

Online- EDUC 2235 Fundamentals of Bilingual and English as a Second Language Education Tuesdays and Thursdays (WebEx)

Summer 2020

Texas A&M University - Central Texas



INSTRUCTOR AND CONTACT INFORMATION

Instructor: Ruth Lake, M.Ed.

Office: WH 322

Phone: Work Phone: (254) 519-5485, Cell Phone: (254) 291-6708

Email: laker12@tamuct.edu

Office Hours:

By appointment.

Mode of instruction and course access:

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. We will also have Zoom meetings for presentations.

Student-instructor interaction:

I am readily available to you. Please talk to me before or after class for immediate needs. If you email me please either call or text to notify me of the email. This will help me to better respond in a timely manner. Please do not message me through Canvas without notifying me through text.

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION Course Overview and description:

This course includes an examination of the history, philosophies, theoretical and legal foundations regarding Bilingual/English as a Second Language. The course also includes a review of programmatic designs.

Course Objective:

Emphasis is on the theory and practice of Bilingual Education and English as a Second Language. Focus is on identification of program models in Bilingual/ESL education, including their historical, legislative, and philosophical foundations, as well as instructional frameworks for various programs. An additional focus is on the implementation of bilingual instruction with multiple populations.

Prerequisites: EDUC 3320; admittance into the Teacher Education Program

Student Learning Outcomes

- 1 The pre-service teacher will identify linguistic perspectives for literacy instruction geared to second language learners.
- 2 The pre-service teacher will describe language used for social interaction (Basic Interpersonal Communication Skills: BICS) and academic learning (Cognitive Academic Language Proficiency: CALP)
- 3 The pre-service teacher will model instructional strategies and plan effective lessons that engage English Language Learners.
- 4 The pre-service teacher will understand the processes of assimilation, acculturation and Diaspora.
- 5 The pre-service teacher will research Krashen's Theory of second language acquisition.
- 6 The pre-service teacher will distinguish between the different Bilingual/ESL programs available (Immersion; Dual Language; Maintenance Bilingual; Transitional Bilingual; Newcomer Programs; ESL Pullout, ESL Inclusion, and Structured English Immersion).
- 7 The pre-service teacher will identify and demonstrate an understanding of the stages of oral language development.
- 8 The pre-service teacher will gain an understanding of the principles underlying societal aspects of bilingualism, including language choice and the organization of bilingual communities and the power behind these choices.
- 9 The pre-service teacher will investigate the sources and evaluate the results of language policies, particularly at the federal, state and local levels, affecting bilingual communities.
- 10 The pre-service teacher will demonstrate an understanding of formal and informal assessment to plan and adapt instruction for English Language Learners.
- 11 The pre-service teacher will demonstrate the ability to synthesize information found in peer reviewed articles and apply that research to understanding in the classroom.

Competency Goals Statements (certification or standards)

Course Competencies: The students will demonstrate mastery of the content knowledge required of an entry-level educator in this field in Texas public schools for the following TExES Competencies:

ENGLISH AS A SECOND LANGUAGE (ESL) STANDARDS

Standard I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

Standard II. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

Standard III. The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.

Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

Standard V. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

Standard VI. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

Standard VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

PROFESSIONAL STANDARDS FOR THE DEPARTMENT OF CURRICULUM AND INSTRUCTION

Candidates for teacher certification at Texas A&M University Central Texas will demonstrate the following qualities and behaviors in pursuit of their goal of becoming a professional educator:

Communication

- Communicate appropriately and effectively with colleagues, supervisors, students, parents and members of the community. Uses good oral and written communication skills.

Collaboration

- Work collaboratively with colleagues, mentors and supervisors to achieve the local, state and national goals of education. Show courtesy to peers, public school students and teachers, and the professor.

Commitment

- • Demonstrate commitment to the teaching profession and exercise leadership for the advancement of the profession and public education. Shows enthusiasm in class for learning and the educational process.
- • Be responsible, punctual, regular in attendance, and prepared to participate in professional development. Professional Development
- Assume responsibility for utilizing professional teaching practices and constantly strive to improve through professional growth. Accepts constructive feedback and demonstrates a willingness to make improvements in attitude and performance if needed.

Ethical Conduct

- • Uphold the Code of Ethics for Texas Educators and abide by local, state, and federal rules, regulations, and policies.

- Demonstrate respect and maintain ethical conduct in relations with professional colleagues, students, parents, and members of the community. Exhibits honesty and personal integrity. Violations of ethics result in failure of this course.

Required Reading and Textbook(s):

Echevarria, J., Vogt, M., & Short, D. (2013). *Making content comprehensible for English learners: The SIOP model*. (4th ed.) Boston, MA: Pearson Education Inc.

