

Plainview Campus

SCHOOL OF EDUCATION

Fall 1, 2023

This is only a draft. On the first day of the term, the final syllabus will be uploaded and made accessible to students.

**University Mission:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success and service to God and humankind.

**Course Number and Title: EDUC 2301 Principles and Practices**

**Class meets:** Online Virtual Campus August 8-October 1st

**Professor:** Mrs. Trisha Giacomazzi Email: giacomazzit@wbu.edu

**Office Phone:** Phone: (806) 291-1048-Office (806) 680-2044-Cell

**Office Hours:**

Monday/Wednesday: 8:30-9:00; 11:00-12:00, 1:00-3:00

Tue/Thurs.: 9:00- 10:50 1:00-3:00

Friday: 11:00-12:00

\*\*Appointments can be scheduled as needed, but students must contact the professor\*\*

**Catalog Description**: Survey the course of the teaching-learning process and factors impacting teaching and learning with an emphasis on assisting the student in deciding future grade level and content levels to teach. Field experience: **6 hours. If you do not complete an essay documenting your interaction with students for each field experience hour, then you will NOT pass this course!**

**Prerequisites:** None

**Required Resource Materials:** Borich, Gary D. (2017), *Effective Teaching Methods, Research-based Practices*, Pearson, 9th ed.

* 1. WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc)
	2. A working computer **with Microsoft Word Suite** (available free to all WBU students; contact the Technology Department)
	3. Reliable Internet connection
	4. Wayland's email linked to Blackboard

Your textbook is in **electronic form** and is available on Blackboard in the course immediately.The cost of the text will be added to your student account balance. It is significantly less than a printed version. **With this electronic textbook, you can start reading on the first day of class**.

Note: instructors can access analytics to see your reading progress through the book. Other actions include:

* highlighting
* making notes and sharing notes
* flashcards and bookmarks
* reading offline
* Short Video for [How to Use the e-Textbook](https://www.youtube.com/watch?v=6PTIm2xWiKk) and all features

If you have **courseware that includes coded content,** follow these instructions to access the materials:

* Video for [Accessing coded courseware Content](https://youtu.be/E_uPmrsT0sw)

**You want to Opt-Out of the electronic version– or stop payment on and use of this textbook**

* Click on the Textbook link in your course
* Fill out the information.
* "**Opt-Out**" no later, or you will be charged for the e-textbook!
* Video on [How to Opt-Out](https://youtu.be/mxTj3-GGqCM)
* **DO NOT attempt to print any part** of the textbook, or you will be charged.

For questions about textbooks, use the following email, [textbooks@wbu.edu](file:///C%3A%5CUsers%5Ccindym%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5C3JK88KH1%5Ctextbooks%40wbu.edu)

**Student Learning Outcomes (Correlated to State Competencies):**

1. Students will discuss and identify the contributing behaviors for effective teaching, including ethical & legal issues.
2. Students will discuss the major developmental models and how they explain children's learning processes.
3. Students will identify factors that establish a learning climate and promote student engagement, including the purpose of schooling, diversity, social issues and problems, and curriculum.
4. Students will demonstrate the ability to develop goals, objectives, lessons, and unit plans that integrate a teacher's reflective process and philosophy of teaching.
5. Students will identify the levels of questions and describe when to use the various questioning strategies in a lesson presentation.
6. Students will develop an understanding of direct instruction, indirect instruction, constructivist learning, and cooperative learning.
7. Students will identify various strategies for assessing student learning.
8. Students will discuss employment, teacher expectations, and professional and ethical responsibilities.

**Means for Assessing Student Outcomes/Competencies:**

1. Exams (outcomes A, B, C, D, E, F, G, H)
2. Textbook Reading Analysis (outcomes B, C, D, E, G)
3. Research and PowerPoint Presentation (outcomes A, C, D, E, F, H)
4. Discussion Participation (outcomes A, B, C, D, E, F, G, H)
5. Develop Lesson Plans (A, B, C, D, E, G)

**TEA Certification Preparation Alignment:**

**DOMAIN 1:** DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING

Competency 001: The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessments that motivate students and are responsive to their developmental characteristics and needs.

* 1. Understands the lifelong impact of the experiences on individual development and society.
	2. Knows the typical stages of cognitive, social, physical, and emotional development of students.
	3. Recognizes the wide range of individual developmental differences that characterizes students and the implications of this developmental variation for instructional planning.
	4. Recognizes factors affecting the physical growth and health of students (e.g., nutrition, sleep, prenatal exposure to drugs, abuse) and knows that students' physical growth and health impact their development in other domains (e.g., cognitive, social, emotional).
	5. Recognizes factors affecting the social and emotional development of students (e.g., lack of affection and attention, limited opportunity for verbal interactions, changes in family structure) and knows that students' social and emotional development impacts their development in other domains.
	6. Knows the stages of play development (i.e., from solitary to cooperative) and the important role of play in young children's learning and development.
	7. Demonstrates knowledge of developmental changes in children's thinking (i.e., from primarily concrete thinking to systematically).
	8. Analyzes how developmental characteristics of students impact learning and performance.

