
2.2 Candidates model operations, explain how they relate to one another, and create learning experiences to make the link between numbers and operations.

2.3 Candidates apply number and operation sense to represent and solve problems and to justify or explain reasonable estimates using words, actions pictures, and manipulatives.

3. Algebra
Candidates know, understand, and use algebraic concepts and create learning experiences that develop algebraic thinking in children.
3.1 Candidates create, describe, extend, and translate patterns of shapes and numbers.
3.2 Candidates represent and analyze mathematical situations and structures using words, objects, and pictures.
3.3 Candidates use mathematical models to represent and describe quantitative relationships.
3.4 Candidates analyze, represent, and describe change in a variety of contexts and problems using words, pictographs, bar graphs, and tables.

4. Geometry
Candidates know, understand, and use geometric concepts and create learning experiences that develop geometric concepts and spatial reasoning in children.
4.1 Candidates describe, compare, and analyze characteristics and properties of two- and three-dimensional geometric figures.
4.2 Candidates specify locations and explain spatial relationships using directional terms and coordinate geometry.
4.3 Candidates apply transformations, such as flips, slides, and turns, to geometric shapes and use symmetry to analyze mathematical situations.
4.4 Candidates use visualization, spatial reasoning, and geometric modeling to solve problems.

5. Measurement
Candidates know, understand, and use measurement and create learning opportunities that teach children to apply the units and processes of measurement in mathematical and real-world problems.
5.1 Candidates select and use appropriate tools and units to measure time, length, perimeter, area, capacity, volume, and weight.
5.2 Candidates use and justify a variety of strategies, including standard and non-standard units of measurement, to estimate and compare measurements of time, length, capacity, and weight.

6. Data Analysis and Probability
Candidates know, understand, and use data analysis and probability concepts and design instructional activities to teach children to understand and apply basic statistical and probability concepts.
6.1 Candidates formulate questions that can be addressed with data and collect, organize, and display relevant data to answer questions.
6.2 Candidates read, interpret, and create pictographs, bar graphs, and tables to solve problems.
6.3 Candidates determine possible outcomes and develop basic probability vocabulary to describe the likelihood of an outcome or event.

Science
1. Elements of Effective Science Instruction
Candidates demonstrate understanding of science and technology in daily life through the use of inquiry-based, open-ended, and materials-based investigations, incorporating habits of mind and pedagogical techniques required to deliver the content in a safe environment.
1.1 Candidates engage in multiple levels of inquiry that incorporate designing investigations; observing, predicting, interpreting, and analyzing data; and providing evidence to communicate results.
1.2 Candidates demonstrate understanding and apply the unifying concepts of science such as scale and model, form and function, organization, interaction, change, and conservation.
1.3 Candidates select and use a variety of conventional and non-conventional scientific instruments for measurement and observation including calculators, computers, and other appropriate technologies.
1.4 Candidates demonstrate the interrelationships among the various science disciplines, literacy, mathematics, and social sciences by integrated teaching practice.
1.5 Candidates foster the creation of a classroom culture that supports higher levels of questioning, collaborative learning, real-world connections and sense-making.
1.6 Candidates plan lessons and units that incorporate a learning cycle—engagement, exploration, preparation, and evaluation—and the safe management of materials in the classroom.

2. Life Science
Candidates know, understand, and use the central concepts of life science.
2.1 Candidates demonstrate knowledge and understanding of cells as the basic unit of structure and function in living things.
2.2 Candidates demonstrate an understanding that organisms are interdependent and dependent on resources provided by the physical environment.
2.3 Candidates exhibit an understanding that the sun is the source of energy, captured by green plants in photosynthesis and released during cellular respiration.
2.4 Candidates demonstrate an understanding that living things are related across generations by hereditary information transmitted from parent to offspring.
2.5 Candidates convey their understanding that living things display an enormous amount of variation, yet have many fundamental characteristics in common.
2.6 Candidates demonstrate knowledge of the process of natural selection and the nature of biological change over time.

3. Earth/Space Science
Candidates know, understand, and use the central concepts of earth/space science.
3.1 Candidates demonstrate an understanding of the major components in the universe and that there are predictable patterns, such as seasons and phases of the moon, among these components.
3.2 Candidates demonstrate an understanding of the relationships
3.3 Candidates demonstrate an understanding that the earth is characterized by many different observable and measurable land and water features.
3.4 Candidates demonstrate an understanding that the earth is composed of a wealth of useful resources that can be recycled or conserved, and that human activities and natural forces affect land, ocean, and atmosphere.

4. Physical Science
Candidates know, understand, and use the central concepts of physical science.
4.1 Candidates demonstrate an understanding of the various ways in which force affects motion and that simple machines can be used to facilitate work.
4.2 Candidates classify and identify matter by physical and chemical properties and recognize that the properties can change over time and under different conditions. They use appropriate tools to observe and measure the physical properties of materials.
4.3 Candidates demonstrate understanding of the law of conservation of mass and can explain how matter changes its form. Color, or texture when heated, missed, or separated.
4.4 Candidates demonstrate an understanding that the sun is the earth's main source of heat and light energy and that sound is produced when objects vibrate.

