

## **EDCI 444: Methods for Teaching Family & Consumer Sciences - Fall 2008**

Tuesday & Thursday 8:30 a.m. -10:20 a.m. in BRNG 1202 and

Fridays 11:30-1:20 p.m. in BRNG 1206

Steven C. Beering Hall of Liberal Arts and Education (BRNG)

### **Course Instructors**

Corinne D. Zuege, Instructor

**Office:** Beering Hall, Room 3146  
**Office hours:** Daily hours or if by appt. arrange with our secretary, Kim Deardorff  
**Phone:** 765-494-7292 (office); 765-497-3840 (home before 8:00 p.m.)  
**E-Mail:** czuege@purdue.edu Fax: 765-496-1622  
**Website:** <http://www.edci.purdue.edu/zuege>  
**Mailing Address:** 100 N. University Street, West Lafayette, IN 47907-1442  
**Secretary:** Kim Deardorff, 494-7290, Beering Hall Room 3134

### **Course Description**

Instructional strategies and techniques for teaching family and consumer sciences, with emphasis on instructional planning, teaching skills, instructional materials, and overall professional development. Course includes school-based interactions in family and consumer sciences programs.

### **Course Textbooks**

**Required** (Purchase at bookstore or online)

Chamberlain, V. M. & Cummings, M. N. (2003). *Creative instructional methods for family & consumer sciences, nutrition & wellness*. NY: Glencoe/McGraw-Hill.

Jackson, Tom. (2002). *Activities that teach; Conducting group discussions with kids*. Cedar City, UT: Active Learning Center <http://www.activelearning.org>

Thompson, J. G. (1998). *Discipline survival kit for the secondary teacher*. West Nyack, NY: The Center for Applied Research in Education. <http://www.phdirect.com>

*Task Stream* website subscription – for electronic portfolio. Details provided in class.

Popham, W. J. (2003). *Test Better, Teach Better: The Instructional Role of Assessment*. Alexandria, VA: Association for Supervision and Curriculum Development. <http://www.ascd.org>

**Recommended** (Purchase in book store or from publisher; also on reserve in the Technology Resource Center [TRC], 3287 Beering Hall )

Jackson, Tom. *More activities that teach, Still more activities that teach, Activities that teach family values*. Cedar City, UT: Active Learning Center <http://www.activelearning.org>

LaBelle, Sandy (2004). *Teaching Smarter II*. Rochester, WA: Estarr Publishing. [www.teachingsmarter.net](http://www.teachingsmarter.net) ISBN 0-9676831-1-4

Marzano, R. J., Pickering, D.B., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development. <http://www.ascd.org>

Vail, A., Fox, W., & Wild, P. (Eds.) (2000). *Leadership for change: National standards for family and consumer sciences education*. Peoria, IL: Glencoe/McGraw-Hill. (copies available from Dr. Fox)

Student Membership in Professional Associations (further information provided in class)

- Purdue Student Education Association (PSEA) – affiliated with the National Education Association. Includes professional liability insurance.
- American Association of Family and Consumer Sciences (AAFCS) – includes membership in the Indiana affiliate (INAFCS) and the Pre-professional/Graduate Student Section (P/GS). This is the parent organization for the Purdue INAFCS group.
- Association for Career and Technical Education (ACTE) and/or Indiana ACTE. May join at the state and/or national levels.

- Family and Consumer Sciences Education Association (FCSEA), national organization. Annual membership in FCSEA includes newsletter and current year's publications.

The following recommended items and other valuable resources can be ordered through FCSEA.

- Lowe, V. and Howell, L. (1994). *How do we know they know? Alternative assessments in family and consumer sciences*. Ellensburg, WA: Family & Consumer Sciences Education Association
- Pickard, M., Debates, D., Bell, J. (2003). *Implementing family and consumer sciences standards through project-based learning*. Ellensburg, WA: Family and Consumer Sciences Education Association.