1.11 Understand how development in any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains.

1.12 Recognizes signs of developmental delays or impairments in students.

***Standard I. Domain I. Competencies 001-004 Domain III. Competencies 007-010 The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.***

1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;

 1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning; and

 1.11k current research on best pedagogical practices.

 1.18k the use of resources beyond the campus to help students meet academic and non-academic needs.

 1.1s Plan lessons that reflect an understanding of students' developmental characteristics and needs;

 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.

 2.4k the importance of communicating enthusiasm for learning; and

 2.5k the necessity of communicating teacher expectations for student learning

 2.7k how to organize student groups to facilitate cooperation and productivity;

 2.11k non-instructional duties (e.g., taking attendance) and procedures for performing these duties effectively;

 2.1s Interact with students in ways that reflect the support and show respect for all students;

 2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative; and

2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.

2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and

2.5s, ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.

2.21s respect students' rights and dignity.

3.1k the importance of clear, accurate communication in the teaching and learning process;

3.9k strategies and techniques for using instructional groupings to promote student learning;

3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and

3.12k characteristics of effective feedback for students;

 3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and

 3.16k situations in which teacher flexibility can enhance student learning.

 4.1k the importance of families' involvement in their children's education; and

4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);

4.14k ethical guidelines for educators in Texas (e.g., about confidentiality, interactions with students and others in the school community);

4.15k policies and procedures in compliance with the Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;

4.16k procedures and requirements for maintaining accurate student records;

4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.

4.3s Communicate with families regularly to share information about students' progress and respond appropriately to families' concerns; and

**edTPA Planning Rubric 1: Planning for Literacy Learning**: Candidates will explain how they plan to organize tasks, activities, and materials to align with the central focus and the standards/objectives. The intended learning segment must support students in developing an essential strategy for comprehending or composing text and related skills that directly support that strategy in meaningful contexts.

**Key Concepts of Rubric**: Aligned—Standards, objectives, instructional strategies, and learning tasks are "aligned" when they consistently address the same/similar learning outcomes for students. Significant content inaccuracies—Content flaws in commentary explanations, lesson plans, or instructional materials that will lead to student misunderstandings and the need for reteaching.

***Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.***

2.4k the importance of communicating enthusiasm for learning; and

 2.11k non-instructional duties (e.g., taking attendance) and procedures for performing these duties effectively;

2.12K the classroom roles of paraprofessionals, volunteers, and other professionals, including substitute teachers, by district policies and procedures.

2.1s Interact with students in ways that reflect the support and show respect for all students;

2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative; and

2.21s respect students' rights and dignity.

**edTPA Planning Rubric 3: Using Knowledge of Students to Inform Teaching and Learning** The candidate justifies how learning tasks and materials make content meaningful to students by drawing upon knowledge of individuals or groups, as well as research or theory. The candidates explain low academic performance based primarily on students' cultural or linguistic backgrounds, the challenges they face outside of school, or lack of family support. When this leads to a pattern of low expectations, not taking responsibility for providing appropriate support, or not acknowledging any student strengths, this is a deficit view.

**edTPA Instruction Rubric 6: Learning Environment**

The candidate demonstrates a positive literacy learning environment that supports students' engagement in learning and addresses the type of learning environment that the candidate establishes and the degree to which it fosters positive and respectful interactions between the candidate and students and among students.

***Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.***

3.1k the importance of clear, accurate communication in the teaching and learning process;

 3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and

3.16k situations in which teacher flexibility can enhance student learning.

 3.14s encourage students' self-motivation and active engagement in learning.

**edTPA Instruction Rubric 7: Engaging Students in Learning**

The candidate actively engages students in integrating strategies and skills to comprehend OR compose text and provides evidence by creating meaningful tasks and discussions that develop their ability to integrate strategies and skills to comprehend or compose text.

**edTPA Instruction Rubric 8: Deepening Student Learning**

The candidate elicits student responses to promote thinking and apply the essential literacy strategy and related skills to comprehend OR compose text and builds on student responses by following up with student responses to ask additional questions to clarify or extend student thinking explicitly related to the essential strategy or related skill to extend student thinking. A candidate could use how or why questions to probe a student's response or could provide further information to deepen students' understanding. The candidate uses significant content inaccuracies—Content flaws within processes or examples used during the lesson that will lead to student misunderstandings and the need for possible re-teaching.

