FALL 2019

Course Title: Physical Education Teaching Methods, K-12
Course Number: PYED 4340-001
Credits: 3 Hrs.
Prerequisites: None
Days/Hours of Class: Monday and Wednesday 11:00 AM to 12:20 PM
Room: HPE 110 AND JONES GYM IN ATHLETICS BUILDING FOR PRACTICAL SESSIONS

INSTRUCTOR INFORMATION
Name and Title: Njororai W. W. Simiyu, Ph.D., Professor
Office Location & Phone Number: HPC 2200-A
(903) 565-5530
Email Address: wnajorai@uttyler.edu
Emergency Number (Office): (903) 566-7031 (Tina McDonald)
Office Hours: Available online and phone. Cell 940 595 9190; Monday and Wednesday 9:30 AM to 11:00 AM AND 12:30 TO 2 PM


Supplementary Reading Material:
1. Physical Education Texas Essential Knowledge & Skills (TEKS)-
   http://ritter.tea.state.tx.us/rules/tac/chapter116/
2. SPARK By John J. Ratey, MD (Required reading)

Catalog Description:
Teaching Methods in Physical Education Study and application of theory and development of skills related to effective instruction in physical education.

Course Goal:
Teaching methods will prepare and aid physical education teaching majors by providing students lab learning experience for teaching children prior to their actual student teaching experience. Students will formulate lesson plans based on TEKS using appropriate developmental motor skills and activities and then implement those plans. Students will receive immediate feedback along with corrective measures to improve their teaching.

2017 National Standards for Initial Physical Education Teacher Education

Standard 1: Content and Foundational Knowledge
Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

**Components – Candidates will:**
1.a Describe and apply common content knowledge for teaching preK-12 physical education.
1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.
1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.
1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.
1.f Describe historical, philosophical and social perspectives of physical education issues and legislation.

Note: Throughout the standards, components and rubrics, the term candidate refers to an individual in a preparation program and the term student refers to a preK-12 pupil or learner.

**Standard 2: Skillfulness and Health-Related Fitness***
Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Components – Candidates will:
2.a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).
2.b Achieve and maintain a health-enhancing level of fitness throughout the program.
* Skillful: A person’s ability to employ techniques, tactics, strategies, rules and etiquette effectively in the context of the activity.
* To assist individuals with special needs to achieve the intent of Standard 2, physical education teacher education programs are allowed and encouraged to use a variety of accommodations and/or modifications to demonstrate skillful performance (e.g., modified/adapted equipment, augmented communication devices, multi-media devices) and fitness (e.g., weight programs, exercise logs).

**Standard 3: Planning and Implementation**
Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Components – Candidates will:
3. a. Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education.
3.b Plan and implement progressive and sequential content that aligns with short- and long term plan objectives and that addresses the diverse needs of all students.
3.c Plan for and manage resources to provide active, fair and equitable learning experiences.
3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

Standard 4: Instructional Delivery and Management
Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, and instructional and managerial skills to enhance student learning.
Components – Candidates will:
4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
4.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
4.e Analyze motor skills and performance concepts in order to provide specific, congruent feedback to enhance student learning.

Standard 5: Assessment of Student Learning
Physical education candidates select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning.
Components – Candidates will:
5.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.
5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.

Standard 6: Professional Responsibility
Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.
Components – Candidates will:
6.a Engage in behavior that reflects professional ethics, practice and cultural competence.
6.b Engage in continued professional growth and collaboration in schools and/or professional organizations.
6.c Describe strategies for the promotion and advocacy of physical education and expanded physical activity opportunities.

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info@shapeamerica.org

SPECIFIC COURSE LEARNING OUTCOMES

Student Learning Outcomes: By the end of this course, the student will be able to do the following:

1. **Foundational Knowledge**: Identify the attributes of a quality physical education program.
2. **Application**: Recognize and demonstrate appropriate activities/motor skills influencing a quality physical education curriculum, K-12.
3. **Human Dimension**: Demonstrate the value physical education plays in wellness and good health over the life span of an individual.
4. **Learning how to learn**: Incorporate technology to research and navigate the Canvas Learning Management System.
5. **Care**: Plan and execute lessons for students while ensuring their safety.
6. **Integration**: Recommend appropriate assessments for skills/activities at each level: elementary, middle and high school.
7. **Foundational Knowledge**: Articulate the difference between health-related fitness and skill related fitness for K-12.
8. **Application**: Apply the National Association for Sport and Physical Education (NASPE) Standards to the Texas Essential Knowledge and Skills (TEKS).
9. **Application**: Develop a teaching electronic portfolio that depicts multiple and varied physical education teaching experiences, personal work and athletic experience(s), references and educational philosophy.