Candidates know, understand, and use basic knowledge and skills in the arts to integrate them with other subject areas and to coordinate with arts specialists to support knowledge and skill development in the arts.

Health/Wellness
Candidates know, understand, and use basic health knowledge and skills to promote healthy living in children and families and to integrate health and wellness concepts and practices into other subject disciplines of the curriculum.

Physical Activity and Physical Education
Candidates know, understand, and use knowledge to provide high-quality, meaningful, and developmentally appropriate physical activity and physical education experiences in all settings.

In an effort to accommodate various learning styles, opportunities will be given to engage in both in-class and outside activities. This will include lectures, discussions in small and large groups, and individual learning activities. Each student will learn problem-solving strategies while working with peers as a team in small groups. Each small group will receive points for completing the assigned activities. Each student may not earn the same number of points as the other members of the group since individual effort toward the group project may vary. To earn the credit for the group activities, your presence and active participation are vital for each group working session. The course content is as follows:

1. Concept Development in Mathematics and Science
2. Fundamental Concepts and Skills
3. Applying Fundamental Concepts, Attitudes, and Skills
4. Symbols and Higher-Level Activities
5. Mathematics Concepts and Operations for the Primary Grades
6. Using Skills, Concepts, and Attitudes for Scientific Investigation in the Primary Grades
7. The Math and Science Environment
TEACHER CANDIDATE DIVERSITY PROFICIENCIES

The Teacher Candidate will:

1. Identify and address his/her own biases.
2. Consider diversity when planning and implementing instruction.
3. Consider diversity when wording questions and responses.
4. Be completely comfortable with classroom discussion on diversity topics.

Ethnicity
5. Consider ethnicity when designing instruction.
6. Explicitly include a variety of ethnic groups in the curriculum.
7. Interact with students, parents, and colleagues of varied ethnicities in an equitable manner.

Race (Caucasian, African American, Asian or Pacific Islander, Native American, and other)
8. Value racial diversity as an integral component of educational systems.
9. Understand how the culture of race affects learning.
10. Interact with students, parents, and colleagues of all races in an equitable manner.

Socioeconomic Status
11. Consider socioeconomic status when designing instruction.
12. Understand the underlying assumptions of students from wealthy, middle class, and generational poverty groups.
13. Understand the unique needs of children of poverty.
14. During field experiences, demonstrate a knowledge of how poverty affects student learning.

Gender
15. Consider gender when designing instruction.
16. Understand gender related issues relating to teacher questioning strategies.
17. Integrate a knowledge of gender related issues into classroom management.

Language
18. Value linguistic diversity as an integral component of educational systems.
19. Understand the unique needs of linguistically diverse learners.
20. Adapt instruction to the needs of linguistically diverse learners.

Exceptionalities (intellectual, communicative, sensory, behavioral, physical, multiple, autism, other health impaired)
21. Consider exceptionalities (intellectual, communicative, sensory, behavioral, physical, multiple, autism, other health impaired) when designing instruction.
22. Understand strategies to address differentiated instruction and make accommodations in the classroom.
23. Understand classroom management strategies which may be appropriate for a variety of exceptional students.
24. Recognize the need for appropriate accommodations during field experiences.

Religion
25. Increase personal tolerance for religious diversity.
26. Consider religious diversity when designing instruction.
27. Understand legal issues regarding the expression of religion in the public schools.
28. Interact with students, parents, and colleagues of all religions in an equitable manner.

Sexual Orientation
29. Increase personal tolerance for persons of sexual orientations.
30. Understand issues related to sexual orientation that may affect learning.
31. Interact with gay or lesbian students, parents, and colleagues in an equitable manner.

Geographical Area
32. Consider geographical diversity when designing instruction.
33. Understand variations in regional speech and attitudes.
34. Interact with students, parents, and colleagues from both rural and urban settings in an equitable manner.
VII. COURSE CONTENT/ACTIVITIES

All written work is to be either typed or word-processed. All written work is to be proofread for spelling, punctuation, grammatical, or mechanical errors. All typed assignments require a double-spaced 12-point Arial or New Times Roman font with 1-inch margins on all four sides of the page without a header at the top of any page. Please email me with questions regarding directions that you feel are not clear. **Minimal responses to work are not acceptable.**

All written work will be submitted in two ways. A hard copy will be submitted at the beginning of class on the day that it is due. A copy will also be sent through Safe Assignment on Blackboard before the class in which it is due.

**Plagiarism is not acceptable.**

**Plagiarism from published source:** If you copy from a published source without putting the word-for-word items within quotation marks and citing the source, this is plagiarism. Note: Only 10% may be a quotation in APA. Simply changing a few words of someone else’s work is still plagiarism.

