Term Information

Effective Term: Summer 2013
Previous Term: Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Currently, the course is 2 credit hours, it needs to be changed to 3 credit hours.

What is the rationale for the proposed change(s)?
This course must meet the required learned society standards for accreditation and licensure requirements. Due to the numerous standards to be met, the course must be increased by one credit hour so that the material can be covered. The purpose of EDU T&L 5123 is based on students learning to apply professional and pedagogical knowledge and skills to competently work with diverse learners ages three to eight. Students will study the parameters of early childhood education including diversity of settings, and local, state, and national guidelines. The nature of teaching and learning is viewed as a continuous process for children ages three to eight, and focuses on teaching and learning related to pre-K through third grades. The course is organized to emphasize sociocultural, historical, and developmental influences on early childhood practices. This course is required in the early childhood teacher education/licensure program at OSU.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
All five campuses that offer this course in their Early Childhood Teacher Education Programs approve of this change. All campuses view this as necessary to meet necessary standards.
By increasing the credit hours to 3, will help instructors to better cover the necessary standards that are viewed as necessary in training effective teachers. An ad hoc committee in the School of T&L is reviewing the current teacher education programs and is in full support that this credit hour change improves the program.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate, Undergraduate
Course Number/Catalog: 5123
Course Title: Early Childhood Pedagogy
Transcript Abbreviation: Erly Chid Ped
Course Description:
Pedagogy I explores sociocultural perspectives on teaching and learning in early childhood and elementary education, the role of teacher as researcher/inquirer, and the ways in which sociocultural pedagogies interface with standard-based education.

Semester Credit Hours/Units:
Previous Value: Fixed: 2
Current Value: Fixed: 3

Offering Information
Length Of Course: 14 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component?: No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions
Prerequisites/Corequisites: Prereq: Admission to major or M.Ed
Exclusions: Not open to students with credit for 723.

Cross-Listings

Subject/CIP Code
Subject/CIP Code: 13.1210
Subsidy Level: Masters Course
Intended Rank: Senior, Masters

Quarters to Semesters
Quarters to Semesters: Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)
List the number and title of current course being converted: EduTL 723.70 Early Childhood Pedagogy 1

Requirement/Elective Designation
Required for this unit's degrees, majors, and/or minors

Course Details
Course goals or learning objectives/outcomes:
* Explore the major theoretical principles in sociocultural approaches to learning theory
* Learn about different early childhood and elementary classroom pedagogies
* Begin to develop their abilities as researchers into their own practice
Content Topic List

- Teaching, Learning, and Images of Children
- Teaching as a cultural apprenticeship
- Explicit Teaching and Mediating Learning
- Teaching as Inquiry
- The Role of Play in Young Children’s Development
- A Project Approach
- Conceptual development

Attachments

- TL 5123 EC Pedagogy 3 credit hour.docx: Syllabus for 3 credit hours
  (Syllabus. Owner: Bendixen-Noe,Mary Kay)

Comments

- Approved by GSC. Oct 9, 2012. (by Mercerhill,Jessica Leigh on 10/09/2012 10:13 AM)
- Attached is syllabi that illustrates the ways the required standards can be taught by increasing this course to 3 credit hours (by Bendixen-Noe,Mary Kay on 10/03/2012 04:54 PM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Bendixen-Noe,Mary Kay</td>
<td>10/03/2012 04:55 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill,Jessica Leigh</td>
<td>10/09/2012 10:13 AM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg,Cheryl L Blount,Jackie Marie Odum,Sarah A. Zircher,Andrew Paul</td>
<td>10/09/2012 10:13 AM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
1. The Mission of the Educator Preparation Unit of The Ohio State University

The mission of the Educator Preparation Unit is to prepare educators through the generation and use of research, who are highly qualified for and who are passionate about maximizing student learning across the P-12 school age and demographic groups.