### Course Goals

EDCI 444 is the culminating on-campus teacher-education course for the Purdue University Consumer and Family Sciences program. The course goals are aligned with the Indiana Standards for Teachers, including the developmental standards for (1) Early Adolescent Generalist (<http://www.doe.state.in.us/dps/standards/EarlyAdolGeneralistDevStds.html>) and (2) Late Adolescent and Young Adult (<http://www.doe.state.in.us/dps/standards/AdolYoungAdultDevStds.html>) and the content-area standards for Career and Technical Education: Family and Consumer Sciences (<http://www.doe.state.in.us/dps/standards/famcon.html>)

The course focuses on the Standards for Teachers of Family and Consumer Sciences Standard #4, Appendix B, as shown below. In this course, students build and consolidate their competencies related to these standards and document them in a professional portfolio required for "Gate C" of the Purdue University Teacher Education Program. This will be an electronic portfolio submitted using the *Task Stream* website. Satisfactory completion of this portfolio is required to pass the course.

#### Indiana Standards for Teacher of Family and Consumer Sciences – Appendix B

A sub-set of the Indiana Standards for Teachers of Career and Technical Education Standard #4: Knowledge of Subject Matter: The Career and Technical teacher selects from a variety of instructional strategies in performance-based learning of subject matter, critical thinking, and problem solving. See Appendix B for Family and Consumer Sciences modifications.

#### Appendix B: Modifications to Standard #4 for Teachers of Family and Consumer Sciences

*The Family and Consumer Sciences teacher uses a variety of instructional strategies that engage students in active learning and promote students' development of critical thinking, problem solving, and performance capabilities.*

- 1.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT IS grounded in: research-based family and consumer sciences subject matter; findings of educational research; established academic standards for family and consumer sciences content and process areas; and needs of students, the local community, careers, and workplaces.
- 2.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT reflects a unique focus on families, work, and their interrelationships.
- 3.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT enables students to examine interrelated career, workplace, societal, and personal factors in order to develop holistic career, educational, and lifestyle goals.
- 4.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT incorporates family and consumer sciences content that supports the developmental characteristics (early adolescents, late adolescents and young adults) of students with a diverse range of needs and capabilities.
- 5.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT integrates content from multiple family and consumer sciences areas of study to enhance individual and family well-being (for example, integrating content from nutrition and wellness, housing, and resource management into the study of child development).
- 6.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT enables students to accomplish the work of the family, which involves resolution of everyday situations such as maintaining adequate nutrition; meeting basic needs such as food, clothing, shelter and transportation; providing a positive physical and emotional environment for family members; and balancing the requirements of employment and family life.

- 7.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT promotes career awareness, exploration, and preparation across all areas of family and consumer sciences.
- 8.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT enhances visibility of the program and students' achievements in order to recruit and retain students, increase available resources, and develop awareness and support of audiences inside and outside the school.
- 9.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT reflects sound management of human and material resources including time, skills, equipment, materials, and finances.
- 10.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT integrates programs and projects of the Family, Career and Community Leaders of America (FCCLA) student organization in order to foster students' academic growth, leadership development, application of curriculum knowledge and skills, community service, and career development.
- 11.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT provides opportunities for students to probe multiple viewpoints about real-life family, community, and workplace issues that often are controversial. Such learning experiences:
  - 11.1. Develop students' capabilities to select and use reliable, research-based sources of information; consider diverse societal and personal values and perspectives; examine possible goals; assess available resources; analyze short and long-term consequences of possible actions; select and take action; and evaluate outcomes
  - 11.2. Incorporate teacher and student questions that support, guide, and probe thinking and reasoning
  - 11.3. Are facilitated by a supportive teaching/learning environment that fosters positive critique and respectful interactions among participants
- 12.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT features authentic, student-centered learning experiences related to family, workplace, and community issues. Such learning experiences:
  - 12.1. Are relevant to students' current and future lives
  - 12.2. Address established academic standards for family and consumer sciences
  - 12.3. Integrate purposeful use of the family and consumer sciences process areas (thinking, communication, leadership, and management)
  - 12.4. Promote application of math, science, and language arts in real-life contexts
  - 12.5. Incorporate and connect learning activities in the classroom, the workplace, the local community, and the global community.
  - 12.6. Provide students with opportunities to make choices, take action, and experience consequences
  - 12.7. Include a large and creative repertoire of instructional strategies and methods in which students:
    - 12.7.1. Examine family, community, and workplace issues through analogies, case studies, classroom meetings, debates, drama, family history, FCCLA activities, laboratories, literature, role-playing, workplace learning, and other teaching/learning strategies that promote active student involvement
    - 12.7.2. Create products to meet human needs (e.g. food, clothing, shelter, nurturing)
    - 12.7.3. Conduct inquiry and make recommendations for action
    - 12.7.4. Take action in families, communities, and workplaces (i.e., service learning; career preparation; advocating for public policies and legislation that support individuals, families, and communities)