**Plagiarism between two students:** When work by one student is turned in by another student, **BOTH** students are guilty of plagiarism. Simply changing a few words is still plagiarism. Both students will receive an F in the course and could be suspended from the university. Students are responsible for the security of their own work. Your password protects your documents; “I lost my jump drive” will not clear you of any responsibility.

**Penalties: What if you cheat?**
* Fail the class that you are currently taking
* Fail class you have completed (if it is found that there is an issue with a class for which you have already received a grade, the grade will be replaced with an F and you will need to retake the class.
* Put on academic probation.
* Dropped from extracurricular organizations and athletics.
* Suspended from the university for two years.

**ACTIVITIES**

1. **Standards Notebook (10 points)**
   On your computer, go to
   
   http://www.state.tn.us/education/ci/math/index.shtml
   
   Go down to where the page says:
   
   **Elementary K-8 Math**

   ![Elementary K-8 Math](image)

   K  1  2  3  4  5  6  7  8

   Select the standards for kindergarten and print them all out.

   http://www.state.tn.us/education/ci/sci/index.shtml
   
   Go down to where the page says:
   
   **Elementary K-8 Science**

   ![Elementary K-8 Science](image)

   K  1  2  3  4  5  6  7  8

   Select the standards for kindergarten and print them all out.
2. Lesson Plans (2 at 20 points = 40 points)
   You will be teaching two lessons in a public school or preschool—one will be a math lesson and one will be a science lesson. Arrangements will be discussed in class. Each lesson may be done solo or with one partner. Each lesson will last approximately 15 minutes and must include a children's book. The form for developing lesson plans is included in the syllabus. Each lesson must have approval before it is taught.

3. Lesson Plan Reflection (2 at 10 points = 20 points)
   Reflective practice is one of the best methods for improving teaching skills and techniques. After each of the approved lessons is taught, a reflection will be submitted which includes your thoughts, ideas, opinions, and concerns. A form for the reflection is included in the syllabus. You need to include each numbered question and provide a detailed response to each question. These reflections are due within a week of your teaching. Failure to submit these reflections on time will result in the assignment not being accepted.

4. Diversity Share (20 points)
   Select one children's book that deals with math or science which includes the element of diversity, and prepare an interactive bulletin board. Word process your basic information. Have your book approved 2 weeks before your book share.
   Your presentation needs to include the following:
   a. Title, author, recommended reading level, brief and clear story summary
   b. Style of presentation (enthusiasm and the promotion of interest)
   c. Written information; you will need the following information to submit at the time of your presentation:
      i. Title, author, recommended reading level, a brief and clear story summary (more than two sentences)
      ii. A complete description of your interactive bulletin board for this book and how it will be used.
   d. Creativity and usability.
   BE CREATIVE! HAVE FUN!! Our class will offer encouragement. PLEASE do not read your notes to us!

5. Internet Ecology/Recycling Presentation (100 points)
   Find a favorite topic in either math or science (it does need to be different from the ones in your manipulative kits or that we have done in class). You will be demonstrating this topic for the class. The ecology assignment has four parts:
   1. The written activity including the standard to be submitted; the lesson plan format will be used for this lesson.
   2. A tabletop display
   3. A brief oral presentation
   4. An 8 1/2" X 11" (one sheet only) handout on your activity with enough copies for all members of the class; this needs to be informative, not just the words to a song or a picture.
   A rubric for this presentation is included in the syllabus. This presentation does not have to be elaborate, but does need to be organized, clear, and fun!

6. Science Manipulatives Kit (100 points)
   1. Your science kit will contain a minimum of 15 manipulative items. These may be a combination of purchased or home-made/recycled objects.
   2. A three-ring notebook is required for your activities. The notebook will include:
      a. Table of contents.
      b. Bibliography (APA style).
      c. 45 activities—3 for each item in your kit. On each activity, you need to cite where you obtained the activity and your selected standard; a complete listing of resources that you used belongs in the bibliography section.
      d. The correlation of each lesson to the Tennessee Teacher Licensure Standards for Early Childhood Education. These standards can be found in the notebook that you have already submitted. This means that EACH ACTIVITY NEEDS ITS OWN STANDARD. Do not use only one or two standards for all of your activities.
   3. Your manipulative items must be placed in a container or some kind. Your container needs to be durable, usable, and neat.
   4. You do not need to try to have each piece of equipment for every activity—just use the main item. This will serve as your manipulative item for that particular activity.
   5. Your activities need to be developmentally appropriate for children aged 4, 5, and 6. These age groups can vary greatly in competence and capabilities, so make sure that your activities are DAP.
   6. You may copy activities from any teacher resource guide that you can find, including the internet. Do not use yourself or another person whom you know as a resource. You do need to use appropriate early childhood
education resources. You do not have to rewrite the activities—you may copy them, but be sure to include the standard that is necessary. You must have at least five sources; the internet can serve as ONE source.

