Course Description
This course builds on understandings developed in EDCI 32500: Literacy in the Primary Classroom, extending theoretical and practical knowledge related to literacy learning and instruction through the next developmental stage of students in the intermediate classroom environment—Grades 3-6. You will:

- learn about developmentally appropriate student literacy skills with a focus on building comprehension, strategic processing, fluent reading, word identification skills, vocabulary development, content area reading, and the reciprocal nature of reading with the writing process.
- use data collected from various forms of literacy assessment and student background knowledge and select appropriate materials and design theoretically sound reading, writing, and integrated social studies lessons and;
- participate and teach in a field experience in an elementary classroom with elementary students to apply learned teaching practices

Course Rationale
To successfully meet the needs of today’s learners, prospective teachers need to develop:

- a sound background in theory and research about children's language and literacy development and learning;
- theoretical knowledge and practical techniques for literacy and language instruction, and assessment in classroom contexts; and
- information about how literacy learning, teaching, and assessment can be effectively diversified to meet individual or group needs.

Required Reading and Materials

Books:

**Weblinks:**


**Articles:**

Several journal articles, book chapters, and web readings and are posted on Blackboard Learn.

The following children’s trade books should be purchased from Von's Bookstore to be used in both EDCI 36100 and EDCI 32600. You need to purchase just one set for both courses.


**Taskstream:** Students must obtain a software license to use TaskStream for storage and assessment of portfolio assignments. This is available online. Betsy Kersey is our point of contact for Taskstream. ekersey@purdue.edu. More information to follow in class. [http://discover.education.purdue.edu/people/people.asp?id=1156](http://discover.education.purdue.edu/people/people.asp?id=1156).

**Required Assignments**

*Theory Into Practice (TIP) Experiential Component Evaluations (140 total points)*

The TIP is the Block III practicum experience of both EDCI 32600 and EDCI 36100, where students are afforded opportunities to apply the theoretical and practical knowledge they are learning in these two courses. For the TIP experience, one to two Purdue Teachers (PTs) will work in one classroom for approximately 11 weeks beginning the fourth week of the semester. PTs will work in classrooms twice each week for two hours on each visit helping students as individuals or in small-group or whole-class settings as they engage in learning activities as directed by their classroom Mentor Teachers (MTs) or by Purdue instructors. The MTs will assess the PTs on their daily teaching activities in a midterm and final evaluation (50 total points).

Also, for EDCI 32600 course requirements, PTs will design, teach, and reflect upon three lessons during the TIP practicum that will be evaluated by the MTs using a 30-point scale for a total of 90 points. These lessons, which are described in sections below, include two literacy focus lessons on writing and a lesson that integrates social studies content with literacy methods and which is an assignment that is shared between the literacy and the social studies methods courses.
The PTs will provide the MTs with a packet of information that includes a letter of introduction, a schedule, all of the evaluation forms, and other important information that is described on Blackboard Learn in the TIP section. The PTs will also create an “About Me” poster to introduce themselves to the classroom students when they go the first time. At the end of the semester, the PTs will do something to thank the mentor teacher and the classroom students for affording them the opportunity to participate in such a valuable practicum experience.

Classroom Literacy Instructional Project (CLIP) and Artifact Analysis (300 total points).

The purpose of the Classroom Literacy Instructional Project (CLIP) is to provide students with the opportunity to develop a knowledge base that will allow them to acquire a repertoire of instructional tools with which to collect data and assess elementary students’ developing literacy, as well as to help them learn how to plan developmentally appropriate, assessment-based, and differentiated instruction. This major assignment includes the following four steps:

Step 1: Introduction to the Classroom Literacy Instructional Project (25 pts.)
This step serves as the introduction to the overall assignment in which students collect information about the classroom, school, and community where they are participating in the TIP practicum. After the information is collected, students will write an introduction to the project to demonstrate how they have become familiar with the school and community in order to understand the TIP students’ background knowledge and frames of reference for life experiences as they read and write and engage in school activities.