***Standard IV. The teacher fulfills professional roles and responsibilities and adheres to the legal and ethical requirements of the profession.***

4.1k the importance of families' involvement in their children's education; and

4.15k policies and procedures in compliance with the Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;

4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.

**Weekly Folders:** Weekly Content folders have been set up on Blackboard that correlates with each week of the course. These units contain your reading assignments, weekly assignments, weekly quizzes, lecture notes, and other valuable information for that week. Once these units are closed, they will not be re-opened for you. In other words, *please pay attention to due dates!*

**Assignment Submission:** The Assignment Submission menu item contains the links to use when submitting assignments in Blackboard. To submit your work, click on the link corresponding to the project you are offering. When submitting a project, please save the document as a **Word** file before submitting the manuscript. Remember, if I can't open it, I can't grade it. All work must be submitted by the deadline posted, and it will be up to the instructor to decide to accept late work. **A 10%-point deduction** will occur each day after the deadline for work submitted late. ***If taken,* late submission deductions will be calculated into the grade as follows:**

**Day 1- 10%-point deduction**

**Day 2- 20%-point deduction**

**Day 3- 30%-point deduction**

***"Note" Work submitted after the third day will not be accepted. The zero will stand.***

Under **NO CIRCUMSTANCES** will the instructor accept the entire semester's work during the last week or the last day of the course; the student should make arrangements before the end of the course with the instructor.

**Attendance Requirements:** Students enrolled are encouraged to attend and participate fully in the class discussion board activities online. You are expected to be actively involved with your peers at least twice weekly. This is an online course, so you MUST complete the first required assignment and the first Discussion Board Activity by the first **Wednesday** to be considered in attendance. If this is not done, you will be marked inactive, and the Registrar's office will contact you about your intentions to drop the course.

Additional participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University's attendance policy. Student grade appeals should be addressed, in writing, to the campus dean, which is Dr. Sarah Hartman.

**Plagiarism and Academic Honesty:** University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e., music, media, or the visual arts), as the product of one's thought, whether the other's work is published or unpublished, or simply the work of a fellow student. **Safe Assign will be used throughout this course; ensure you properly cite any work referenced in your writing.**

Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy, as described in the academic catalog, all cases of academic dishonesty will be reported, and second offenses will result in suspension from the university.

***Under NO circumstances may a student submit a lesson plan, field experience essay, or another assignment from a previous course. All work for this course must be original and specific to the assignment criteria.***

[WBU Catalog](http://catalog.wbu.edu/content.php?catoid=8&navoid=707)

1. Written reprimand.
2. The requirement is to redo the work in question.
3. The requirement to submit additional work.
4. Lowering of grade on work in question.
5. Assigning the grade of F to the work in question.
6. Assigning the grade of F for the course.
7. Recommendation for more severe punishment (see Student Handbook for further information).

The faculty member involved will file a record of the offense and the punishment imposed with the school dean, external campus executive director/dean, and the executive vice president/ provost. The executive vice president/provost will maintain records of all cases of academic dishonesty reported for not more than two years. Any student penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. The appeals procedure will be the same as that specified for student grade appeals. (See Student Handbook for further information or, for external students, the external campus executive director/dean).

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability is excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. You can reach the coordinator of counseling services at (806) 291-3765, who also serves as the coordinator for students with disabilities. Documentation of a disability must accompany any request for accommodations.

**Course Outline:**

I. The Effective Teacher

1. What is an Effective Teacher?
2. Key Behaviors Contributing to Effective Teaching
3. Helping Behaviors Related to Effective Teaching
4. The Complexity of Teaching: Drawing on 30 Years of Professional Teaching Standards
5. Professional Teaching Standards
6. Your Transition to the Real World of Teaching

II. Understanding Your Students

1. Not All Learners Are Alike
2. The Effects of General Ability on Learning
3. The Effects of Specific Abilities on Learning
4. The Effects of Culture, Socioeconomic Status, and Language Proficiency on Learning
5. The Effects of Personality and Learning Style on Learning
6. The Effects of the Peer Group on Learning
7. The Effects of Home Life and Social Context on Learning
8. Your Role in Improving the Academic Success of All Learners
9. The Teacher and Cultural, Linguistic, and Socioeconomic Bias in the Classroom