7. Each activity requires its own standard its own page. Do NOT use one standard for everything in a section.

8. The remainder of the organization is up to you. Do it in a way that is usable for you.

9. If you have question, ask as you are collecting. The night before this assignment is due is NOT the time to ask.

10. Please do not include food items, plain/construction paper, scissors, a ruler, or glue (or anything like these) because they are NOT manipulative materials.

7. Math Manipulatives Kit (100 points)
   1. Your mathematics kit will contain a minimum of 15 manipulative items. These may be a combination of purchased or home-made/recycled objects.
   2. A three-ring notebook is required for your activities. The notebook will include:
      a. Table of contents.
      b. Bibliography (APA style).
      c. 45 activities—3 for each item in your kit. On each activity, you need to cite where you obtained the activity and your selected standard; a complete listing of resources that you used belongs in the bibliography section.
      d. The correlation of each lesson to the Tennessee Teacher Licensure Standards for Early Childhood Education. These standards can be found in the notebook that you have already submitted. This means that EACH ACTIVITY NEEDS ITS OWN STANDARD. Do not use only one or two standards for all of your activities.
   3. Your manipulative items must be placed in a container or some kind. Your container needs to be durable, usable, and neat.
   4. You do not need to try to have each piece of equipment for every activity—just use the main item. This will serve as your manipulative item for that particular activity.
   5. Your activities need to be developmentally appropriate for children aged 4, 5, and 6. These age groups can vary greatly in competence and capabilities, so make sure that your activities are DAP.
   6. You may copy activities from any teacher resource guide that you can find, including the internet. Do not use yourself or another person whom you know as a resource. You DO need to use appropriate early childhood education resources. You do not have to rewrite the activities—you may copy them, but be sure to include the standard that is necessary. You must have at least five sources; the internet can serve as ONE source.
   7. Each activity requires its own standard its own page. Do NOT use one standard for everything in a section.
   8. The remainder of the organization is up to you. Do it in a way that is usable for you.
   9. If you have question, ask as you are collecting. The night before this assignment is due is NOT the time to ask.
   10. Please do not include food items, plain/construction paper, scissors, a ruler, or glue (or anything like these) because they are NOT manipulative materials.

8. Explanatory Caption for Diversity (10 points)
   An explanatory caption page provides information about the documented evidence for the diversity book share presented in this course for the professional portfolio. The explanation presents an understanding of this evidence and why it is presented in the portfolio. The explanation includes:
   • whether the piece of evidence is a reflection of diversity, assessment, and/or technology
   • a rationale for the selection of the document
   • a description of the event
   • the teacher/student learning outcomes resulting from the experience—this is reflective in nature.
   Please make your caption detailed, specific, and complete. Writing that you “learned a lot” does not give any relevant information.

9. Midterm Exam (100 points) and Final Exam (100 points)=200
   These exams will be comprehensive in nature. More information about the exams will be given later in the course.

10. Quizzes
    The text is an important resource for this course. To ensure that the text is being utilized as a vital learning tool, several unannounced quizzes may be given. Additional points will be added to the total points to accommodate any given quizzes.

11. Participation/Attitude/Effort—Students in this class will be expected to provide the following:
    * Punctuality in submitting assignments. LATE ASSIGNMENTS ARE NOT ACCEPTED. (This means that you DO NOT come to my office 2 minutes before class telling me that your printer did not work!) Just
because you have told me that you will be absent does not automatically mean that I will accept late work. Please do not assume that you can email your work and it will be accepted; it is up to you to request an arrangement with me.

* Active participation in class activities
* Positive and relevant contributions to class and group discussions
* A constructive attitude approach toward class discussions.
* Regular class attendance.
* There will be NO cell phone use or text messaging in the public school or in class. Any cell phones in use will be confiscated and turned over to the chair, and the student will be asked to leave the class.
* The right to check any notes through computer usage in the classroom is reserved by the professor.
* If you feel that you must sleep during this class, please do not attend. Putting your head down/sleeping is not appropriate; doing so will result in the student being asked to leave and considered to be absent.

VIII. EVALUATION

| Standards Notebook                  | 10 |
| Lesson Plans (2 at 20 points)       | 40 |
| Lesson Plan Reflection (2 at 10 points) | 20 |
| Book Share (to include diversity)   | 20 |
| Caption for Book Share              | 10 |
| Internet Ecology/Recycling Presentation | 100 |
| Science Manipulatives Kit           | 100 |
| Math Manipulatives Kit              | 100 |
| Midterm Exam                        | 100 |
| Final Exam                          | 100 |
| **TOTAL POINTS**                    | **600** |

Grading Scale:

A  600--555
B  554--510
C  509--450
D  449--420 (see instructor)
F  419 and below--see instructor

All submitted work will be reviewed and returned as soon as possible. You do need to keep track of your own grades from the work that is handed back to you to avoid unpleasant surprises at the end of the semester.