Peregoy, S & Boyle, O (2017). *Reading, writing, and learning in ESL: A reading book for teaching K-12 English learners*. Boston, MA: Pearson Education Inc.

N.B. A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Expectations and Policies:

All work is to be word-processed, **double-spaced**, typed, or produced with desktop publishing. The standard of our discipline is APA (grammar, spelling, style, writing skills, content, etc.). In class tasks and journals are the only exceptions to this rule. Work may NOT be submitted in sheet protectors. **Assignments are due at the beginning of the class period in which they are due. Late work is not acceptable and will result in the a minimum reduction of 10% of the available points per day before grading. The work will be dated as of the date/time it is received by the instructor.**

Self-evaluation: If a self-evaluation is provided, students are expected to submit a completed self-evaluation of their work on the rubric provided. If a self-evaluation is not included, points will be deducted for incomplete work.

COURSE REQUIREMENTS

1. SIOP Lesson Plan and Strategy Demonstration (10 points)

Using the SIOP model as well as content knowledge related to language acquisition theory, students **will develop or modify** a lesson to include developmentally appropriate instructional strategies, affective components of instruction and implementation, as well as appropriate informal and formal assessments for English Learners. The student will present the lesson development and design to the class in a creative, informative, and engaging format, while also demonstrating the appropriate speech and pacing for English learners.

(Associated Student Learning Outcomes: #1, 3, 10)

2. Theory Presentation (20 points)

Students will create a multimedia presentation of one of the following theories that impact second language teaching and learning. These theories include, but are not limited to:

- Krashen five hypotheses
- Krashen stages of language acquisition
- BICS and CALP (Cummins)
- Dual Language -two way and one way

(Associated Student Learning Outcome: #5)

3. Article Review and Presentation (10 points)

The student will find one or two articles, from peer reviewed journals, published within the last 10 years related to transitional (early or late exit) bilingual, dual immersion bilingual, or sheltered English

immersion models of ELL instruction. The paper should fully discuss what current literature says about effective strategies and impact of the model. The paper should be 1.5 to 3 pages in length (double spaced, APA format).

(Associated Student Learning Outcomes: #4, 6, 8)

4. Double Entry Journal Notes (20 points total; 2 points each entry)

Reading notes for the class reading materials will be assigned for each chapter. The note outline will be posted at least one week before class. Completed notes are to be uploaded. You will split the page into two side, one for notes, the other side for your points on the chapter.

(Associated Student Learning Outcomes: #1-10)

5. ESL Strategies Notebook (20 points)

The student will compile a notebook of 10 strategy mini-lessons to support, scaffold, and/or teach English Language Learners in the classroom. You will include a list of 20 culturally diverse books for read alouds and/or novel studies. Be mindful of visuals (realia), student discourse, writing, and vocabulary. Use APA format

6. Mid-term and Final exam (20 points)

Midterm will be worth 10 points and Final will be worth 10 points.

TEXES style test over the standards connected to this course

This test is part of the program assessment. You will research the Content area sections of the TEXES.

Grading Criteria Rubric and Conversion

ALL ASSIGNMENTS MUST BE COMPLETE TO RECEIVE A FINAL GRADE.

1.	SIOP Lesson plan	10
2.	Theory presentation	20
3.	Article review and presentation	10
4.	Double/entry journal notes	20
5.	ESL Strategy notebook	20
6.	Midterm	10
7.	Final Exam	10
	Total	100%

Grades will be assigned at the end of the semester on the following basis:

A = 90-100 %

B = 80-89 %

C = 70-79 %

D = 60-69 %

F = 59 or below

Posting of Grades -Final grades will be posted to Canvas gradebook after completion of course requirements.

Papers will be returned on the next class day we meet.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