2. Course Description

EDU T&L 5123 explores sociocultural perspectives on teaching and learning in early childhood and elementary education, the role of the teacher as researcher/inquirer, and the ways in which sociocultural pedagogies interface with standard-based education.

3. Course Rationale

The purpose of EDU T&L 5123 is based on students learning to apply professional and pedagogical knowledge and skills to competently work with diverse learners ages three to eight. Students will study the parameters of early childhood education including diversity of settings, and local, state, and national guidelines. The nature of teaching and learning is viewed as a continuous process for children ages three to eight, and focuses on teaching and learning related to pre-K through third grades. The course is organized to emphasize sociocultural, historical, and developmental influences on early childhood practices. This course is required in the early childhood teacher education/licensure program at OSU.

4. Alignment of Course with Conceptual Framework

The course content of EDU T&L 5123 is aligned with NCATE/NSTA (NAEYC) Core Guidelines for initial Teacher Licensure. Those candidate guidelines are:

1c Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

3a Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum and teaching strategies for young children.

3b Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

4a Understanding positive relationships and supportive interactions as the foundation of their work with
young children.

4b Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.

4c Using a broad repertoire of developmentally appropriate teaching/learning approaches.

4d Reflecting on own practice to promote positive outcomes for each child.

5. The Course Objectives

Upon completion of EDU T&L 5123, the student will be able to:

1. Engage in reflective examination of views of children and curriculum.
2. Analyze the nature of young children as diverse learners influenced by their membership in multicultural communities and their individual characteristics.
3. Demonstrate understanding of methods, child guidance and classroom organizations in pre-k and kindergarten classrooms.
4. Explore the development of curriculum in pre-k and kindergarten classrooms.
5. Examine and integrate several major traditions in early childhood education in order to develop a personal pedagogy that will be applied across all content areas.
6. Describe and effectively use developmentally and culturally appropriate assessments and documentation and how to use it to inform practice.
7. Examine systems of organization, planning and communication across the school year.
8. Determine the importance of transition from pre-k and kindergarten to the next school grade and will develop strategies for supporting children, families and teachers.

6. The Pedagogy

Students will experience multiple pedagogical strategies; instructional approaches in which they are expected to be fully engaged in the community of learning and practice by constructing knowledge in collaboration with others, and by presenting and supporting their own ways of thinking, while remaining open to the ideas of others (Beck and Kosnik, 2006). In the process of achieving a complete command of the enduring understandings, students will be expected to immerse themselves into synthesizing and evaluating the enduring understandings through READING, THINKING, WRITING, CONSTRUCTING, TALKING, VIEWING, and VISUALLY PRESENTING.

7. The Assessments

Students are to demonstrate learning of the course objectives through:

7.1 Preparation for, Substantive Contributions made during, Professional Conduct and Dispositions demonstrated during, and Attendance at Each Class Session 10%

The rubric below will be used to assess preparation for, substantive contributions made during, professional conduct and dispositions demonstrated during, and attendance at each class session.
<table>
<thead>
<tr>
<th>Ratings</th>
<th>Expectations</th>
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<tbody>
<tr>
<td>0 - 2</td>
<td>PREPARATION: came prepared for class by having thoroughly completed all assigned tasks for the class session</td>
</tr>
<tr>
<td>0 - 3</td>
<td>SUBSTANTIVE CONTRIBUTIONS: made appropriate and thoughtful independent, critical, and creative substantive contributions to in-class learning experiences which extended the thinking of others and self</td>
</tr>
<tr>
<td>0 - 2</td>
<td>PROFESSIONAL CONDUCT and DISPOSITIONS: demonstrated a willingness to learn, actively engaged in learning experiences, and did not engage in idle conversations, interrupt class events, and/or use cell phone/pager/email/text messaging during class session</td>
</tr>
<tr>
<td>0 - 1</td>
<td>ATTENDANCE: attended the entire class session</td>
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</tbody>
</table>

**NOTE:** A student absent from an entire class session will automatically receive a zero in each category with the exception of PREPARATION. Credit may be given for PREPARATION as long as assigned work is submitted PRIOR to the beginning of class on the date it is due.

