1. **COURSE TITLE\*:**  Science and Math Experiences for the Young Child
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**  EDUC 2217
3. **PREREQUISITE(S)\*:** EDUC 1140  **COREQUISITE(S)\*:**
4. **COURSE TIME/LOCATION: (*Course Syllabus – Individual Instructor Specific*)** Online
5. **CREDIT HOURS\*:** 3  **LECTURE HOURS\*:**  3

**LABORATORY HOURS\*: (contact hours)** 0 **OBSERVATION HOURS\*:** 4

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This course is a study of principles, methods, and materials for teaching children math and science concepts and process skills through discovery and play. The course introduces students to engaging math and science experiences for early childhood and early elementary education children. The student will observe a total of 4 hours in an approved early childhood classroom setting.

1. **LEARNING OUTCOMES\*:**

Upon successful completion of this course, the student will be able to:

1. Identify standards for math and science instruction and programming in early education settings.
2. Identify learning outcomes for young children in math and science.
3. Plan math and science experiences for children throughout an integrated, play-based curriculum.
4. Plan and implement appropriate experiences for children that support the development of child outcomes in five areas: 1.) Number and Operations; 2.) Geometry and Spatial Sense; 3.) Patterns and Measurement; 4.) Scientific Skills and Methods; 5.) Scientific Knowledge.
5. Demonstrate appropriate individual child assessment methods in math and science learning.
6. Design math and science lesson plans for young children.
7. **ADOPTED TEXT(S)\*:**

*Math & Science for Young Children* (8th Edition)

Author: Rosalind Charlesworth

Cengage Publishing (2016) ISBN: 978-1-305-08895-6

**OR**

Inclusive Access (IA) (Follett)

ISBN: 978-0-357-69364-3

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

None

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\*** None
2. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY***  *Total Points* | *% of Grade* |
| Observation Paper (1x10) | 10 | 3% |
| Tests (3x40) | 120 | 40% |
| Discussion Questions (12x5) | 60 | 20% |
| Reflections (12x5) | 60 | 20% |
| Lesson Plans (2x25) | 50 | 17% |
| Total | 300 | 100% |

**Assignments:**

* **Observation Hours (4):**  **Students must complete the Observation Time Sheet and it must be signed by the teacher you are visiting. This Observation Time Sheet must be turned in to me in order to get a grade for the class.**
* **Reflection Paper on Observation (10 points):** Students will write a minimum 2-page reflection on their time observing in the classroom setting. The 2-page requirement does not include the title page. This reflection must be done in WORD using a 12-pt. Times New Roman font with 1-inch margins and double-spaced. You will place your reflection paper on Canvas.
* **Discussion Questions (60 points total = 5 points for each chapter):** Students will answer the discussion question(s) assigned for the chapter found on Canvas. Your response to each question should be at a minimum 200 words. You need to respond to one other student’s answer. The minimum for your response to another student is 100 words.
* **Chapter Reflections (60 points total = 5 points for each chapter):** Students will write 200 word reflection of their reading of the assigned chapter. What did the chapter say to you and how will you use the information as an educator of young children? You must write a 100 word response to another student in the class.
* **Lesson Plans (50 points total; 2 lesson plans = 25 points each):** Students will write 1 comprehensive lesson plan focused on math and 1 comprehensive lesson plan focused on science. Faculty will give you the format for the lesson plan with a grading rubric.
* **Tests (120 points total = 3 tests worth 40 points each):** Each test will consist of essay questions with a minimum number of words required for each answer.

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This course is being offered online through Canvas. Students in this class will meet the course objectives by participating in various learning activities specifically designed for an online environment. These activities include but are not limited to the following: discussion boards, videos, video lectures, chapter writing assignments, work projects, research papers, and group exercises. Online quizzes and exams may be used as appropriate to the course objectives and online supplemental instruction. Course content will be laid out in Canvas using Weekly Modules. Students will have access to faculty through email and phone calls. A minimum of 4 Zoom meetings will be held.