Step 2: Data Collection and Assessment of Writing Samples (25 pts.)
The purpose of Step 2 is for students to learn about their TIP classroom students’ writing strengths and weaknesses through a writing trait analysis. After collecting a sample of student writing from the early stages of the writing process, students will evaluate the writing using Spandel's six-trait analysis and create a profile chart to graphically display the information to reflect a baseline of achievement for independent writing capabilities in order to inform instruction. EDCI 326 students will use the mean scores to illustrate the TIP classroom students’ current strengths and weaknesses in the writing traits to identify the specific writing trait that needs improvement as the foundation for the literacy lessons to be developed and taught in Step 3.

Step 3: Literacy Focus Lessons on Writing Traits (200 pts.)
The third step of the CLIP comprises the instructional focus of the assignment, where EDCI 326000 students will help their TIP classroom students develop their writing skills by developing and teaching two lessons on the writing traits determined to need improvement during the assessment phase in CLIP Step 2. The second lesson should include some type of writing product that can be used for assessment purposes to determine growth in the trait across the lessons. The lessons should focus on one of Spandel’s Six Traits of Writing and standards from the Common Core State Standards for English Language Arts. The lessons should demonstrate a clear alignment among standards, goals, and assessments as well as show inclusion of higher level thinking. The lessons will be developed with input from the MT, and he or she will evaluate the teaching of the lessons. The lesson plans will be evaluated using the lesson plan rubric available on Blackboard.

Step 4: Analysis of the Classroom Literacy Instructional Project and TaskStream Artifact Submission (50 pts.)
This fourth and final section of the Classroom Literacy Instructional Project serves as the analysis and evaluation of students’ instructional efforts with respect to the Gate C Rubrics,
which are the required standards for knowledge and performance at this stage of the professional process in teacher preparation at Purdue University. In this step, students will (a) evaluate the summative assessment, or writing product, from the literacy lessons to determine achievement gains; (b) analyze the lessons and student learning from Step 3 using the rubrics for Gate C; and (c) incorporate information from the narrative descriptions of data gathered in Step 1 into the Gate C Rubric analysis as they describe how this information had an impact on their teaching. All of this analysis of their data collection, evaluation, and instructional efforts will be combined into a coherent document that will serve as the artifact, or culminating document, for successful completion of the requirements for this stage of the process.

**Reflection Paper on Writing Trait Lessons (50 pts.)**

Following the teaching of the two literacy focus lessons on writing, students will complete a reflection paper that analyzes the effectiveness of the lessons and the learning outcomes for the purpose of contributing to the success of future instruction. The reflection paper, which is to be submitted one week following the teaching of the second lesson, will consider issues of motivation, classroom management, effectiveness, assessment, and relevance to goals and standards. The completion of this reflection paper will contribute to students’ knowledge base for the analysis of the artifact for Step 4 of the Classroom Literacy Instructional Project. The instructions for the paper include questions to consider and a rubric to follow and submit with the paper.

Instructions for the Reflection Paper on Writing are available in the “Assignments” folder on Blackboard.

**Integrated Lesson Plan and Reflection Paper (120 pts.)**

The third lesson will integrate social studies and literacy and will be evaluated by both the EDCI 36100 and 32600 instructors. This lesson plan (60 pts.) will be designed with input from the Purdue instructors and the MTs and will be pre-approved by the MTs. The teaching of the ILP will be evaluated by the MTs (see points in TIP section) and the PTs will write a paper that is to be submitted one week following the teaching of the lesson (60 pts.) to reflect on the overall effectiveness and learning outcomes of the lesson in relation to the Gate C Rubrics.

**Comprehension Strategy Lesson Plan for Intermediate Grades (100 pts.)**

Students will design a reading comprehension strategy lesson using the appropriate lesson plan format provided. This lesson, which will use a “reading workshop” mini-lesson structure and be based on sound theoretical principles, will be generated and submitted for evaluation, but it will not be taught to students in TIP. The lesson will be created using a typical group of students in an intermediate classroom to provide the rationale and goals for the plan.

**Quizzes (100 pts.)**

There will be two quizzes (50 points each) during the semester that will cover course content. Professional vocabulary related to these aspects of literacy learning and instruction will be included as part of the exams. The quizzes will comprise objective items (e.g., multiple choice, true or false, etc.) and open-ended responses.