- 13.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT utilizes food-preparation laboratories, for which the teacher is responsible to:
- 13.1. Determine food preparation tasks and products that: address established student-learning standards, utilize skills the students have or can acquire as part of the laboratory experience, and can be accomplished within the time and resource limitations of the school setting, including standard classroom settings
  - 13.2. Secure and maintain inventories of small and large equipment, perishable food items, and other supplies (e.g., linens, cleaning products, paper products, service items)
  - 13.3. Maintain the overall laboratory environment (e.g. storage areas, equipment, eating areas, general-use areas such as supply counters, individual units/kitchens, furniture)
  - 13.4. Provide large and small group instruction in specific food preparation and handling techniques (i.e. demonstrations, guided practice) and use of equipment, including food products and equipment that utilize emerging technologies.
  - 13.5. Ensure student safety when working in close proximity to others while using knives, cooking appliances, motorized equipment, etc.
  - 13.6. Ensure that students use safe and sanitary practices in handling and preparing food and in maintaining the food preparation environment
  - 13.7. Structure, supervise, and evaluate collaborative work among students
  - 13.8. Guide students in conducting follow-up evaluations and developing generalizations based on the laboratory experiences
- 14.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT includes laboratory experiences in which students work with a variety of materials, ideas, people, and/or processes. Such learning experiences:
- 14.1. Address academic standards in a full range of family and consumer sciences content such as food science, child development, housing and interiors, textiles and apparel, and other areas
  - 14.2. Focus on production, experimentation, and/or observation as appropriate to identified family and consumer sciences academic standards
  - 14.3. Include specific student and teacher responsibilities to plan, implement, and evaluate laboratory activities and to generalize principles for future use
  - 14.4. Make effective use of available resources (e.g., student, teacher, facility, workplace, community), including standard classroom settings

### **Course Topics and Overall Scheduling**

#### **Segment 1: Late August through Early October**

- Teaching and Learning Strategies (instructional methods and resources)
- Lesson Planning
- Assessment of Student Learning
- Classroom Operation and Management (readings)
- Arrangements for School Based Learning Experience (SBLEs)
- Professional Development

#### **Segment 2: Late October through Early November**

- School Based Learning Experiences (SBLEs)
- Classroom Operation and Management (interviews and observations)

#### **Segment 3: November and December**

- Preparation for Student Teaching:  
Background Information, File System, Resource Materials Unit Plan
- Completion of Gate C Portfolio (Unit Plan)

**PURDUE UNIVERSITY - EDCI 444 FALL 2008 - COURSE SCHEDULE**

Schedule is subject to revision. Any changes will be announced in class

TLS = Teaching Learning Strategies  
 SBLE – School Based Learning Experiences

C&C = Chamberlain & Cummings Textbook  
 EE = Enrichment Experiences      TS = Teaching Series