Date	Time	Location	Topic	Assignment
July 12	6pm	Canvas-WebEx	Introductions, Course Overview, Expectations; Who is Moises? Who are ELs?	Review the syllabus and expectations; watch Moises in Math P&B Ch. 1
July 13		Canvas	Language acquisition Classroom practices for ELs	P&B Ch. 2,3
July 14		Canvas	Oral language development Emergent literacy	P&B Ch. 4, 5
July 15	6pm	Canvas-WebEx	Vocabulary development	P&B 6 Theory Presentation Notes P&B Ch. 1-6
July 19		Canvas	Sheltered Instruction, SIOP vs. SDAIE	E&V Ch.1
July 20	6pm	Canvas-WebEx	SIOP Lesson preparation	E&V Ch. 2
July 21		Canvas	Building schema ELs begin to write and read	E&V Ch. 3
July 22	6pm	Canvas-WebEx	<i>Comprehensible input Words and Meaning ELs and process writing</i>	SIOP Lesson Plan E&V Ch. 4; P&B Ch. 7 Notes E&V Ch. 1-4/P&B Ch. 7
July 26		Canvas	Midterm	Midterm
July 27	6pm	Canvas-WebEx	<i>Reading and Lit for ELS</i>	E&V Ch. 5; P&B Ch. 8
July 28		Canvas	Work on Article review	
July 29	6pm	Canvas-WebEx	<i>SIOP- Interaction Content reading and writing</i>	Article review E&V Ch. 6; P&B Ch. 9, 10 Notes E&V Ch. 6/P&B Ch. 8-10
Aug 2		Canvas	SIOP- Practice and application	E&V Ch. 7, 8
Aug 3	6pm	Canvas-WebEx	<i>SIOP- Review and assessments Issues of reading, Rtl & SPED TELPAS</i>	E&V 9,10 ; P&B Ch. 11
Aug 4		Canvas	ESL Test prep manual	Domain 3

Aug 5	6pm	Canvas-WebEx	ESL Test prep manual	Domain 1 Notes E&V Ch. 7-10/P&B 11
Aug 9	6pm	Canvas-WebEx	ESL Test prep manual	Domain 2
Aug 10		Canvas	Research day Prepare strategies notebook	10 strategies and 20 culturally diverse books for resource list.
Aug 11	6pm	Canvas-WebEx	Final Review	Strategies Notebook Due Stations review
Aug 12		Canvas	Final Exam	Final Exam

INSTRUCTOR POLICIES

TAMUCT Department of Curriculum & Instruction Professional Expectations

Texas A&M University-Central Texas clinical teachers are guests in the schools in which they are placed. Each clinical teacher must abide by all regulations and policies established by the district, central administration, campus administrators, and cooperating teachers.

Candidates for teacher certification at TAMUCT will demonstrate the following qualities and behaviors in pursuit of their goal of becoming a professional educator.

Quality	Behavior
Communication	communicate appropriately and effectively with colleagues, supervisors, students, parents, caregivers and community members using various forms
Collaboration	work collaboratively with colleagues, mentors and supervisors to achieve the local, state, and national goals of education
Commitment	demonstrate commitment to the teaching profession and exercise leadership for the advancement of the profession and public education; be responsible, punctual, regular in attendance, and prepared to participate in all aspects of professional development
Professional Development	Take responsibility for utilizing professional teaching practices and constantly strive to improve through professional growth
Ethical Conduct	Uphold the Code of Ethics for Texas Educators and abide by local, state, federal rules, regulations, and policies; demonstrate respect and maintain ethical conduct in relations with professional colleagues, students, parents and members of the community

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Copyright. (YEAR) by (FACULTY NAME) at Texas A&M University-Central Texas, (FACULTY COLLEGE); 1001 Leadership Place, Killeen, TX 76549; 254-(FACULTY COLLEGE PHONE); Fax 254-(FACULTY COLLEGE FAX); (FACULTY EMAIL)

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953. For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central
24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

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COURSE AND UNIVERSITY RESOURCES, PROCEDURES, AND POLICIES

Attendance Policy

Professional behavior and commitment to teaching are the expectations. Attendance and punctuality are required. It is not possible to make up the work missed during the class period since it involves the interactions of students, professor and content. Class activities may be included in your participation grade. More than 3 class absences will result in lowering the final points by a letter grade. More than four absences will result in failure of the class. **Three tardies will equal one absence. Students missing class will be responsible for notes, handouts, assignments and any changes in schedules.** Being prepared to participate includes completing assigned reading and bringing necessary textbooks, assignments and materials to class. All assignments for this course are due at the beginning of the class period. Grades may be lowered beyond the professionalism points in extreme cases. Please text or email the instructor if you will be absent.

Drop Policy.

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](#) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](#) web page [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

-inclusion.

Tutoring.

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at

the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center.

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Summer 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. This summer, the UWC is also offering hours from 12:00-3:00 p.m. on Saturdays starting June 27th and ending July 18th.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Your Professor...

What You Can Expect From Me

I am excited to be a part of your journey in becoming an educator. I will work hard to create a safe learning environment to ensure your success! I will model best practices to help you implement them into your classroom. I will be available to you for help along the way. This course will allow you to better understand teaching reading as well as how to integrate the content areas into your classroom.

I will:

- Be a resource to you if you need guidance at any time during educational experience.
- Scaffold you through your learning.
- Provide feedback in a timely manner.
- Return e-mails and phone calls usually within 24 hours.
- Take writing, grammar, and spelling into consideration on all assignments.
- Treat each of you with the respect afforded a professional.