**Participation/Preparation/Effort (120 pts.)**

The success of this course depends in large part on the amount of sharing, dialogue, and debate that we generate. Part of any educational experience, and particularly one aimed at professional socialization, involves building a community of active, engaged, reflective participants. To this end, all students are asked to become full members of the classroom community from the beginning. In general:

- Come to class and TIP on time
- Complete all readings to further discussion in class
Monitor use of technology and ensure it is being used to maximize your learning of class contents

**Grading Policies**

Students’ final grade in EDCI 32600 will be determined on their overall performance on assignments and TIP experience.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>1. Theory Into Practice (TIP) Experience</strong></td>
<td>140</td>
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<tr>
<td>- Mentor Teacher Midterm and Final Assessments of Daily Practicum Work</td>
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<tr>
<td>(50 points)</td>
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<tr>
<td>- Mentor Teacher Evaluation: Literacy Lesson 1 (30 points)</td>
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<tr>
<td>- Mentor Teacher Evaluation: Literacy Lesson 2 (30 points)</td>
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<tr>
<td>- Mentor Teacher Evaluation: Integrated Lesson (30 points)</td>
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<tr>
<td><strong>2. Classroom Literacy Instructional Project</strong></td>
<td>300</td>
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<tr>
<td>- Step One: Introduction to CLIP (25 points)</td>
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<td>- Step Two: Writing Trait Data Collection and Assessment (25 points)</td>
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<td>- Step Three: Literacy Focus Lessons on Writing</td>
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<tr>
<td>▪ Lesson Plan #1 (100 points)</td>
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<td>▪ Lesson Plan #2 (100 points)</td>
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<tr>
<td>- Step Four: Analysis of the CLIP and TaskStream Artifact Submission (50 points)</td>
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<tr>
<td><strong>3. Reflection Paper on Writing Trait Lessons</strong></td>
<td>50</td>
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<tr>
<td><strong>4. Integrated Lesson Plan</strong> (with Social Studies)</td>
<td>120</td>
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<tr>
<td>- Lesson Plan (60 points)</td>
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<tr>
<td>- Reflection Paper (60 points)</td>
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<tr>
<td><strong>5. Comprehension Strategy Lesson Plan</strong></td>
<td>100</td>
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<tr>
<td><strong>6. Quizzes</strong></td>
<td>100</td>
</tr>
<tr>
<td>- Quiz #1 (50 points)</td>
<td></td>
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<tr>
<td>- Quiz #2 (50 points)</td>
<td></td>
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<tr>
<td><strong>7. Participation</strong></td>
<td>120</td>
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<tr>
<td><strong>Total Points</strong></td>
<td>930</td>
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</table>

Course grades will be based on performance, and the following scale will be used to assign final grades.

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*Indicates the assignment (Classroom Literacy Instructional Project and Artifact Analysis) that **must** become part of the student’s TaskStream Professional Portfolio.
Learning Goals to Address Interstate New Teacher Assessment and Support Consortium (INTASC) Principles

As a result of active participation in EDCI 32600, students will address the INTASC (Interstate New Teacher Assessment and Support Consortium) Principles and ACEI (Association for Childhood Education International) Goals listed below:

1. Understand current models and theories of language and literacy development, learning, assessment, and responsive teaching. Identify and analyze current (and often controversial) issues in literacy development, learning, assessment, and instruction. (INTASC Principles: 1, 2, 3, 9. ACEI Goals: 1.0, 2.1, 3.1, 3.2, 3.4.)

2. Identify patterns of language, and reading and writing development among elementary school children. (INTASC Principles: 2, 3. ACEI Goals: 1.0, 2.1, 4.0, 5.2.)

3. Understand and evaluate a continuum of approaches to teaching language development, reading, and writing; this continuum is anchored by explicit skills and strategies-based and whole language instruction. Students will work toward an integrated, balanced approach to literacy learning and teaching that includes explicit minilessons, literature-based instruction, reading/writing workshops, and concomitant strategies. (INTASC Principles: 1, 2, 4, 7, 9. ACEI Goals: 3.1, 3.2, 3.3, 3.4, 3.5, 5.1.)