III. Classroom Management I: Establishing the Learning Climate

1. Connecting with Students
2. Earning Trust and Becoming a Leader in the Old-Fashioned Way
3. Stages of Group Development
4. Establishing an Effective Classroom Climate
5. Problem Areas in Classroom Management
6. Culturally Responsive Classroom Management
7. Planning Your First Day
8. Making Your Classroom and School a Professional Learning Community

IV. Classroom Management II: Promoting Student Engagement

1. The Humanist Tradition in Classroom Management
2. The Applied Behavior Analysis Tradition in Classroom Management
3. The Classroom Management Tradition
4. An Integrated Approach to Classroom Management
5. The Influence of Home and Family on Classroom Management
6. Establishing the Need for A Teacher-Family Conference
7. Some Teacher-Family Conference Topics: Be Prepared
8. Culturally Responsive Classroom Management

V. Goals, Standards, and Objectives

1. Goals, Standards, and Objectives
2. The Origin of Educational Standards
3. Frames of Understanding
4. Steps in Preparing Behavioral Objectives
5. The Cognitive, Affective, and Psychomotor Domains
6. The Rigor and Relevance Framework
7. Some Misunderstandings about Behavioral Objectives
8. The Cultural Roots of Objectives

VI. Unit and Lesson Planning

1. Teacher as Decision Maker
2. Unit and Lesson Plans
3. Disciplinary and Interdisciplinary Unit Planning
4. Making Lesson Plans
5. Events of Instruction

VII. Technology Integration in Instruction

1. Why Teach with Technology
2. What Technologies Can I Use to Improve My Teaching Effectiveness
3. How Can I Integrate These Technologies into My Instruction?

VIII. Questioning Strategies

1. What is a Question?
2. What Are the Purposes of Questions?
3. What Are Convergent and Divergent Questions?
4. Who Are the Targets of Questions?
5. What Sequences of Questions Are Used?
6. What Levels of Questions Are Used?
7. What is a Probe?
8. How Should Wait Time Be Used?
9. What is Culturally Responsive Questioning?
10. What are Common Problems in Using Questions?

IX. Teaching Strategies for Direct Instruction

1. Categories of Teaching and Learning
2. Introduction to Direct Instruction Strategies
3. Direct Instruction Strategies
4. Other Forms of Direct Instruction
5. Culturally Responsive Direct Instruction

X. Teaching Strategies for Indirect Instruction

1. The Cognitive Processes of Learning
2. Comparing Direct and Indirect Instruction
3. Content Organization
4. Conceptual Movement: Induction and Deduction
5. Using Examples and Non-examples
6. Using Questions
7. Learner Experience and Use of Student Ideas
8. Student Self-Evaluation
9. Use of Group Discussion
10. Culturally Responsive Indirect Instruction

XI. Self-Directed and Constructivist Learning

1. Self-Directed Learning
2. Metacognition
3. Teacher Mediation
4. Functional Errors
5. Reciprocal Teaching
6. The Social Dialogue of the Classroom
7. The Role of Inner Speech
8. Dialogues of Self-Directed Learning
9. Teaching Cognitive Strategies for Lifelong Learning
10. Project-Based Learning Strategies
11. Culturally Responsive Self-Directed Learning

XII. Cooperative Learning and the Collaborative Process

1. Outcomes of Cooperation
2. Components of a Cooperative Learning Activity
3. Establishing a Cooperative Task Structure in Your Classroom
4. Team-Oriented Cooperative Learning Activities
5. Culturally Cooperative Learning

XIII. Assessing Learners

1. Norm-Referenced and Criterion-Referenced Tests
2. The Test Blueprint
3. Objective Test Items
4. Essay Test Items
5. Validity and Reliability
6. Marks and Grading Systems
7. Standardized Tests
8. Performance Assessment
9. The Portfolio
10. Assessing the Academic Progress of Special Learners in the Regular Classroom

**Academic Course Requirements and Grading Criteria:** Students must attend class and be prepared! Communicate promptly with the professor in case of an unavoidable delay or absence to keep pace with the requirements of the course. Students are expected to maintain professional communication with their peers and the instructor online at all times.

1. **Chapter Quizzes:** After each week, you will have a short quiz. (7 @ 20 pts = 140 pts. Total)
2. **Weekly Vocabulary:** (7 @ 20 pts. = 140 pts. Total)
3. **Discussion Board Activity:** (2 @ 20 pts. = 40 pts. Total)
4. **Lesson Plan Development:** Create 2 lesson plans using the approved edTPA template (2 @ 40 pts.= 80 pts. total)
5. **Field Experience (FE) Reflection Essays:** (6 @ 50 pts. = 300 pts. total)

Following the calendar of assignments, you must complete six field experiences lasting at least one hour each and then write and submit a reflective essay addressing the criteria on each FE rubric. While in a classroom, **you must interact with the students**. Sitting in the room and "watching" the teacher is unacceptable.