Academic integrity is expected in this class. Work that is copied or plagiarized will be given a grade of 0, and any involved students will be subject to disciplinary action which will include expulsion from this class. This class may be taped for future reference.

Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from Office of Disability Services within the first two weeks of the semester.

You are expected to be on time for class. Once attendance has been taken during class, no further recording of attendance will be taken and late students will be considered to be absent. If a student must be absent from class, a phone call PRIOR to class or appropriate documentation will be expected (doctor’s excuse, letter from judge, etc.). The third absence will result in a drop of the final letter grade; the fourth absence will result in the drop of two letter grades; more than five absences requires a drop from this class. Prior to class, the instructor should be notified of any early departure; two tardies or early departures will be equivalent to an absence. Each student is required to keep a personal record of his/her own attendance which will be submitted at the end of the semester.

NOTE: Any unexcused absences will result in a loss of points in this category. Loss of many points in these areas could result in a lower overall grade at the end of the semester (see attendance policy). Each student will be required to keep a personal record of his/her own attendance. These records will be submitted to the instructor at the end of the semester.
Attendance Policy:
Materials and activities presented in this course are designed to enhance your development as an educational leader. Students pursuing the teaching profession are mature enough to take the responsibility of facilitating the acceptable completion of course requirements and for judging the role of class attendance in meeting this goal. As per formal attendance rules, you must be present for every class. In case of emergency absences, you are required to submit a doctor's excuse. Procedures concerning absences from the final examination are discussed in the UTM Bulletin.

There will be NO cell phone use or text messaging in the public school or in class. Any cell phones in use will be confiscated and turned over to the chair.

IX. TEXTBOOK
Required:

X. OTHER RESOURCES
The Paul Meek Library; local, community, and school libraries; various internet sites and services.

XI. PREREQUISITES
Prerequisite: Admission to Teacher Education and Teacher Education 302.
*A certificate for liability insurance must be obtained to participate in this course.

XII. FACULTY FREQUENTLY TEACHING COURSE
Dr. Esch

XIII. PROGRAM(S) IN WHICH COURSE IS REQUIRED
ECED PreK-3

XIV. SUGGESTED READING RESOURCES


ECED 341 (Esch)

NAME _______________________________________________ DATE ________________

RUBRIC FOR BOOK SHARE (20 points)

Book Share (20 points)
Select one children’s book that deals with math or science that includes the element of
diversity, and prepare a class presentation which will last 5-8 minutes. Word process your
basic information. Have your book approved 2 weeks before your book share.

Your presentation needs to include the following:

5 points: title, author, recommended reading level, brief and clear story summary
5 points: one demonstrated extension activity which involves the entire class (example: art
projects, music/songs, poetry)
5 points: style of presentation (use costume and/or props to promote interest and
enthusiasm)
5 points: written information; you will need the following information to submit at the time of
your presentation:
   a. title, author, recommended reading level, a brief and clear story summary
      (more than two sentences)
   b. a complete description of your demonstrated extension activity using this
      book including needed materials and procedural information.

BE CREATIVE! HAVE FUN!! Our class will offer encouragement.

<table>
<thead>
<tr>
<th>VERBAL INFORMATIONAL ITEMS (5 points):</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. title (1 pt)</td>
</tr>
<tr>
<td>b. author (1 pt)</td>
</tr>
<tr>
<td>c. recommended reading level (1 pt)</td>
</tr>
<tr>
<td>d. brief/clear story summary (2 pt)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEMONSTRATED EXTENSION ACTIVITY (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. preparation (1 pt)</td>
</tr>
<tr>
<td>b. class involvement (1 pt)</td>
</tr>
<tr>
<td>c. clarity (1 pt)</td>
</tr>
<tr>
<td>d. relevance to book (2 pt)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENTATION (5 points):</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. visual aids/props (2 pt)</td>
</tr>
<tr>
<td>b. style/enthusiasm (3 pt)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WRITTEN INFORMATION (5 points):</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. title, author, recommended reading level (1 pt)</td>
</tr>
<tr>
<td>b. brief and clear summary (2 pt)</td>
</tr>
<tr>
<td>c. complete description of the activity (2 pt)</td>
</tr>
</tbody>
</table>

| TOTAL (out of 20 pts)                                   |
LESSON PLAN FORMAT FOR ECED 341

Each item of the lesson plan is worth 2 points for a total of 20 points, and each lesson plan must contain the use of a book.