1. **COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

****

****

**Week 1**

***Chapter 1: Development, Acquisition, Problem Solving, and Assessment***

Chapter Overview: During the early childhood years, the child progresses from the sensorimotor to the concrete operations period of cognitive development. Toddlers learn about many concepts such as size, shape, color, and space. Object manipulation is the major activity for the toddler. The increasing ability to classify things into groups helps toddlers better organize what they know about the world. Their beginning representational play is their first use of symbols. Sometime between ages five and seven, the concrete operations period begins, in which children learn to apply abstract ideas and activities to concrete knowledge of the physical and mathematical world. The three types of learning experiences are: naturalistic, informal, and structured. Each involves a different level of adult involvement, and should take place at different levels of the child’s development. Individual children also have their own learning styles, meaning that they learn best in different ways. Aspects of the problem-solving process should underlie all instruction in mathematics as opposed to paper and pencil skills. Emphasizing the process rather than the final product should take priority.

Chapter Learning Objectives: Upon completion of this chapter, students should be able

to:

1. Define concept development, and identify the concepts children are developing in early childhood.
2. Describe three types of learning experiences, and give an example of each.
3. Design lessons and activities using the six steps in instruction suggested in this chapter.
4. Explain the reasons for the development of the national assessment standards.

**Canvas**

* Discussion Question(s)
* Chapter Reflection
* View PowerPoint

**Week 2**

**Chapter 2: Basics of Science, Engineering, and Technology**

Chapter Overview: The major goal in science education is to create people who are scientifically literate and who can think critically. To do so, major components such as attitudes and process skills must be established. Children interact with science daily, so preparation to live in a changing world as productive individuals should begin early in a child’s life. Science instruction calls for hands-on experiences, which emphasize the process skills of science. Opportunities for language and literacy development are also created by the manipulation of science materials. Children's perception of the world and concepts is not the same as adults’ because they base their perceptions, as we all do, on their past experiences. Misconceptions arise because their experiences are limited. Children should be taught to observe, classify, predict, and communicate their discoveries. This chapter introduces the learning cycle as an application of Piaget's theory of cognitive development. Techniques other than the learning cycle are also presented, such as discrepant events and data collection and analysis. These methods emphasize science process skills. This chapter presents multiple strategies for teaching science. Subject integration is introduced as a way to help children retain concepts. Webbing, lesson and unit planning, and assessment strategies are also considered necessary components to help the teacher plan the experiences that will aid in concept development.

Chapter Learning Objectives: Upon completion of this chapter, students should be able

to:

1. Describe the importance of the science framework and standards, the relationship of science and literacy, science as inquiry and as engineering design, and the content areas of science.
2. Explain how science concepts are developed and learned.
3. Assess, plan, teach, and evaluate science instruction in line with standards.

**Canvas**

* Discussion Question(s)
* Chapter Reflection
* View PowerPoint

**Week 3**

**Chapter 3: Prekindergarten and Kindergarten Concepts and Skills**

Chapter Overview: The most basic number skill is one-to-one correspondence. Beginning at infancy, children learn one-to-one relationships through their own natural exploration. Many of the activities for informational one-to-one correspondence are available during playtime and daily activities. There are many different ways in which materials and activities can be varied to make one-to-one correspondence interesting and fun to do. The number concept connects counting with quantity. There are many different ways to practice this concept, all of which are reviewed in this chapter. The number concept involves an understanding of “oneness,” “twoness,” and so on. Counting includes two types of skills that are reviewed in this chapter. This chapter also discusses the four principles of rational counting that will help you identify whether a child’s activities are considered true rational counting, and the four levels of development in counting. It also includes some ideas for working with children with special needs, as well as guidelines for evaluation. The NCTM expectations for logic and classifying include being able to sort, classify, and order objects by various properties and features. Children can build their logical thinking capabilities by sorting pictures and objects into groups based on common criteria. Classifying is part of children's normal play activities. While children play, they begin to learn about mathematics. Naturalistic, informal, and structured activities for classification can follow a sequence of materials. Logical grouping and classification are necessary math and science components. It’s also important to remember that there are numerous ways to involve children with special needs in logic and classifying activities, including English Language Learners, advanced learners, and children with disabilities. Finding the relationship between two things or groups of things is called comparing. In order to make an informal measurement, children must compare two things.