Methods of Instruction:
Student learning experiences to include but not limited to: a) lectures with related discussion b) classroom demonstrations and presentations, c) problem solving situations and laboratory experiences individually and in groups, d) observation and analysis of teaching as well as motor performance, e) reading designated textbook and supplementary material upon assignment f) Online engagement via Canvas through YouTube, audio lessons, PowerPoint presentations and Discussion Boards.

Course Procedures:

Offered in Face-to-Face with Online via Canvas Assignments and Supplementary work
Please read this syllabus carefully and in its entirety before you do anything else in the course. Note important details, but especially take note of the categories of information in this syllabus. The
syllabus is intended to provide key information at the outset of the course, as well as throughout the entire semester. I strongly recommend that you refer to the syllabus frequently throughout the course. Note that we shall be meeting face-to-face twice a week. Class will be held on campus in HPE room 110. During classes we will have a mixture of lectures, discussion, group activity including your presentation and practical. You need to check canvas daily, as this is a quick way to reach every student should I need to announce something before the next class. Make sure you finish your out of class tasks and attend all the face-to-face sessions. Please, ensure that after your initial reading of this syllabus, you check the various links in the course (in Canvas) to start to familiarize yourself with “what is where” including announcements, getting started, faculty information, modules and gradebook.

COMMUNICATION WITH INSTRUCTOR
Please feel free to contact me throughout the semester, by email, phone, and text message or in person. I don’t mind your call on my cell phone, but I do ask that you try to be considerate with such calls. All email correspondence associated with this course should be directed to the email above (wnjororai@uttyler.edu). VERY IMPORTANT: Every email you send to me related to the course should have “PYED 4340.001” in the subject line. This helps with automatic sorting of my email. Always be sure your email includes your name somewhere, so it is obvious to me who the sender is. (The same applies to text messages.) This applies especially if your email address does not include your name. Note that I encourage you to communicate or inquire or ask, via email if not sure about anything related to the course (or your major!). I try to respond as soon as I see the message/email irrespective of the day of the week or time of the day. It is for your own good that you seek me out electronically. Students who succeed in college are those who know and are known by professors by name! I value that interaction so be proactive about it.

VERY IMPORTANT NOTE: Students are required to use their Patriot email accounts for course work. If all is working properly, your Patriot email address will be automatically loaded into Canvas for this course. Therefore, it is essential that you check your Patriot account on a regular basis.

Course Outline
Very important information is provided in the “Announcements”, in Canvas (link located in the navigation bar on the left side of the screen in the course). The “Announcements, Getting Started and Modules” links on your Canvas page will have most of your learning tasks including information about assigned reading, assignments and other important information. Please familiarize yourself with these links, as well as discussion board, quizzes, examination and Portfolio at the beginning of the course; you will use them a lot throughout the course.

Discussions
Online discussions are an essential component of this course. To do well in the course, you must participate regularly and insightfully in the online discussions. To stay abreast of discussions, I strongly recommend that you check the discussion forums at least daily. Participation in discussions is so important that you will receive points toward your course grade based on the quantity, and especially the quality, of your participation. More information related to online discussions, including details of the themes/topics for your participation, is presented later in this syllabus.

Assignments
1. **Pre and posttest:** The pretest is to gauge your entry baseline knowledge and the score does not count towards your overall grade. You take it without any readings and prior preparation. However, it is useful for me to know where you are as the course starts. The posttest score, on the other hand, counts towards your overall final grade so be very diligent as you prepare for it.

2. **Quizzes:** Every chapter in each module has a quiz at the end. After the completion of a quiz, you will automatically have access to the next chapter of the course and the related assignments online. **Some learning tasks will be done and graded during F2F sessions. Such tasks will substitute for some of your low scoring quizzes.** This will be explicitly announced in the classroom when the substitution is done.

3. **Discussion Board:** This is where you comment on given themes (200-300 words) and give your reaction to one post made by another student in the course using at least 100 words. Make sure you cite research sources/text book/articles in your main post. This is interactive. Let us be as civil with our language as possible. Stick to issues under discussion without use of derogatory language even when disagreeing. **Indicate the references and number of words at the end of your posts.**

Note very carefully:

   "More specifically the systematic monitoring and analysis of a game by using video and computers is the major method to test the performance of the soccer players and the performance of the teams (Lames, 1994; Singer & Willimczik, 2002). According to Czwalina (1992) the team sports systematic observation distinguished in two kinds: a) the observation of the behaviour of individual match selected players (e.g. control techniques, movements) and b) the observation of the performance of a group of players or all the team (e.g. kind of system, success of goals)."