ADAPTING THE LEARNING CYCLE TO EARLY CHILDHOOD

There are four repeating processes:

a. awareness—broad recognition of objects, people, events, or concepts developed from experience
b. exploration—construction of personal meaning through sensory experiences with objects, people, events, or concepts
c. inquiry—learners compare their constructions with those of the culture; commonalities are recognized; generalizations are made that are more like those of adults
d. utilization—learners can apply and use their understandings in new settings and situations

1. Instructional Objectives
2. Set Induction/Introduction (How will you introduce the lesson? Focus, prepare, stimulate learners?)
3. Materials (List all instructional materials required to teach the lesson)
4. Equipment/Media (How used and appropriateness)
5. Instruction (Procedure)
6. Closure/Summary Review (How will you wrap up the lesson? Reinforce and integrate learning?)
7. Checking for understanding (Asking questions, observing work being done, scaffolding)
8. Evaluation (How will you measure pupil progress? Check to see if today’s objectives were met?)
9. Safety Considerations/Mess Control
10. Standard
11. Incorporation of the learning cycle
Reflective practice is one of the best methods for improving teaching skills and techniques. After each of the approved lessons is taught, a reflection will be submitted which includes your thoughts, ideas, opinions, and concerns. A form for the reflection is included in the syllabus. You need to include each numbered question and provide a detailed response. These reflections are due within a week of your teaching. Failure to submit these reflections on time will result in the assignment not being accepted.

Each of your lesson plans needs a reflective statement. All eight areas need to be addressed. Each question is worth 1 point except #9 which is worth 2 points—for a total of 10 points. The reflection needs to include the following:

1. My objectives were:

2. How do I know that each of my objectives was accomplished?

3. What adjustments did I make in my written lesson plan during the actual teaching? Why?

4. What modifications were/can be made to accommodate students with special needs?

5. How would I change the lesson if I taught it again? Why?

6. What did I learn about myself as a result of teaching this lesson?

7. What did I learn about the students as a result of teaching this lesson?

8. Other concerns, thoughts, reflections.

9. How was I able to adapt the learning cycle for early childhood learners?
1. Your mathematics kit will contain a minimum of 15 manipulative items. These may be a combination of purchased or home-made/recycled objects.

2. A three-ring notebook is required for your activities. The notebook will include:
   a. Table of contents
   b. Bibliography (APA style)
   c. 45 activities
      d. The correlation of each lesson to the math curriculum standards that you completed in your notebook that were found at:

   http://www.state.tn.us/education/ci/sci/index.shtml

3. Your manipulative items must be placed in a container or some kind. Your container needs to be durable, usable, and neat.

4. You do not need to try to have each piece of equipment for every activity—just use the main item. This will serve as your manipulative item for that particular activity.

5. Your activities need to be developmentally appropriate for children aged 4, 5, and 6. These age groups can vary greatly in competence and capabilities, so make sure that your activities are DAP.

6. You may copy activities from any teacher resource guide that you can find, including the internet. You do not have to rewrite the activities—you may copy them, but be sure to include the source as well as the standard that is necessary. You must have at least five sources; the internet can serve as ONE source.

7. The remainder of the organization is up to you. Do it in a way that is usable for you.

8. If you have question, ask as you are collecting. The night before this assignment is due is NOT the time to ask.

9. Please do not include food items, plain/construction paper, scissors, or glue (or anything like these) because they are NOT manipulative materials.
ECED 341—SCIENCE MANIPULATIVES KIT REQUIREMENTS (Esch)

NAME _________________________________ DATE __________________

1. Your science kit will contain a minimum of 15 manipulative items. These may be a combination of purchased or home-made/recycled objects.

2. A three-ring notebook is required for your activities. The notebook will include:
   a. Table of contents
   b. Bibliography (APA style)
   c. 45 activities
   d. The correlation of each lesson to the science curriculum standards that you completed in your notebook that were found at:

   http://www.state.tn.us/education/ci/sci/index.shtml

3. Your manipulative items must be placed in a container or some kind. Your container needs to be durable, usable, and neat.

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7. The remainder of the organization is up to you. Do it in a way that is usable for you.

8. If you have question, ask as you are collecting. The night before this assignment is due is NOT the time to ask.

9. Please do not include food items, plain/construction paper, scissors, or glue (or anything like these) because they are NOT manipulative materials.
(Esch) ECED 341 Rubric for Math Manipulatives Kit
(100 points each)

NAME: ___________________________

<table>
<thead>
<tr>
<th>Item</th>
<th>poor</th>
<th>average</th>
<th>excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Table of Contents</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Number of Manipulatives in Kit</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Number of Activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Appropriateness of Activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. Completeness of Activities</td>
<td>0----15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Curriculum Standard for Each Activity</td>
<td>0----45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Organization of Notebook</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. Bibliography</td>
<td>0</td>
<td>3</td>
<td>5/6</td>
</tr>
<tr>
<td>9. Overall Usability</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

_________________________________________________________________

Total points 100

THIS SCORE : __________
(Esch) ECED 341 Rubric for Science Manipulatives Kit
(100 points each)

NAME: __________________________________

<table>
<thead>
<tr>
<th></th>
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<th>average</th>
<th>excellent</th>
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</thead>
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<td>2</td>
<td>3</td>
</tr>
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<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>5. Completeness of Activities</td>
<td>0-----15</td>
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</tr>
<tr>
<td>6. Curriculum Standard for Each Activity</td>
<td>0-----45</td>
<td>[Blank]</td>
<td></td>
</tr>
<tr>
<td>7. Organization of Notebook</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. Bibliography</td>
<td>0</td>
<td>3</td>
<td>5/6</td>
</tr>
<tr>
<td>9. Overall Usability</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