### 7.2 In-Class Activities/Assignments

<table>
<thead>
<tr>
<th>DUE: In-Class on Assigned Day</th>
<th>20 points each</th>
<th>10%</th>
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<td>(Total 100 points)</td>
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During class sessions there will be group and individual activities. Each activity will be worth 20 points. If you are absent on the day of the activity, it cannot be made up (with prior approval from the instructor – the activity for make-up work may be significantly different and more difficult). It is important to not only show up for class, but to be prepared for class and to PARTICIPATE in class. (Total of 5 in class assignments)

### 7.3 Play Pedagogy Lesson

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<tr>
<th>DUE: November 19</th>
<th>250 points</th>
<th>25%</th>
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Determine a standard in your content area in which students have trouble or that they need to keep re-visiting in order to be academically successful. Develop or modify a board/card (non-electronic) game to help the students learn, review, or continue to learn the standard. The game must be able to be played in entirely in approximately 20 minutes and should encourage social interaction and friendly competition among/between students. These games should be used with small (approximately 4-5) students - a game where the entire class plays together is NOT appropriate for this lesson. You need to have enough copies of your game so the entire class is engaged in the lesson. All components should be uploaded in appropriate CARMEN drop box.

You will need to submit:

1. Lesson plan (using OSU Newark format)
2. Reflection Writing (more than afterthoughts section on lesson plan): -- roughly 2-3 pages discussing
   a. How you selected the standard (justify your decision)
   b. How you selected the game,
   c. Identifying if the game was based on another game
   d. Students' reaction to the game
   e. Cooperating Teacher's reaction to the game
4. Your reaction to the game
5. What things would you change about the game, the instruction before the game, the rules, the clarity of game presentation, etc., and why
6. What things went well and why
7. Did students learn the desired lesson objective? How do you know this?
8. What you think about using games in the classroom
9. Any final thoughts

3. A copy of the game (if it is a board game, then you need to take a picture(s) making sure it clearly shows the board, pieces, etc), (if it is a card game, copies of the word document used to create the card pieces, and any other relevant game pieces)

4. A copy of the rules

5. Anything else deemed necessary so the instructor can effectively evaluate your lesson.

On class presentation day you will need to bring a copy of the game to class, along with rules, variations, etc.

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<tr>
<th>7.4</th>
<th>Differentiated Instruction Lesson</th>
<th>DUE: November 26</th>
<th>250 points</th>
<th>25%</th>
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<tbody>
<tr>
<td>Plan and conduct a differentiated lesson. Be sure to include the two levels of differentiation -- student grouping and how differentiated. This should be identified in three places - first on the lesson plan both levels should be listed under teaching strategies and also under student grouping. It should also be the first line of your reflection (see below) When finished, write a 2-3-page reflection on your lesson. Afterthoughts do NOT count as a reflection but should be part of your lesson plan. In your reflection, make sure you think about a) effectiveness of lesson; b) what went well; c) what you would change; d) students’ reactions, etc. Please be complete in your analysis. The first line of your reflection paper should begin with, “The lesson taught was differentiated by ……. and by ….” Remember the reflection should be 2-3 pages in length and demonstrate depth of understanding. All parts of this lesson should be uploaded to the appropriate CARMEN drop box.</td>
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You will need to submit:

1. Lesson plan (using OSU Newark format) - in both the strategies section AND the student group section you should begin with “My lesson will be differentiated by _____ and by _____”.
2. Reflection Writing (more than afterthoughts section on lesson plan - roughly 2-3 pages discussing:
   a. How you selected your lesson topic
   b. What challenges (if any) you had in developing a DI lesson
   c. Students’ reaction to the lesson
   d. Cooperating Teacher’s reaction to the lesson
   e. Your reaction to the lesson
   f. What things you would change about the lesson if you could/would teach it again
   g. What things went well and why
   h. What you think about using DI in the classroom
   i. Did students learn the desired lesson objective? How do you know this?
   j. Any final thoughts
3. Any student work documenting learning based on the DI lesson.
4. Anything else deemed necessary so the instructor can effectively evaluate your lesson
This assignment is based on the TPA handbook, Task 1. Make a copy of Context for Learning form from your TPA handbook and fill it out. You are to develop a lesson plan (You may use your play pedagogy lesson or your DI lesson for this assignment). After the lesson plan has been developed, you are to write a brief (4-5 page paper) addressing each of the following elements. (Suggest changing page number to a maximum of 3 pages)