(A Field-based Experience Documentation Form, documenting hours and describing the specific type(s) of interactive experiences during the minimum 6 hours, **MUST** be submitted at the end of the term to gain credit for the course.)

1. **Midterm Exam:** (150 pts.)-The midterm Exam will cover readings & lectures from chapters 1-6 of the course. The Midterm Exam will be in a multiple-choice and short-answer format.
2. **Final Exam:** (150 pts.) -The Final Exam will cover reading & lectures from chapters 7-13 of the course. The final Exam will be in a multiple-choice and short-answer format.
3. **Extra Credit opportunities:**
4. **COURSE EVALUATION** (10 pts)

**Total Possible Points= 1000** A = 900-1100 points

 B = 800-899 points

 C = 700-799 points

 D = 600-699 points

 F = 599 or below

 Grade Appeal Statement: "Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes they have not been held to realistic academic standards, just evaluation procedures, or appropriate grading may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation".

Course Schedule/Outline (Assignments and dates may change)

| **Week** | **Content Folders**  | **Assignments & Readings**  | **Due Dates** |
| --- | --- | --- | --- |
| 1 | August 7-11 | Reading Assignment: Review Syllabus Chapter 1- The Effective Teacher Chapter 2- Understanding Your Students | Vocabulary Ch. 1 & 2Quiz #1DB #1Field Experience ScheduleDue August 13 |
| 2 | August 14-18 | Reading Assignment: Chapter 3- Classroom Management IChapter 4-Classroom Management IIField Experience # 1  | Vocabulary Ch. 3 & 4Quiz #2Field Experience Essay **#**1Due August 20 |
| 3 | August 21-25 | Reading Assignment:Chapter 5- Goals, Standards, and Objectives Chapters 6-Unit & Lesson Planning Field Experience # 2  | Vocabulary Ch. 5 & 6Quiz #3Field Experience Essay **#**2Lesson Plan #1Due August 27 |
| 4 | Aug. 28-Sept. 1 | Reading Assignment: Chapter 7- Technology Integration in Instruction Chapter 8- Questioning Strategies**Take Midterm Exam**-**Ch.** **1-6**Field Experience # 3 | Vocabulary Ch. 7 & 8Quiz #4Midterm ExamField Experience Essay **#**3Due September 3 |
| 5 | Sept. 4-8 | Reading Assignment: Chapter 9- Teaching Strategies for Direct TeachingChapter 10- Teaching Strategies for Indirect Teaching Field Experience # 4 | Vocabulary Ch. 9 & 10Quiz #5Field Experience Essay **#**4Due September 10 |
| 6 | Sept. 11-15 | Reading Assignment: Reading Assignment: Chapter 11- Self Directed & Constructivist Learning Chapter 12- Cooperative Learning and the Collaborative Process Field Experience # 5 | Vocabulary Ch. 11 & 12Quiz #6Field Experience Essay **#**5Lesson Plan #2Course EvaluationDue September 17 |
| 7 | Sept. 18-22 | Reading Assignment: Chapter 13-Assessing Learners Field Experience # 6 | Vocabulary Ch. 13Quiz #7Field Experience Essay **#**6FE Documentation Form**Due. September 24** |
| 8 | September 25-29 | Discussion Board #2 What I learnedReview chapters 7-13 and take the final Exam. | **DB #2****Final Exam-**Ch. **7-13** Due October 1 |

**Important Dates for Course**

* August 7 Fall 1st 8-week session begins
* August 9 First Discussion Board Post is Due
* August 14 Last day to drop or withdraw without record/Census Date
* September 8 Last day to officially drop or withdraw with a "W"
* September 22 Last day to officially drop or withdraw with a "WP" or "WF"
* September 30 Last day of Fall 1st 8-week session ends

**Communication:** I encourage you to contact me immediately with any questions or concerns. Please email or text me with any questions or concerns. I will check my email at least once every 24 hours and get back to you as soon as possible. I encourage each of you to interact with one another as well. Since this class is not conducted face-to-face, utilizing each other as a resource within Blackboard is essential. I will post announcements throughout the course on Blackboard, so please make sure you check Blackboard each week for updates.

**Student Email Accounts:** The University has set up a Wayland Baptist University.wbu.edu email account for each of you. If you have not already done so, **activate this email account ASAP**. This is the email address I will use to communicate with you. If I need to notify you of information when Blackboard is down or for other various reasons, this is how I will contact you. You may go to the [**WBU Email account set up**](http://email.wbu.edu/) to set up your email account.