Wk	Day	Class Topic and Events	Readings & Class Preparations	⇒ Graded Assignments (Due at Beginning of Class Period)
1	Tues Aug 26	<ul style="list-style-type: none"> <li>Course Overview</li> <li>EDCI 360 Review</li> <li>Lesson Planning</li> <li>Introduce Classroom Management Readings</li> </ul>		
	Thurs Aug 28	<ul style="list-style-type: none"> <li>Student Presentations</li> <li>Overview TLS</li> <li>Assign TLS 1</li> </ul>	<u>Read:</u> C&C Ch 2 & 8 <u>Prepare:</u> Introductory lesson plan with EDCI 360 topic	
	Fri Aug 29	<ul style="list-style-type: none"> <li>Assessment of Student Learning</li> </ul>	<u>Submit:</u> Registration for INAFCS or I-ACTE Conference	
2	Tues Sept 2	<ul style="list-style-type: none"> <li>Three-level framework</li> <li>Leading Discussions</li> <li>TLS 1 Preparation</li> </ul>	<u>Submit:</u> Resume', Autobiogr., Philosophy of Teaching <u>Read:</u> Jackson, Discussions, Ch. 1-3; C&C Ch. 9	⇒ TLS 1: Draft Lesson Plan (1.1, 1.2, 1.3, <u>or</u> 1.4 as assigned)
	Thurs Sept 4	In-class presentations Learning Experience with Class Discussion		⇒ TLS 1: Micro-teaching
	Fri Sept 5	No Class		
3	Tues Sept 9	<ul style="list-style-type: none"> <li>Giving lectures and presenting information</li> </ul>	<u>Read:</u> "Presenting Information" and "Talking to Learners" (handouts)	TLS Portfolio 1
	Thurs Sept 11	<ul style="list-style-type: none"> <li>Classroom Management</li> </ul>	<u>Read:</u> C&C Ch 18 LaBelle Ch 2	Submit: Lecture Topic & References (TLS 2.1)
	Fri Sept 12	Assessment of Student Learning		TLS 2.1 Lecture Lesson Plan
4	Tues Sept 16	Classroom Management		⇒ Classroom Mgmt Reading Summary ⇒ Register with CCO Appt / resume' review
	Thurs Sept 18	Student Lectures (TLS 2.1)	Bring video tape	TLS 2.1 Micro-teaching
	Fri Sept 19	Assessment of Student Learning		
5	Tues Sept 23	Overview: Food Prep Demos	<u>Read:</u> C&C, Ch 12	TLS Portfolio 2.1
	Thurs Sept 25	No class (conference)		Recipe for Food Demo -TLS 2.2
	Th and Fri Sept. 25-26	Indiana FACS Professional Development Meeting, Adam's Mark, Indianapolis Attendance expected for one day unless alternate arrangements are made.		

Wk	Day	Class Topic and Events	Readings & Class Preparations	⇒ Graded Assignments (Due at Beginning of Class Period)
6	Tues Sept 30	<ul style="list-style-type: none"> <li>• Learning Centers, Games, Box Lessons, Displays</li> </ul>	<u>Read:</u> C&C Ch. 10 & 14	⇒ SBLE Report #1 (Initial Contact and Visit Plans) ⇒ Lesson Plan for Food Demo
	Thurs Oct 2	Food Prep Demos (TLS 2.1) Meet at _____	Bring video tape	⇒ Food Preparation Demo
	Fri Oct 3	Assessment of Student Learning		
7	Tues Oct 7	<ul style="list-style-type: none"> <li>• SBLE Update</li> <li>• Lab Management</li> </ul>	<u>Read:</u> C&C Ch. 13	⇒ TLS Portfolio 2.2
	Thurs Oct 9	<ul style="list-style-type: none"> <li>• Lab Management and Instructional Strategies</li> </ul>		
	Fri Oct 10	Assessment of Student Learning		⇒ SBLE Report #2 (one school/teacher visit) ⇒ TLS Portfolio 3.1 & 3.2
8	Tues Oct 14	<i>No Class - October Break</i>		
	Thurs Oct 16	<ul style="list-style-type: none"> <li>• Instructional Materials in-class sharing TLS #4.2</li> </ul>	<u>Prepare:</u> Display and explanation of instructional materials	⇒ TLS Portfolio 4.1 & 4.2
	Fri Oct 17	<i>No Class – SBLEs</i>		
9	Tues Oct 21	<ul style="list-style-type: none"> <li>• TLS wrap-up</li> <li>• SBLE preparation, updates</li> </ul>		⇒ SBLE Report #3 Meet with 2 <sup>nd</sup> teacher Plan-of-work
	Thurs Oct 23	<i>No Class - SBLEs</i>		
	Fri Oct 24	<i>No Class - SBLEs</i>		
10	Tues Oct 28	<ul style="list-style-type: none"> <li>• SBLE updates</li> </ul>		⇒ SBLE report #4, Task Stream (TS) ≥ 2 EE's
	Thurs Oct 30	<i>No Class - SBLEs</i>		
	Fri Oct 31	<i>No Class - SBLEs</i>		
11	Tues Nov 4	<ul style="list-style-type: none"> <li>• Classroom Management:</li> <li>• SBLE updates</li> </ul>	<u>Prepare:</u> Examples from your Classroom Mgmt Report	⇒ Classroom Mgmt Report
	Thurs Nov 6	<i>No Class - SBLEs</i>		
	Fri Nov 7	<i>No Class - SBLEs</i>		
12	Tues Nov 11	<ul style="list-style-type: none"> <li>• SBLE updates</li> <li>• ST Prep: Grades &amp; Records Overview Parts 2.2 &amp; 2.3</li> </ul>		⇒ SBLE Report #5, TS: ≥ 9 EE's total ⇒ ST Prep Part 1
	Thurs Nov 13	<i>No Class - SBLEs</i>		
	Fri Nov 14	<i>No Class - SBLEs</i>		