   b. **Examples for references as per citations in 1 above using the APA style:**
   e. Citing course text: According to Rink (2020) or Learning is defined as...........(Rink, 2020).

   c. I encourage each student to complete and submit assignments as per the SOFT schedule in the syllabus. Doing exactly what is instructed for a given assignment will greatly improve your chances of getting a good grade on the assignment. The deadlines in the syllabus are meant to accommodate unique challenges that each
student may face. However, the onus is on the student to complete the work as per syllabus. This is akin to the work world where it is your choice to report to work and employers love “self-supervised workers”. Supervise yourself, but I will also be watching and alerting you when you fall out of line. I encourage you to communicate with me regularly regarding assignments and your progress.

4. **Class attendance:** This is obligatory, and a perfect class attendance record will earn you 7% of the overall grade. Make sure to sign the class attendance roll at every f2f session.

5. **Attend University Career Success Sessions around Campus on September 5th and post a 500-word reflection spelling out the sessions, three positive takeaways and one criticism of the event. Attach evidence eg. Registration and attendance token, photo with speaker etc**

6. **Observation Hours and Portfolio:** You are required to complete practice teaching lessons – (2) elementary, (1) at the 6th school and (1) at the Jr. High all in Whitehouse ISD for a total of 4 lessons. I will schedule these teaching times around each UTT student’s availability as well as my availability between Nov. 1- November 22. If lesson plans for your Whitehouse teaching times are not received by both myself and the participating teacher the Friday before the week you are scheduled to teach, your beginning grade automatically starts at 80%. I would like not to schedule teaching lessons on Friday, unless absolutely necessary, but circumstances might require it. We will probably team teach at the Jr. High due to the large classes and few available times. Your Portfolio is to be submitted hard-copy to Tina McDonald in H&K by Thursday, November 15, before Thanksgiving break. She will place it in my box, this allows for grading prior to individual conferences scheduled for Dec. 2 and Dec. 4.

**Exams**
Exams will be accessible only at certain times on dates in the schedule below (e.g., for a period of 2 days). Take note of the key dates in the schedule below.

**Time Requirements**
In general, you should expect to spend a similar amount of time completing the requirements of this hybrid course as you would spend on the same course taught in the traditional classroom format. The rule of thumb is that a successful college student should spent two extra hours of study per one credit hour of course work. Thus a 3-hour traditional course leads to 9 hours a week and therefore 135 hours a semester. The course is set up in such a way that the schedule is relatively light and expectations less rigorous early in the course, and then progresses to a heavier schedule and more rigorous expectations over time. Therefore, it is advisable to stay ahead of the f2f topics on readings, quizzes, and discussion boards. This will facilitate better and more effective classroom discussions during f2f sessions.

You will have access to all course materials systematically including exams, certain assignments and certain discussion board forums, from the start of the course to the end, just as you move through a book from start to finish. Assigned discussions, written assignments, exams, and the like will follow a schedule spread over the semester. There will be quizzes and discussion boards and the week in which they should be done.

**LIBRARY SERVICES** UT Tyler's Muntz Library may be accessed via http://library.uttyler.edu/. A link to the Muntz Library is also available on UT Tyler’s Home Page (www.uttyler.edu).

**TECHNICAL SUPPORT**
UT Tyler’s IT Support department provides technical support for this online course. Information about technical support for Canvas and this online course is available on your Canvas login page eg. https://uttyler.instructure.com/courses/2157

You are welcome to inform me if you have technical difficulties, but I will not likely be able to assist with such difficulties.

COURSE CALENDAR
This semester officially begins on August 26, 2019 and ends on December 13, 2019. This course is both content-oriented and process-oriented, so you will be called upon to reflect, write and apply more than in other cases. You must be diligent in the way you learn. You will require being diligent and disciplined in reading and following up on learning tasks on your own. You should refer to this schedule frequently throughout the course. I strongly recommend that at the start of the semester you note key dates and deadlines on your own personal calendar. Occasional announcements and reminders will also come to you via F2F classroom sessions and Canvas so ensure to sign up for notifications via your smart phone or have a way of checking daily.

Course Expectations:

1) Complete all assignments/reports as specified online.