1. **Content Focus** -- You should summarize the central focus for the content that is in the lesson plan.

2. **Knowledge of Students to Inform Teaching** -- You are to address how each of the categories listed below was utilized in planning the lesson. You should describe what is the content/central focus. In other words: What do you students know? What can they do? What are they learning to do?
   a. Academic development (e.g. prior knowledge, prerequisite skills, ways of thinking in the subject areas, developmental levels, special education needs)
   b. Academic language development (e.g. students' abilities to understand and produce the oral or written language associated with the content/central focus and standards/objectives within the learning segment)
   c. Family/community/cultural assets (e.g. relevant lived experiences, cultural expectations, and student interests)
   d. Social and emotional development (e.g. ability to interact and express themselves in constructive ways, ability to engage in collaborative learning, nature of contributions to a positive learning environment)

3. **Supporting Student Learning** -- Respond to prompts a through e below to explain how your plans support your students' learning related to the central focus of the learning segment. Cite research and theory to support your explanations.
   a. Explain how your understanding of your students' prior learning experiences and development guided your choice or adaptation of learning tasks and materials, to develop students' abilities to comprehend content.
   b. How are the plans for instruction sequenced in the learning segment to build connections between students' prior learning and experiences and new content skills and strategies?
   c. Explain how, throughout the learning segment, you will help students make connections between skills and strategies in ways that support their abilities to comprehend content.
   d. Describe common developmental approximations and misunderstandings within your content focus and how you will address them.
   e. Describe any instructional strategies planned to support students with specific learning needs. This will vary based on what you know about your students, but may
include students with IEP’s, English learners, or gifted students needing greater support or challenge.

4. Supporting Student Understanding and Use of Academic Language -- Respond to the prompts below to explain how your plans support your students’ academic language development.
   a. Identify the key academic language demand and explain why it is integral to the central focus for the segment and appropriate to students’ academic language development. Consider language functions and language forms, essential vocabulary, and/or phrases for the concepts and skills being taught, and instructional language necessary for students to understand or produce oral and/or written language within learning tasks and activities.
   b. Explain how planned instructional supports will assist students to understand academic language related to the key language demand to express and develop their content learning. Describe how planned supports vary for students at different levels of academic language development.

5. Monitoring Student Learning
   a. Explain how the informal and formal assessment were selected and/or designed to provide evidence you will use to monitor student progress toward the standard/objectives. Consider how the assessments will provide evidence of students’ comprehension of content skills and strategies.

You will need to turn into the appropriate CARMEN drop box the following:

1. Context for Learning Form
2. Copy of the lesson plan (using OSU Newark format)
   Paper addressing the following questions. Each question must be typed out. Answers must directly follow each question in complete sentences,

<table>
<thead>
<tr>
<th>7.6</th>
<th>Student Presentation</th>
<th>DUE: December 3</th>
<th>50 points</th>
<th>5%</th>
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</table>
| On the final day of class, each student will give a 5-7 minute presentation (final time determination will be determined by instructor based on number of students, etc. This final number of minutes will be communicated to you so you can plan your presentation accurately) on their play pedagogy lesson.
On class presentation day you will need to bring a copy of the game to class, along with rules, variations, etc. You will be evaluated on the presentation by:
   1. Clarity of Instruction
   2. Having the correct items to explain and demonstrate your game.
   3. Use of “good teaching”
   It is hoped that through this presentation, other students will gain further ideas of how to implement games in their teaching.