Chapter Learning Objectives: Upon completion of this chapter, students should be able

to:

1. Assess, plan, teach, and evaluate one-to-one correspondence concept lesson activities following standards.
2. Describe, assess, plan, teach, and evaluate number and number sense concept lesson activities following standards.
3. Assess, plan, teach, and evaluate logic and classification concept lesson activities following standards.
4. Assess, plan, teach, and evaluate comparison concept lesson activities following standards.

**Canvas**

* Discussion Question(s)
* Chapter Reflection
* View PowerPoint

**Week 4**

**Chapter 4: More Prekindergarten and Kindergarten Concepts and Skills: Early Geometry, Parts and Wholes, and Applications of Fundamental Concepts to Science and Engineering**

Chapter Overview: In their environments, everything children meet has a shape. Children explore their environments and the shape of each object in a naturalistic way. Adults can help by giving the children things to observe and then teaching them the proper names. The process children use to see that shapes are different is like the process they will use later to see number and letter names differently. Spatial sense is an important part of geometry. Children must begin to comprehend the spatial relationships between their bodies and other things. Also, children must understand the spatial relationships among things around them. Children must also learn to use space in a proper way, such as fitting things into holes. This chapter explores the assessment concerns, activities, and evaluation questions related to children’s development of spatial sense, as well as ideas for children with special needs. Young children need to learn about parts and wholes, which will later be applied to fractions. Children learn about special parts and that groups of things can be divided into parts and whole things can be divided into smaller pieces. This chapter examines methods of assessment and evaluation in regard to the concepts of parts and wholes, as well as different activities that involve using these concepts, and ideas for children with special needs. The concepts children construct during the preprimary period are essential to investigating science. Concepts and skills discussed in this chapter, such as one-to-one correspondence, animal and plant life cycles, sets, shapes, parts and wholes, and symmetry, should be taught through concrete experiences as they are integrated within the content areas.

Chapter Learning Objectives: Upon completion of this chapter, students should be able

to:

1. Assess, plan, teach, and evaluate shape concept lesson activities following standards.
2. Assess, plan, teach, and evaluate spatial concept lesson activities following standards.
3. Assess, plan, teach, and evaluate parts and wholes concept lesson activities following standards.
4. Assess, plan, teach, and evaluate science concept lesson activities following standards.

**Canvas**

* Discussion Question(s)
* Chapter Reflection
* View PowerPoint

**Week 5**

**Test: Chapters 1-4**

**Week 6**

**Chapter 5: Pre-K-K: Ordering, Measurement, and Data Collection and Analysis**

Chapter Overview: This chapter discusses three basic types of activities: ordering, seriation, and patterning. Ordering is the process by which more than two things are compared. Seriation is a term used by Piaget when referring to ordering activities and experiences. Patterning includes auditory, visual, and physical motor sequences. Patterns are related to ordering and may be copied, extended, or verbally described. This chapter examines and discusses the different types of measurement and the five stages through which concepts of measurement develop. Preoperational children learn about measurement mainly through naturalistic and informal experiences. Transitional children experiment with arbitrary units. Children learn to use standard units of measure during the concrete operations period. Young children can begin to learn that time has duration and is related to sequences of events. Children first relate time only to their daily activities. When children enter the concrete operations stage, they use units of time in the way adults do. Through naturalistic and informal experiences, children learn the concept of time. Around age four and a half or even five, children can also do structured activities. Graphs are a way to use basic math skills in a creative way by letting children put all their data into a picture. Graphs are also useful for integrating math into other content such as science and social studies. In this chapter, you will discover the different types of graphs used by children, and the first three stages of graphing behaviors through which children develop.

Chapter Learning Objectives: Upon completion of this chapter, students should be able

to:

1. Plan, teach and evaluate ordering, seriation, and patterning concept lesson activities, following standards.
2. Plan, teach and evaluate measurement (volume, weight, length, and temperature) concept lesson activities, following standards.
3. Plan, teach, and evaluate time concept lesson activities, following standards.
4. Plan and teach data and graph concept lesson activities, following standards.
5. Plan and teach science concept application lesson activities, following standards.