4. Understand the specific skills and strategies involved in the development of students’ language, reading and writing abilities for different purposes, goals, and audiences, and the role of motivation and interest in students’ learning. (INTASC Principles: 3, 4, 5, 6. ACEI Goals: 1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1.)

5. Critically examine and evaluate literacy curricula, technologies, programs, and practices that are employed in public schools. (INTASC Principle: 9. ACEI Goals: 3.2, 5.1, 5.2.)

6. Develop, teach, and reflect upon lesson plans that integrate reading and language arts instruction with instruction in other subject areas; these lessons infuse appropriate technologies and are based on sound reasoning, current research, and best practice. (INTASC Principles: 1, 2, 3, 4, 5, 6, 7, 8, 9. ACEI Goals: 2.5, 3.1, 3.2, 3.5, 5.1.)

7. Understand and implement formal and informal assessment tools (e.g., analysis of spelling and writing samples) and how the results of these tools influence instructional decisions; critique selected informal assessment tools (e.g., portfolios) to determine the potential strengths and possible weaknesses of these tools in documenting students’ literacy learning. (INTASC Principles: 1, 2, 7, 8. ACEI Goals: 2.1, 3.2, 4.0.)

8. Develop a dynamic program of assessment and instruction in a classroom setting that meets the needs of students from diverse cultural backgrounds and with different sets of strengths and weaknesses. (INTASC Principles: 5, 7, 8, 9. ACEI Goals: 3.2, 3.3, 3.5, 4.0, 5.1.)

The following table indicates the specific INTASC Principles addressed in EDCI 32600.
<table>
<thead>
<tr>
<th>INTASC Principle</th>
<th>How the Principle Is Addressed</th>
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<tbody>
<tr>
<td>1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</td>
<td>Pre-service teachers are introduced to the philosophy and research undergirding basic concepts, tools of inquiry, and structures of language/literacy development and the social studies. Students then use this knowledge to construct (a) an Integrated Lesson Plan that teaches social studies content within the context of literacy strategies; and (b) two Literacy Lesson Plans with assessment-based instructional strategies and their analysis (TaskStream entry).</td>
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<tr>
<td>2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.</td>
<td>Pre-service teachers learn about children’s development of language, literacy, and knowledge of community, culture, and citizenship. Pre-service teachers are asked to construct units and design/teach and reflect on lessons that support children’s learning in language, literacy, and the social studies at various ages and developmental stages. Social and personal developmental issues are addressed through the development of lessons that address differences among children. Pre-service teachers’ ongoing conversations with mentor teachers will also provide knowledge about K-6 children’s learning and development.</td>
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<tr>
<td>3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</td>
<td>Pre-service teachers learn how differences in race, culture, economic resources, abilities, and gender may affect students’ approaches to learning and how these differences may be addressed through instructional strategies. In addition, pre-service teachers are asked to construct lessons addressing one or more of these differences. Pre-service teachers’ ongoing conversations with mentor teachers will also provide data about K-6 children’s learning and development.</td>
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<tr>
<td>4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.</td>
<td>Pre-service teachers learn a variety of instructional strategies appropriate for meeting the needs of diverse learners and the curricular goals of the language arts and social studies in the elementary school. Pre-service teachers select appropriate strategies for use with a variety of students across different grade and developmental levels.</td>
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<tr>
<td>5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</td>
<td>Pre-service teachers plan instruction for students addressing the issues of motivation, engagement, and collaborative learning. Novice teachers teach lessons to individuals, small groups of students, and the whole class. Pre-service teachers reflect on the lessons and adapt pedagogy based on an analysis of students’ learning, motivation, interests, and interaction patterns.</td>
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<tr>
<td>6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and</td>
<td>Pre-service teachers develop knowledge about students’ home and school communications patterns (influence of cultural backgrounds), and differences between oral and written texts. Pre-service teachers learn how to foster effective discussions centered around texts and apply this knowledge in designing lessons.</td>
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supportive interaction in the classroom.