Grading
1. 2 exams which will be administered at mid semester and end of semester 30% (15% for each exam), Electronic portfolio (15%), Discussion Board (13%), Class attendance (5%), Career Success report (2%), Teaching experience assessment (10) and Quiz/posttest (25%).
2. Grading

A= 90-100%
B=80-89
C=70-79
D=60-69
F=59 and below

NOTE SEMESTER KEY DATES:
1. Classes Begin – August 26
2. Labor Day Holiday- September 2
3. Census Date (11th Class Day) – September 9
4. Filing for summer 2020 graduation- September 16
5. Last Day to Withdraw from Classes – November 4
6. Thanksgiving break – November 25 - 30
7. Study Day – December 9
8. Final Exams for fall semester – December 10 - 14

COURSE SCHEDULE
<table>
<thead>
<tr>
<th>Week and date</th>
<th>F2F class</th>
<th>Assignments and online content and text coverage</th>
<th>Field observation and Online Discussion Board/deadlines/References</th>
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<tbody>
<tr>
<td>1. August 26 and 28</td>
<td>F2F: Introduction, syllabus review and classroom policies and expectations;</td>
<td>Read Chapter 1 and 2 of Judith Rink, Teaching Physical Education: an orientation and Factors that Influence Learning</td>
<td>• Familiarize with Canvas under getting started and Faculty Information</td>
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<td>• Criminal History Forms Whitehouse</td>
<td>Do quizzes 1 and 2</td>
<td>a. Discussion Board 1 (300 Words): Read “Teaching Physical Education: An Orientation (Rink, 2020) and explain THREE KEY TAKEAWAYS that would be useful to your teaching career. Also respond to what one other person has said in her/his post (100 words). Indicate number of words in each post, use citations and references in your main post.</td>
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<td>• UTT schedule for semester written out for observation times</td>
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<td>b. Discussion Board 2: Prepare a 500-word Teaching philosophy that will guide your professional service. Read and Reply to at least one other post.</td>
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<td>c. Blog 1 (500 words): Attend University Career Success Sessions around Campus on September 5th and post a 500- word reflection</td>
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<td>d. How to develop your Portfolio – find 2 letters of Reference</td>
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<td>e. Thinking about lesson plans!</td>
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<td>2. September 2 is a Holiday so F2F on 4th</td>
<td>A. Module 1: Teaching Physical Education: an orientation</td>
<td>Prepare for class discussion by reading chapter 3 and 4; Do Chapter 3 and 4 quizzes</td>
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<td>1. Chapter 1: Developing a Language to Talk About Teaching</td>
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<td>2. Factors that Influence Learning</td>
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<td>• What is your Philosophy of Education?</td>
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<td>B. Module 2: Designing Learning Experiences and Tasks:</td>
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<td>3. Translating the Content for The Learner</td>
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<td>4. Task Presentation</td>
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<td>3. Sept. 9 and 11</td>
<td>B. Module 2: Designing Learning Experiences and Tasks:</td>
<td>Read Chapter 5, 6 and 7, and do quizzes online.</td>
<td>(Wed) - Jump Rope demo beginning at 11:30 – Samuel Crow</td>
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<td>5. Content Analysis and Development</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading and Activities</td>
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| 4. Sept. 16 and 18 | B. **Module 2**: Designing Learning Experiences and Tasks:  
8. Teaching strategies  
9. Student motivation, personal growth and inclusion  
10. Planning  
- Kenny Jones - activity soccer lesson – September 18 | Read Chapter 8, 9 and 10, and do quizzes online.  
(MON) How to write a lesson plans (all levels) |
| 5. Sept. 23 and 25 | • **Module 2**: Designing Learning Experiences and Tasks:  
11. Assessment in the Instructional Process  
12. Content Specific Pedagogy  
13. Teacher as a continuous learner  
- Set groups of 4 for fitness lessons due Oct | Read Chapter 11, 12 and 13, and do quizzes online.  
Compile complete list of Exercises for all components of fitness – with a minimum of 10 exercises for each component: typed - Sept. 26  
- **Finalize Whitehouse Observation times**  
- **What to look for when I observe?**  
- **Confirmation of Observation times at Whitehouse**  
- **Permission Letter given out for Friday, Oct. workshop.** |
| 6 Septemb er 30 and October 2 | **14. Observation Techniques and Tools**  
Draft of first 4 Lesson Plans: (K-2) & (3-5), 6th grade & Jr. High due – Wed, Oct. 2 in class. | Read Chapter 14 and do quiz online |
| 7. Octobe r 7 and 9 | No regular Classes this week, release time given for completing your Whitehouse Observations and attendance at Workshop to be held Friday Oct. 11. | Midterm examination  
Observation paper written on observations from Whitehouse Schools, plus Required Workshop of Oct. 11. |
Friday October 11 – REQUIRED ALL DAY WORKSHOP FOR STUDENTS from 8:00-3:00 with Maria Corte, Clinician, at UTT Patriot Gym.