**Canvas**

* Discussion Question(s)
* Chapter Reflection
* View PowerPoint

**Week 7**

**Chapter 6: Integrating the Curriculum**

Chapter Overview: The math, science, and social studies experiences of dramatic play and thematic units and projects provide children with the opportunity to apply their concepts and skills. In thematic units and projects, math and science can be combined with other content areas. These thematic experiences provide real life connections for abstract concepts. As children learn math and science concepts and skills, they add new words to their vocabularies. Language is learned through naturalistic, informal, and adult guided activities, and the concepts used in math and science activities also help children build their vocabulary in other areas. The current trend in language philosophy in an early childhood classroom highlights a collective approach that combines the traditional Phonics and Whole Language methods together into the Balanced Reading approach.

Chapter Learning Objectives: Upon completion of this chapter, students should be able

to:

1. Explain how the national standards, play, and thematic units and projects relate to STEM and STEAM.
2. Explain the importance of language and literacy to math, science, and engineering concept formation.

**Canvas**

* Discussion Question(s)
* Chapter Reflection
* View PowerPoint

**Week 8**

**Chapter 7: Transitioning From Preschool To Kindergarten, To Primary**

Chapter Overview: Numerals are number symbols used to represent amounts. Children need to understand what each numeral represents and the name of each numeral. This chapter examines naturalistic and informal number symbol experiences through which children learn the properties and purposes of numerals. It also identifies some basic developmental benchmarks for gauging children’s understanding of number symbols, and offers ideas for children with special needs. Children put earlier ideas and skills to use when working with groups and symbols. They match, count, compare, order, classify, and associate written numerals with groups. Children also learn to match symbols to groups and groups to symbols and to write number symbols. This chapter includes examples of activities that encourage the development of grouping and symbol skills, along with recommendations for assessment and evaluation, and ideas for children with special needs. In this chapter, you will review classification and the three higher levels of classifying. You will also discover how to teach children about shapes, spatial relations, and graphs, as well as concrete operations and how to teach them to students. Lastly, symbolic levels, quantities above 10, estimation, and design technology are addressed, along with ideas for children with special needs. In the transitional stage, children develop fundamental concepts in symbols and sets, classification, shape, spatial relations, measurement, and graphs while they are subjected to higher-level experiences. This chapter examines some higher-level activities used in science units, and provides examples of activities that are appropriate for an early childhood classroom.

Chapter Learning Objectives: Upon completion of this chapter, students should be able

to:

1. Assess, plan, teach, and evaluate number symbol concepts in line with standards.
2. Assess, plan, teach, and evaluate groups and number symbols in line with standards.
3. Assess, plan, and teach 13 higher-level concepts included in this chapter, in line with standards.
4. Plan and teach science investigations in line with standards.

## Canvas

* Discussion Question(s)
* Chapter Reflection
* View PowerPoint

**Week 9**

**Chapter 8: Whole Number Operations, Patterns, and Fractions**

Chapter Overview: Children begin to learn the whole number operations of addition, subtraction, multiplication, and division through naturalistic and informal experiences during pre-primary years. Addition and subtraction are formally taught in the beginning of the primary period (grades 1 through 3). Multiplication is introduced in second grade, followed by division in third grade. Each time a new number operation is learned, lessons begin with informal activities that include acting out the problems with concrete objects. Students gradually progress from these informal activities to written problems and formal notation. This chapter identifies the curriculum for the primary level, explains the four basic mathematical functions and the different methods of assessment, instruction, and evaluation used for each. It also recommends some strategies for helping children with special needs grasp the basic mathematical concepts. Primary-level children extend the work they have done with patterning at earlier levels into more complex schemes. The extension of their skills involves connecting symbols and patterns, working with patterns in number systems, and finding patterns in the environment. This unit reviews more complex patterning activities and items to note during assessment and evaluation, as well as ideas for children with special needs. In their primary years, children extend the basic concepts of parts and wholes to the more abstract concepts of fractions and equal parts. Primary children begin the transition from parts and wholes to fractions by learning fractions vocabulary. After mastering the vocabulary, children work with fractions at a concrete level. It is important not to rush young children into an abstract use of fractions. This unit explores different types of activities involving fractions, identifies concerns relevant to assessment and evaluation, and offers ideas for children with special needs.