7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Pre-service teachers plan lessons or sets of lessons addressing curricular goals. The lessons are based on knowledge of language and literacy development, developmental levels, individual student’s interests and needs, and knowledge of community contextual factors. Pre-service teachers teach lessons and reflect on students’ learning during and afterwards. They plan lessons that directly address assessed understandings of their mentor teachers’ classroom’s elementary literacy development and needs.

8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Pre-service teachers learn about and evaluate various formal and informal assessment strategies designed to determine students’ literacy learning and apply selected forms of informal assessment to suggest appropriate instruction that addresses learners’ intellectual, social, and physical development. Pre-service teachers’ ongoing conversations with mentor teachers will also provide knowledge about K-6 children’s learning and development.

9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Critical reflection is emphasized throughout this course. Specifically, pre-service teachers directly interact with in-service teachers and elementary students and thus, have the opportunity to teach and then talk about their choices and actions, reflect upon their actions in post-lesson reflection papers, respond to course work and classroom experiences in class discussions where lessons are debriefed, and discuss what they have learned with peers and other educators.

10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

Pre-service teachers interact with mentor teachers in elementary schools through formal and informal activities throughout the semester. Students also work on projects within the practicum school where they link with community agencies to support students’ learning and well-being (e.g., community drives for supplies; parent-teacher fundraisers).

**Purdue University Teacher Education Council Form D-1 Dispositions To Be Assessed**

Students will be assessed on the following dispositions:

1. Is sensitive to community and cultural norms, and engages in and supports appropriate professional practices for self and colleagues. (INTASC Principles: 3, 9.)
2. Demonstrates a willingness to work with other professionals to improve the overall learning environment for students. (INTASC Principles: 7, 9, 10.)
3. Takes responsibility for establishing a positive classroom climate and recognizes the importance of peer relationships in establishing a climate of learning. (INTASC Principles: 3, 5.)
4. Respects students as individuals and respects students’ privacy and confidentiality of information. (INTASC Principles: 3, 10.)
5. Treats all students fairly and equitably, valuing individual differences and experiences. (INTASC Principles: 2, 3, 5, 6, 8, 9.)
6. Demonstrates an awareness of all aspects of a child’s well-being (cognitive, emotional, social, and physical). (INTASC Principles: 3, 6, 10.)
7. Shows commitment to adapting instruction to students’ responses, ideas, and needs in order to facilitate the development of students’ critical thinking, independent problem solving, and performance capabilities. (INTASC Principles: 1, 4, 5, 9.)
8. Demonstrates flexibility and is open to adjustment and revision based on needs and changing circumstances. (INTASC Principles: 1, 4, 7.)
9. Exhibits behaviors that show a commitment to planning, reflection, assessment, and learning as on-going processes. (INTASC Principles: 1, 5, 7, 8, 9.)
10. Demonstrates thoughtful, effective verbal and nonverbal communication and responsive listening. (INTASC Principle: 6.)
11. Demonstrates enthusiasm for the discipline(s) taught, keeps abreast of new ideas and developments in the field, and sees connections to everyday life. (INTASC Principle: 1.)

University and Course Policies

Assignment Policy and Penalties
Assignments are due at the beginning of class on the date listed in the course calendar. If an assignment is turned in late, 1% of the points allocated to the task will be deducted for each “late day” including weekend days. Assignments will not be accepted if they are more than one week late. This policy will apply to all students, even those absent from class.