Wk	Day	Class Topic and Events	Readings & Class Preparations	⇒ Graded Assignments (Due at Beginning of Class Period)
13	Tues Nov 18	• SBLE updates		⇒ SBLE Report #6, TS: ≥ 15 EE's total
	Thurs Nov 20	• SBLE Celebration & Wrap-up •		SBLE Report #7 , TS (final)
	Fri Nov 21	ST Prep: Overview Parts 2.3, 2.4, 2.5		⇒ ST Prep Parts 2.1 & 2.2
14	Tues Nov 25	<i>No Class - ST Prep</i>		
	Thurs Nov 27	<i>No Class: Thanksgiving Break</i>		
	Fri Nov 28	<i>No Class: Thanksgiving Break</i>		
15	Tues Dec 2	ST Prep: 2.3 & 2.4		
	Thurs Dec 4	ST Prep: 2.3 & 2.4		⇒ ST Prep Part 2.3
	Fri Dec 5			
16	Tues Dec 9	ST Prep: 2.4		
	Thurs Dec 11	ST Prep: 2.4		
	Fri Dec 12	ST Prep: Updates		⇒ ST Prep 2.4 Post on <i>Task Stream</i>
17	Dec 15-19	Individual Appointment – ST Prep 2.5	<u>Bring</u> Updated files	
	Fri Dec 19	Student Teacher Meeting, Fri Dec 19, 9 a.m. – 2 p.m.	Attendance expected unless alternate arrangements are made.	

## Course Assignments and Grades

Grouped by segment (3 segments total) – Also see Course Schedule

### Segment 1: Teaching and Learning Strategies (TLS), Classroom Management, Professional Development

DUE DATE	ASSIGNMENT	POINTS	
		POSSIBLE	EARNED
9/4	TLS 1: Lesson plan & micro-teaching (Learning Experience with Discussion)	20	
9/9	TLS Portfolio 1 (Learning Experience with Discussion)	25	
9/12	TLS: 2.1 Lesson plan (Lecture)	30	
9/18	TLS: 2.1 Micro teaching (Lecture)	30	
9/23	TLS Portfolio 2.1 (Lecture)	25	
9/30	TLS 2.2 Lesson Plan (Food Preparation Demonstration)	30	
10/2	TLS 2.2 Micro-teaching (Food Preparation Demonstration)	30	
10/7	TLS 2.2 Portfolio (Food Preparation Demonstration)	25	
10/10	TLS Portfolio 3.1 & 3.2 (Lab Management – Foods and Sewing)	50	
10/16	TLS Portfolio 4.1 & 4.2 (Assessment and Instructional Materials)	50	
10/16	Assessment Assignments and Projects	100	
9/16	Classroom Management Readings	50	
9/30	Professional Development	35	
11/4	Classroom Management Report	50	
	<b>Subtotal, Segment 1</b>	<b>550</b>	

### Segment 2: School-based Learning Experiences (SBLE)

9/30	SBLE Report #1 (dates set for initial visits)	15	
10/10	SBLE Report #2 (one visit)	15	
10/21	SBLE Report #3 (second visit and overall plan-of-work)	40	
10/28	SBLE Report #4: Two SBLE “enrichment experience” entries*	40	
11/11	SBLE Report #5: Seven SBLE “enrichment experience” entries*	140	
11/18	SBLE Report #6: Six SBLE “enrichment experience” entries (120 pts), teaching series entry (100 pts) *	220	
11/20	SBLE Report #7: Final summary report (30), front pages and overall presentation on Task Stream(50 pts) *	80	
	<b>Subtotal, Segment 2</b>	<b>550</b>	

### Segment 3: Preparation for Student Teaching (Fall '06 student teachers complete a modified version)

11/11	Student Teaching Prep: Parts 1.1-1.5	40	
11/21	Student Teaching Prep: Parts 2.1 & 2.2	40	
12/4	Student Teaching Prep: Part 2.3	190	
12/12	Student Teaching Prep: Part 2.4 *	90	
12/15	Student Teaching Prep: Part 2.5	40	
	<b>Subtotal, Segment 3</b>	<b>400</b>	