Chapter Learning Objectives: Upon completion of this chapter, students should be able

to:

1. Assess, plan, teach, and evaluate primary grade whole number and algebraic thinking lessons in line with standards.
2. Assess, plan, teach, and evaluate pattern lessons in line with standards.
3. Assess, plan, teach, and evaluate fraction lessons in line with standards.

**Canvas**

* Discussion Question(s)
* Chapter Reflection
* View PowerPoint

**Week 10**

**Chapter 9: Place Value, Geometry, Data Analysis, and Measurement**

Chapter Overview: Two of the most difficult challenges faced by young children are learning about place value and working with two-digit numbers. It is necessary for children to understand these concepts before moving on to regrouping and renaming. Often, less capable students flounder with a lack of understanding. The majority of mathematics educators believe children can best learn these concepts and skills by using concrete materials. This chapter examines the processes by which children gain an understanding of numbers above 10 and place value, suggests items to look for during assessment and evaluation, and offers ideas for children with special needs. Primary experiences with geometry, spatial sense, graphs, tables, charts, algebraic thinking, and estimation are built upon concepts children have learned in their preprimary experiences. In this chapter, you will be introduced to activities that will help children develop an understanding of concepts such as line, angle, point, curve, symmetry, and congruence. Ideas for children with special needs and the use of technology will also be discussed. Learning to measure length, volume, area, weight, temperature, time, and money develops gradually through many concrete experiences. Measuring activities are very valuable when it comes to opportunities for applying whole number skills and fraction knowledge and obtaining data that can be graphed for visual interpretation. Measurement concepts are almost always obtained with practice. This chapter examines concerns related to measurement with standard units, including assessment, evaluation, and selected activities. It also presents ideas for working with children with special needs.

Chapter Learning Objectives: Upon completion of this chapter, students should be able

to:

1. Assess, plan, teach, and evaluate primary grade place-value lessons in line with standards.
2. Assess, plan, teach, and evaluate primary grade geometry, data collection, and analysis lessons in line with standards.
3. Assess, plan, teach, and evaluate primary grade measurement lessons in line with standards.

**Canvas**

* Discussion Question(s)
* Chapter Reflection
* View PowerPoint

**Week 11**

**Test: Chapters 5-9**

**Week 12**

**Chapter 10: Overview of Primary Science: Life Science, and Physical Science**

Chapter Overview: While children investigate, they develop their understanding of science concepts and science processes. Learning experiences can enhance the primary-age child's natural investigations. This chapter examines the *National Science Education Standards* for Science Teaching, recommends some methods of implementing them, and provides a general overview of primary science. Children are eager to learn about living things. Life science provides different forms of life to care for and observe. Animal observation means a lot to children, and they will enjoy and learn from a trip to a zoo. This chapter explores life science concepts for primary children, and provides examples of numerous activities appropriate for elementary school students. When children explore physical science concepts, they are learning basic skills which will help them develop future understandings. This chapter discusses physical science concepts basic to primary grade learning, and gives examples of activities that can be used to help children learn and understand them.

Chapter Learning Objectives: Upon completion of this chapter, students should be able

to:

1. Provide an overview of primary grade science.
2. Plan, teach, and evaluate primary grade life science lessons and projects in line with standards.
3. Plan, teach, and evaluate primary grade physical science lessons and projects in line with standards.

**Canvas**

* Discussion Question(s)
* Chapter Reflection
* View PowerPoint

**Week 13**

**Chapter 11: Earth and Space Sciences, Environmental Awareness, Engineering,**

**Technology, and Science Applications**

Chapter Overview: The earth environment is made up of the rocks and soil beneath our feet, the air around us, the weather in the atmosphere, and even the celestial bodies that surround us. Primary children study earth science topics like rocks, weather, and minerals, as well as space and forces and conditions that affect the earth, which prepares them to learn further concepts about their world. Environmental awareness is a growing topic in education. Children should be taught that conceptually natural resources are limited and must be protected and conserved, and that they can make a difference in many small ways. This chapter includes a number of activities for helping children build an awareness of the environment and what they can do to help keep it clean and healthy.

Chapter Learning Objectives: Upon completion of this chapter, students should be able

to:

1. Plan, teach, and evaluate primary grade Earth and space science lessons and projects in line with standards.
2. Plan, teach, and evaluate primary grade environmental awareness lessons and projects in line with standards.
3. Plan, teach, and evaluate primary grade engineering, technology and science application lessons and projects in line with standards.