Attendance and Tardiness Policy and Penalties
Attendance and promptness are critical in class and practicum (TIP). Attendance and tardiness policies are as follows:
♦ Students are expected to attend every class and to be on time. Since the class period represents a “double” session, it is even more important that students do not miss a class session. Students will be allowed one unexcused absence from class without penalty. Beyond that, any absence from class requires a written doctor's excuse or other written documentation to excuse the absence. This documentation must be submitted at the time the student returns to class. There are no free absences from the TIP. Make-ups are required.
♦ Students will lose 20 points for each unexcused absence from class (after free one).
♦ Students will lose 25 points for each unexcused absence from TIP.
♦ Tardiness to TIP will result in reduced participation points of 15 points.
♦ For students who accumulate more than three instances of tardiness or two unexcused absences, a Disposition Assessment Form (Form D-2) will be filed.
♦ If students are absent on the day an assignment is due, they are still responsible for turning it in on that day. They may e-mail it to their instructor or send it in with a classmate.
♦ If students must miss class, they should e-mail their Purdue Instructor as soon as they know they will not be attending class.
♦ If students must miss the TIP, they should call and email their MT at school and leave a general message with the school’s front office. Teachers plan lessons based on students’ extra help in the classroom. You must also contact your Purdue course instructor.
♦ If students miss practicum time, they must arrange with their Mentor Teacher to make it up. Students should complete the TIP Make-Up Form available on Blackboard Learn in the TIP information folder, have their Mentor Teacher sign it, and then submit it to their Purdue instructor after they have made up the time.
♦ If students will be absent for more than 5 days and have not been able to reach the instructor in person, by telephone, or by leaving notification of their circumstances with the instructor’s
secretary, they or their representative should notify the Office of the Dean of Students (765-494-1747) as soon as possible after becoming aware that the absence is necessary. Be advised, students may be asked to provide documentation from an authorized professional or agency that supports an explanation for the absence.

- The Purdue instructor has the authority to excuse absences at her discretion under extenuating circumstances.

**Emergency Statement**

In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Students are required to visit [http://www.educaiton.purdue.edu/emergency/index.html](http://www.educaiton.purdue.edu/emergency/index.html) to review the response procedures for emergencies in Beering Hall. It is necessary that students review these directions within the first week of their Beering classes. Details will be discussed on the first day of class and can be reviewed at this link: [https://collaborate.education.purdue.edu/edci/GAHandbook/Docs/ready_set_go.pdf](https://collaborate.education.purdue.edu/edci/GAHandbook/Docs/ready_set_go.pdf)

**Weather Policy**

Over the course of a semester, weather may alter classes at Purdue’s campus. Instructors will alert students as early as possible when weather forces the classes at Purdue to change/be cancelled. For TIP, students need to consult their TIP building’s website or local TV stations for weather related cancellations.

**Disabilities Policy Statement**

Students with disabilities must be registered with the Disability Resource Center of the Office of the Dean of Students before classroom accommodations can be provided. If a student has a disability that requires academic adjustments, he or she should make an appointment with his or her instructor to discuss specific needs before the third class meeting. If students do not contact the instructor, it is assumed that they will not need any special accommodations and none will be provided during the semester.

**Official Purdue Academic Dishonesty Statement**

Purdue prohibits “dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty” [Part 5, Section III-B-2-a, University Regulations]. Furthermore, the University Senate has stipulated that “the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest. Aiding and abetting, directly or indirectly, other parties in committing dishonest acts is in itself dishonest” [University Senate Document 72-18, December 15, 1972].

**EDCI 32600 Academic Dishonesty Statement**

All of students’ writing must be their own and must be referenced according to American Psychological Association (APA) style. Directions for APA style are available at many places on the web, including Purdue’s OWL site. Students should not copy work from other students, from texts, computer-based sources, or any other source. Failure to appropriately reference other people’s ideas and words constitutes plagiarism. According to the Dean of Student’s Office and the student handbook, plagiarism is punishable by an F on the assignment or in the entire class. The Dean of Student’s Office also requires that all cases of plagiarism be reported. Students who repeatedly plagiarize may be expelled from the university. A Disposition Assessment Form (Form D-2) will be filed in any act of academic dishonesty.
**Elementary Education Course Completion Statement**

Elementary Education majors have two opportunities to enroll in and pass required EDCI, EDPS, and EDST courses with a minimum grade of C minus. Withdrawal from a course (W or WF) constitutes one of the two opportunities. Failure to successfully meet these requirements will result in dismissal from the Elementary Education Program. Courses repeated to improve a grade must be taken at the West Lafayette campus. [Approved by the Elementary Teacher Education Committee, April 20, 2007.]

**Course Evaluation Statement**

During the last 2 weeks of the semester, students will be provided with an opportunity to evaluate this course and the instructor(s). Purdue now uses an online course evaluation system. Near the end of classes, students will receive an official e-mail from evaluation administrators with a link to the online evaluation site. You are encouraged to participate in the evaluation system.