________________________________________________________________________

Total points 100

THIS SCORE : __________
CHECK SHEET FOR ECED 341 INTERNET ECOLOGY/RECYCLE ASSIGNMENT. (100 points)

RESEARCH/WRITTEN PORTION Items in the written report need to be labeled and in the proper order in a 3-ring binder or notebook. If each section is not labeled and in the proper order, an automatic deduction of 27 points (half the value of this section) points will be made. (54 pts):

a. subject, title, and age group (developmentally appropriate for the topic (1 pt)

b. combine the purpose (short-term) and rationale (long-term) on one sheet (2 pts)

c. semantic web/mind map for unit; this needs to include at least four branches along with subsections for each branch (2 pts)

d. comprehensive information about your topic (at least five different resources other than your text) (20 pts)

e. highlighted information (this means using a highlighter) in item d above (2 pts)

f. the lesson plan format required for the selected activity (5 pts)

g. the use of a book in your lesson (1 pt)

h. the educational standard for the selected activity (1 pt)

i. referenced sources for your work in APA format (3 pts)

j. one related idea for a bulletin board (3 pts)

m. group evaluation/collaboration (14 pts)

HANDOUT This means a SINGLE SHEET (one side only) of 8 1/2" by 11" paper]; if this is not your format, no credit will be given for the handout. (12 points)

a. the resource or web site address for the selected activity (1 pt)

b. your name and email address (1 pts)

c. subject/title of the activity and required materials (2 pts)

d. the name/author of the book used for your activity (1 pt)

e. procedure (2 pts)

f. the educational standard (2 pts)

g. creativity (3 pts)

DISPLAY (14 points):
This element is wide open! It is like a bulletin board that helps to illustrate your activity in some way. Be creative and have fun with this! 😊

PRESENTATION (20 points):

a. content (4 pts)

b. creativity (4 pts)

c. organization (4 pts)

d. a power point or internet component (4 pts)

e. member contribution (4 pts)

TOTAL (out of 100 pts)
ECED 341
Cooperative Group Evaluation

ALL INFORMATION WILL REMAIN CONFIDENTIAL.

You were assigned a group to work on the audio/movement unit. In order to distribute the work fairly, different group members were supposed to complete specific tasks. This sheet is your opinion of this group work.

1. Your name__________________________________________________________

2. Names of group members____________________________________________

3. How often did the group meet to work on/plan the unit? Circle one below.

   once  twice  3x  4 or more

4. Were all members present each time you met? (Circle one)   Yes       No

5. In your opinion, did all members make equal contributions to the unit? (Circle one) Yes       No

6. Rate each member’s level of participation according to the following scale:

   ☯= met infrequently; made very little contribution
   ☯= met occasionally with group; made minimum required contributions
   ☯= present at all meetings; made significant contributions

   member’s name          member’s name          member’s name

7. If given the opportunity, would you work with the same group again? (Circle one) Yes       No

8. What is your opinion of cooperative group projects? Circle a, b, c, or d.
   a. I like working in groups; it’s very beneficial.
   b. They’re okay but I prefer to work alone.
   c. I hate cooperative group projects.
   d. It doesn’t matter one way or the other.

9. Any additional comments?

10. Estimate the group grade for this project._______
THE UNIVERSITY OF TENNESSEE AT MARTIN  
DEPARTMENT OF EDUCATIONAL STUDIES  
ECED 341—SECTION 001  
TENTATIVE COURSE ASSIGNMENTS (Spring 2010)

Instructor: Ginny Esch, Ph.D.  
Office: 240 Gooch Hall  
Phone: work—(731) 881-7224; home—(731) 587-5035  
fax——(731) 881-1109  
Email: vesch@utm.edu

I. COURSE NUMBER AND TITLE--Mathematics/Science in Early Childhood Education (ECED 341—section 001)

II. ATTENDANCE  
Each student will be required to keep a personal record of his/her own attendance. These records will be submitted to the instructor at the end of the semester.