<table>
<thead>
<tr>
<th>7.7</th>
<th>Final Project: Movie Analysis</th>
<th>DUE: December 6th by midnight</th>
<th>100 points</th>
<th>10%</th>
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<tr>
<td>This assignment is based on TPA—A framework used to understand teaching. You are to watch a movie about teachers and teaching and analyze it based on the TPA framework. Examples of</td>
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</table>
movies include: "Dead Poet's Society", "To Sir with Love", "Stand and Deliver", "Dangerous Minds", "Mr. Holland's Opus", The Ron Clark Story, etc.). In your paper you are to summarize the main points of the movie focusing on teaching.

You will address the following items in 3-5 pages, citing specific examples to help clarify your writing:

**Engaging Students in Learning --**

a. Explain how the instruction (tasks, activities, discussions, and/or teaching strategies) depicted in the movie motivated and intellectually engaged students in developing skills and strategies for comprehending content. Cite specific examples from the clip of what students said/did to support your explanation.

b. Using examples from the movie, describe how the teacher’s instruction (tasks, activities, discussions, and/or teaching strategies) linked students’ prior learning and experiences with new learning. Prior learning and experience includes students’ academic content knowledge, language development, social/emotional development, family/cultural assets, interests, and lived experiences.

**Deepening Student Learning During Instruction**

a. Explain how the teacher elicited student thinking through questions or materials and facilitated responses that supported students' understanding and use of skills and strategies to comprehend content.

b. Cite evidence from the movie of what the teacher and the students said/did to support your explanations.

c. If you could teach this lesson to the same group of students (as depicted in the movie), what are two or three things you would do differently than the teacher to improve the learning of these students based on their varied needs and characteristics? Consider missed opportunities and other aspects of planning, instruction, and/or assessment.

d. Using evidence from this class and other classes, explain why you would expect these changes to make a difference to student learning.

You will need to make sure in your paper (turn into the appropriate CARMEN drop box on due date) the following items are covered:

1. Identify the movie selected and give a brief summary of that movie (no more than 4-5 paragraphs)

2. Identify the next section as “Engaging Students in Learning” and answer the appropriate questions above. You do need to write the question, and complete sentences are required.

3. Identify the third section as “Deepening Student Learning During Instruction” and answer the appropriate questions above. You do need to write the questions, and complete sentences are required.

4. The last section should be identified as “Final Thoughts”. In this section you are to
provide an overview of final thoughts and suggestions and/or things you learned from watching the teacher. (Use complete sentences)

8. Final Grade for Course

The final grade for the course will be calculated as follows:

- Preparation for, substantive contributions made during, professional conduct and dispositions demonstrated during, and attendance at each class session (10%)
- Play Pedagogy Lesson (25%)
- Differentiated Instruction Lesson (25%)
- Task 1/TPA: Planning Instruction and Assessment (15%)
- Student In-class Activities (10%)
- Student Presentation (5%)
- Final Assignment: Movie Analysis (10%)

Letter grades for the course will be assigned as follows:

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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>B+</td>
<td>87-89%</td>
<td>C+</td>
<td>77-79%</td>
<td>D+</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>B</td>
<td>83-86%</td>
<td>C</td>
<td>73-76%</td>
<td>D</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>C-</td>
<td>70-72%</td>
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9. Class Week:

<table>
<thead>
<tr>
<th>Class Week</th>
<th>Instructional Events</th>
<th>Assignments for Next Class Session</th>
</tr>
</thead>
</table>
| 1          | Context and Overview for the Course  
Historical Concepts of Early Childhood Education  
Overview of Development and Its Impact on Learning | 1) Graue; 2) Daniels;  
Felton & Akos  
(Ed. Leadership; April 2011; 68(7)) |
| 2          | Labor Day -- NO CLASS - OSU CLOSED FOR HOLIDAY |        |
| 3          | An overview of TPA  
Planning for Instruction | Bring TPA Manual to class |
| 4          | Centers  
Reggio Emilia | 1) New {Ed. Leadership; April 2003; 60(7)}  
2) Learner Centered; 3) Create Classroom |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>5</td>
<td>Field Week</td>
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<tr>
<td>6</td>
<td>Teaching Strategies in the Early Childhood Classroom</td>
<td>1) Tomlinson; 2) Jackson (Ed Leadership; Feb. 2010; 67(5)) 3) Hyson (Ed Leadership; April 2003; 60(7)) 4) Marzano (Ed Leadership; Sept. 2009; 67(1))</td>
</tr>
<tr>
<td>7</td>
<td>Play and Play Pedagogy</td>
<td>1) Elkind; 2) Bendixen-Noe (CARMEN) 3) Bodrova &amp; Leong (Ed Leadership; April 2003; 60(7)); 4) Marzano (Ed Leadership; Feb. 2010; 67(5))</td>
</tr>
<tr>
<td>8</td>
<td>Field Week</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Differentiated Instruction</td>
<td>Read Tomlinson Text</td>
</tr>
<tr>
<td>10</td>
<td>Differentiated Instruction</td>
<td>Read Tomlinson Text</td>
</tr>
<tr>
<td>11</td>
<td>Field Week</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Field Week</td>
<td></td>
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<tr>
<td>13</td>
<td>Project Approach</td>
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<tr>
<td>14</td>
<td>Assessment in the Early Childhood Classroom</td>
<td>1) Assessment and Teaching; 2) Frey, Schmitt; 3) Marzano (Ed Leadership; Nov. 2011; 69(3))</td>
</tr>
<tr>
<td>15</td>
<td>Student Presentations</td>
<td></td>
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<tr>
<td></td>
<td>Final</td>
<td>Final Assignment Due</td>
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<tr>
<td>Exam Week</td>
<td>10</td>
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</table>

11. **Commitment to Diversity**

Teachers are expected to be able to support the learning of all students and to have a conceptual understanding of how knowledge, skills, and dispositions related to diversity are integrated across the curriculum, instruction, assessments, and evaluations. In light of these expectations, each enduring understanding for the course will be developed in relationship to diversity - that is, ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

12. **Commitment to Technology**

Teachers are expected to use educational technology to help all students learn and to have a conceptual understanding of how knowledge, skills, and dispositions related to educational and information technology are integrated throughout the curriculum, instruction, assessments, and evaluations. In light of these expectations, it is expected that technology will be integrated into all lessons and assignments for this course.

13. **Instructor Assistance**

The instructor's purpose is to help class members become the very best they can possibly become at this point in their professional learning. Please allow the instructor to assist in any way possible. Make an appointment, make contact by email, or make contact by phone at any time.

14. **Academic Misconduct**

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct.

If the course instructor suspects that a student has committed academic misconduct in the course, he is obligated by University Rules to report suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that the student has violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University. For additional information, see the *Code of Student Conduct* ([http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf](http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf)).

15. **Making Your Work Public**

Throughout the course you will be encouraged to engage in thoughtful conversations with each other to share
your findings and perspectives. You are urged to utilize the work you do in class as a stimulus for developing conference presentations, writing journal articles, and mounting an agenda for undergraduate research.

### 16. Statement of Student Rights

Any student with a documented disability who may require special accommodations needs to speak to the instructor within the first two weeks of classes to receive effective and timely accommodations.

### 17. Written Assignments

Written assignments must be typed, double-spaced, following the APA (American Psychological Association) style manual, which is commonly used in educational writings (available in Media Center). Edit work to avoid spelling and grammatical errors that will negatively impact your grade. Use bias free language. Assignments may not be late without prior instructor permission. Instances of student misconduct will be reported to the committee on academic misconduct in accordance with faculty rules. Any papers that exceed one page should be stapled in the upper left hand corner. No notebooks, binders, paper clips, etc. should be used.