\* SBLE Reports #4 through #7 and ST Prep #2.4 must be posted on Task Stream. See Course Policy #8

### Grading Scale

Grades: 1500-1450=A+; 1449-1400=A; 1399-1350=A-; 1349-1300=B+; 1299-1250=B; 1249-1200=B-; 1199-1150=C+; 1149-1100=C; 1099-1050=C-; 1049-1000= D+; 999-950=D; 949-900=D-; Below 900=F

## Course Policies

1. Student inquiries, feedback, and suggestions related to course topics, assignments, and schedules are welcome. If you have ideas or questions about anything related to this course, please contact Instructor Zuege.
2. Students are expected to sign and abide by the "Professionalism Agreement" provided in class.
3. Purdue University policy states that all students are expected to be present for every meeting of classes in which they are enrolled. On-time class attendance and active class participation are expected. Inform Instructor Zuege before class begins if you will not be able to attend the entire class session. More than one late arrival or early departure will deduct 5 points per occurrence from your course total.
4. If you will be absent for more than five days and you have not been able to reach Corinne Zuege in person or by telephone or through leaving notification of your circumstances with her secretary, Kim Deardorff, you or your representative should notify the Office of the Dean of Students (765-494-1254) as soon as possible after becoming aware that the absence is necessary. Be advised, you may be asked to provide documentation from an authorized professional or agency which supports an explanation for your absence. All matters relative to attendance, including the make-up of missed work, are to be arranged between you and C. Zuege. Only Corinne Zuege can excuse you from classes or course responsibilities.
5. You are responsible for recording contact information for Corinne Zuege, her secretary (Kim Deardorff), and the Dean of Students' office so this information is available to you if you are away from campus.
6. If assignments are turned in late, 5% of possible points will be deducted for each day late. One exception early in the semester (see coupon). No coupons will be accepted during November and December of the Fall semester.
7. All assignments are to be individual work, unless specified as "group". Evidence of academic dishonesty of any type can lead to a failing grade in the course. 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 and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]
8. The School Based Learning Experience Reports #4 through #7 and Student Teaching Prep #2.5 (Unit Plan) must be posted on Task Stream. If these assignments are not completed and posted satisfactorily, it will result in a failing grade in EDCI 444.
9. Students with disabilities should be registered with Adaptive Programs in the Office of the Dean of Students before classroom accommodations can be provided. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, make an appointment with Corinne Zuege as soon as possible to discuss your needs.
10. Books, articles, videos, middle and high school textbooks, curriculum guides, and other resource materials in addition to those specifically listed on the syllabus will be available on loan or reserve in the TRC, on loan from Corinne Zuege, and available in some cases from school-based colleagues. Students are expected to take initiative to identify and obtain needed reference items and resources. Materials borrowed from Corinne Zuege, the TRC, and school-based colleagues must be returned before final grade will be submitted.
11. 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. Here are ways to get information about changes in this course: my email address: [czuege@purdue.edu](mailto:czuege@purdue.edu), and my office phone: 765-494-7292.

EDCI 444 – Fall 2008  
LATE ASSIGNMENT COUPON

One late assignment is allowed, without penalty, per semester during the months of August, Sept. or October.

Late assignments must be arranged by 8:00 a.m. the day they are due by e-mailing Corinne Zuege.

Attach a copy of her e-mail response and this coupon to the assignment when it is submitted.

Turn in within one week of original due date.

EDCI 444 – Fall 2008  
REVISE-AND-RESUBMIT ASSIGNMENT COUPON

One revise-and-resubmit assignment is allowed per semester.

A request to possibly re-do an assignment must be e-mailed to Corinne Zuege **within one week** after the assignment is initially returned. Due date for revisions, as announced in class.

Include ***all five*** of the following items with the revised assignment:

1. Copy of e-mail exchange showing request & permission to revise-and-resubmit
2. This coupon
3. A separate, 8½" X 11" cover sheet that lists each section that was revised with a brief (1-2 sentence) explanation of the shortcoming(s) for each section and how these are addressed in your revision.
4. The original, graded assignment with post-it notes marking the section(s) to be re-graded
5. The original score sheet