III. TENTATIVE CLASS TOPICS AND READING ASSIGNMENTS

<table>
<thead>
<tr>
<th>Class</th>
<th>Dates</th>
<th>Session Topics</th>
<th>What's Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>1/19</td>
<td>Introduction/Overview</td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td>1/25</td>
<td>How Concepts Develop</td>
<td>Unit 1</td>
</tr>
</tbody>
</table>
| #3    | 1/27  | How Concepts Develop  
*Standards Notebook due  
*Set up teaching teams/dates for math lessons |            |
| #4    | 2/1   | How Concepts Are Acquired | Unit 2     |
| #5    | 2/3   | How Concepts Are Acquired  
*Math teaching lesson plan due |            |
| #6    | 2/8   | Promoting Young Children's Concept Development through Problem Solving | Unit 3     |
| #7    | 2/10  | Promoting Young Children's Concept Development through Problem Solving |            |
| #8    | 2/15  | Assessing the Child’s Developmental Level  
*Diversity Book Share (caption due) | Unit 4     |
| #9    | 2/17  | The Basics of Science  
How Young Scientists Use Science  
*Diversity Book Share (caption due)  
*Set up teaching teams/dates for science lessons | Unit 5     |
| #10   | 2/22  | Planning for Science  
*Set up groups/topics for ecology lesson | Unit 7     |
| #11   | 2/24  | Review/Catch-up Day  
*Science teaching lesson plan due |            |
| #12   | 3/1   | Midterm |            |
| #13   | 3/3   | Fundamental Concepts and Skills  
*Math lesson reflection due | Units 8-12 |
<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Event</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>3/8</td>
<td>Fundamental Concepts and Skills</td>
<td>Units 13-16</td>
</tr>
<tr>
<td>15</td>
<td>3/10</td>
<td>Applying Fundamental Concepts, Attitudes, and Skills</td>
<td>Units 17-19</td>
</tr>
<tr>
<td></td>
<td>3/15-3/19</td>
<td>SPRING BREAK! 😊</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>3/22</td>
<td>Guest—Kristy Taylor (Ag in the Classroom)</td>
<td>Units 20-22</td>
</tr>
<tr>
<td>17</td>
<td>3/24</td>
<td>Symbols and Higher-Level Activities</td>
<td>Units 23-26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Math Manipulatives Kit Due</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>3/30</td>
<td>Math Experiments from Kits</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>3/31</td>
<td>Mathematics Concepts and Operations for the Primary Grades</td>
<td>Units 27-29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Science teaching reflection due</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>4/5</td>
<td>Mathematics Concepts and Operations for the Primary Grades</td>
<td>Units 30-32</td>
</tr>
<tr>
<td>21</td>
<td>4/7</td>
<td>Using Skills, Concepts, and Attitudes for Scientific Investigations in the Primary Grades</td>
<td>Units 33-35</td>
</tr>
<tr>
<td>22</td>
<td>4/12</td>
<td>Guest—Sue Lasky (WLJT PBS Workshop)</td>
<td>Units 36-38</td>
</tr>
<tr>
<td>23</td>
<td>4/14</td>
<td>Guest—Sue Lasky (WLJT Writing Contest)</td>
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<tr>
<td>24</td>
<td>4/19</td>
<td>The Math and Science Environment</td>
<td>Units 39-41</td>
</tr>
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<td></td>
<td></td>
<td>*Science Manipulatives Kit Due</td>
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</tr>
<tr>
<td>25</td>
<td>4/21</td>
<td>Science Experiments from Kits</td>
<td></td>
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<tr>
<td>26</td>
<td>4/26</td>
<td>Internet Ecology/Recycling Presentations</td>
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</tr>
<tr>
<td>27</td>
<td>4/28</td>
<td>Recycling Materials</td>
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<td>28</td>
<td>5/3</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Attendance Record Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Exam</td>
<td>Monday, May 10 at 7:45 am</td>
</tr>
</tbody>
</table>
COURSE ______ ECED 341 ________ INFORMATION SHEET

NAME: __________________________________________________________

ADDRESS: ______________________________________________________________________

___________________________________________________________________________

HOME PHONE: __________________________________________________________

EMAIL ADDRESS: _________________________________________________________

MAJOR: _______________________________________________________________________

ADVISOR: _____________________________________________________________________

PLACE OF EMPLOYMENT: ______________________________________________________

WORK PHONE: __________________________________________________________________

----------------------------------------------------------------------------------

I know that I am a person who ________________________________________________

I really enjoy ________________________________________________________________

What are three words/expressions that describe you?

________________________________________________

________________________________________________

________________________________________________

---------------------------------------------------------------------

DECLARATION OF UNDERSTANDING:

1. I understand that late work is not accepted. (This means that you DO NOT come to my
   office 2 minutes before class telling me that your printer did not work!) Just because you
   have told me that you will be absent does not automatically mean that I will accept late
   work. Please do not assume that you can email your work and it will be accepted; it is up
   to you to request an arrangement with me.

2. I understand the attendance policy.

3. I understand that problems/difficulties regarding attendance or submission of work must
   be discussed with the instructor BEFORE class.

4. I understand that arrogant, insolent, disruptive, or destructive behavior in any form will not be
   tolerated.

5. I understand that I am to dress professionally and conduct myself in a professional
   manner.

6. I understand that there will be NO cell phone use or text messaging in class. Any cell
   phones in use will be confiscated and turned over to the chair, and the student will be asked to
   leave the class.

7. I understand that the professor has the right to check any notes through computer use in class.

Signature: __________________________________ Date: __________