Lunch is provided. Students need to be ready to assist in set-up for workshop. Written letter for excused absence for missing any Friday class or lab will be given you Sept. 30, asking to be able to make up work. Students need to notify employer ASAP if you work. I will give you confirmation of required attendance for any employer requiring it. The workshop is a requirement for passing the course.... NO EXCEPTIONS.

8. October 14 and 16  
**Course Review on outstanding themes**

- (MON) Observation paper of Whitehouse & Workshop Due Oct. 14
- (MON) Discussion of the Workshop – Strengths & Weaknesses
- (Wed) Whitehouse observation/participation times handed out

9. October 21 and 23  
Students assigned day to practice teach

- Review & peer practice teaching assignments for Whitehouse during class
- Evaluation & grading

Revise all quizzes and feedback given online.  
**Online Assignment 10 and 11 covering chapters 10 and 11.**

Signed documentation from teachers observed must accompany the 6-page paper of your observations. Criteria for paper on canvas. Paper is Due Oct 14
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
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<tr>
<td>October 28 and 30</td>
<td>Review &amp; peer practice teaching assignments for Whitehouse during class both days</td>
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<td>Evaluation &amp; grading</td>
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<td>November 4</td>
<td>Begin Whitehouse Lab Teaching – Week of Nov. 4  NO CLASS AT UTT</td>
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<td>Lesson plan(s) MUST be sent to supervising teacher to arrive the Friday before the week you are to teach. Example: Teaching Nov. 4 – all lesson(s) to teacher(s) Fri. Nov.1</td>
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<td>Session 11 (Nov 4 &amp; Nov. 6) – NO CLASS AT UTT, Lab settings Whitehouse ISD</td>
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<td>Lesson plan(s) must be sent to supervising teacher to arrive the Friday before the week you are to teach. Example: if you teach the week of Nov. 4 – lessons must arrive to teacher during the date, Fri. Nov. 1</td>
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<td>November 11 and 13</td>
<td>NO CLASS AT UTT</td>
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<td>Lab settings Whitehouse ISD</td>
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<td>Lesson plan(s) must be sent to supervising teacher to arrive the Friday before the week you are to teach. Example: if you teach the week of Nov. 11 – lessons must arrive to teacher during the date, Fri. Nov. 8</td>
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<td>November 18 and 20</td>
<td>NO CLASS AT UTT</td>
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<td>Lesson plan(s) must be sent to supervising teacher to arrive the Friday before the week you are to teach. Example: if you teach the week of Nov. 18 – lessons must arrive to teacher during the date, Fri. Nov. 15</td>
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<td>Portfolio due Wed. Nov. 20 – online in canvas</td>
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<td>Teaching self-critiques from Nov.11 – Nov. 15 completed – handed into Wycliffe Njororai Simiyu’s mailbox Mon. Nov.18</td>
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<td>Teaching self-critiques from Nov.11 – Nov. 22 completed – handed into Wycliffe Njororai Simiyu mailbox Friday. Nov.22.</td>
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### THANKSGIVING BREAK NOVEMBER 25-30

| 14. December 2 and 4 | CRO Assessment of teaching  
|                      | Student appointments set  
|                      | Portfolio review  
|                      | All self critiques must be turned in plus the teaching logs & time sheets for education department  

Dec. 4- Dec. 7 97 Annual TAHPERD CONVENTION, Arlington Convention Center, Arlington, TX.

| 15. December 10 and 11 | Final Examination  
| 15. December 10 and 11 | FINAL EXAMINATION ONLINE  
| 15. December 10 and 11 | DECEMBER 10 AND 11 ONLINE  

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**UNIVERSITY POLICIES**: Visit - [http://www.uttler.edu/academicaffairs/files/syllabuspolicy.pdf](http://www.uttler.edu/academicaffairs/files/syllabuspolicy.pdf)

**UT Tyler Honor Code**
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

**Students Rights and Responsibilities**
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: [http://www.uttler.edu/wellness/rightsresponsibilities.php](http://www.uttler.edu/wellness/rightsresponsibilities.php)

**Campus Carry**
We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at [http://www.uttler.edu/about/campus-carry/index.php](http://www.uttler.edu/about/campus-carry/index.php)

**UT Tyler a Tobacco-Free University**
All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.
Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kretek, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.
There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit [www.uttler.edu/tobacco-free](http://www.uttler.edu/tobacco-free).

**Grade Replacement/Forgiveness and Census Date Policies**
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

**Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. “Cheating” includes, but is not limited to:

- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an administered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

**UT Tyler Resources for Students**

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)