**Canvas**

* Discussion Question(s)
* Chapter Reflection
* View PowerPoint

**Week 14**

**Chapter 12: Materials and Resources: Math and Science in the Classroom and the**

**Home**

Chapter Overview: Materials that are selected to teach math and science and the format in which they are presented are vital for successful learning. Materials must be appropriate and flexible to the developmental age of the children and the type of math and science learning required. Learning centers are made to reach specific teaching objectives and must be evaluated for effectiveness. This chapter provides information about different types of materials, where you can find them, criteria to use when selecting them, how to store and arrange them, and materials recommended for children with special needs. Math and science in action is children exploring their environment or saying, singing, or acting out math and science language concepts. When children block-build, they think like mathematicians and scientists because they are focusing on the problem and they use their thinking skills to find a solution. Outdoor exploration is a good idea because it gives children a chance to interact and learn from their environment. Equity is an essential principle of mathematics and science instruction. This chapter examines different strategies and activities for children to put math and science concepts to work in the classroom and in selected outdoor areas. Family members should encourage children to explore their environment. Daily routines, especially those involving cooking, can easily be transformed into learning experiences with one question from an adult. Many outdoor objects and animals are also ideal for observation, exploration, and data collection. This chapter provides examples of ways that families can extend children’s learning at home, including many simple activities that do not require special preparation or expensive materials.

Chapter Learning Objectives: Upon completion of this chapter, students should be able

to:

1. Select appropriate materials and set up learning centers for math and science in line with standards.
2. Plan and provide math and science experiences using blocks, woodworking, games, outdoor activities, technology, manipulatives, and other materials, in line with standards.
3. Provide families with strategies and activities that support math and science learning at home.

**Canvas**

* Discussion Question(s)
* Chapter Reflection
* View PowerPoint

**Week 15: Test: Chapter 10-12**

**Week 16: Lesson Plans due**

1. **SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Observation Hours (4):**  **Students must complete the Observation Time Sheet and it must be signed by the teacher you are visiting. This Observation Time Sheet must be turned in to me in order to get a grade for the class.**

**Technology:**

Students will use various forms of technology to support learning, such as using Canvas, Microsoft Word, photography, and PowerPoint presentations, etc.

**Diversity:** Candidates will learn about diversity and diversity issues to support the learning of children and their own learning by:

* Recognizing their personal biases
* Gaining new appreciation and insights toward recognition of the range of human

differences

* Understanding how biases may influence the relationship an educator may have

with children, families, and colleagues

1. **FERPA: \***Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.
2. **ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at [rhall21@sscc.edu](mailto:rhall21@sscc.edu) or 937-393-3431 X 2604.

1. **OTHER INFORMATION\*\*\*:**

**Code of Conduct:** SSCC expects that all students will act as responsible adults, however, action may be taken against a student when his or her conduct interferes with the mission of the institution and its additional responsibility to provide a safe environment for others. The Student Code of Conduct contains regulations for dealing with the alleged student violations of the code of conduct in a manner consistent with the

requirements of due process. (Student Code of Conduct information may be found in the SSCC catalog.)

**Academic Honesty:** For this course, academic honesty includes cheating, plagiarism, forgery, and furnishing false information. Plagiarism includes, but is not limited to, submitting work that is not a product of your own, copying word for word someone else's work, as well as unacknowledged paraphrasing of the structure and language of another person's work. All references used in papers must be correctly cited. If a student engages in course-related academic dishonesty, his or her grade on the work in question or in the course may be lowered by the instructor of this course.

**Classroom Privacy:** Recording of classroom activities or lecture by any electronic means by students requires permission of the instructor of this course.

**Communication Devices:** Cell phones, beepers, beeping watches, and personal communication devices are not allowed to be used during class time. In addition, all hand-held PDA’s and game devices are not allowed. Small talk and “side-bar” conversations that do not relate to class discussions and course should be left for after class.

**Specific Management Requirement:** Southern State Community college is committed to providing educational opportunities that promote academic, professional, and personal growth in students. To these ends all members of the college are expected to uphold the highest academic and ethical standards. Academic misconduct cannot be tolerated.

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.