

TEL 270 - Professional Educator Series: Connecting Research to Practice

Schedule line # 93171

1 Credit Hour

Instructor Information:

Dates of classes: 08/18/2022 – 12/02/2022

Instructor Name: Adil Elshaigi

Email: adil.elshaigi@asu.edu

Work Phone:

Office Hours:

Office Location:

Course Information:

Catalog Description

The purpose of this course is to assist students in shifting from a student perspective of education to a teacher perspective of education as they explore what it means to be a professional educator.

Course Overview

In this second-year seminar, prospective educators will engage in practical assignments, relevant readings, guided discussions and participate in activities to promote professional growth. Additionally, prospective educators will gain professional experience through a 20-hour internship in the education field focused on observing and reflecting on effective learning environments including: instructional planning, active learning, classroom management, and using technology for teaching and learning.

Course Objectives

The objectives for this course are to provide opportunities and guidance for prospective educators to engage in: identifying effective learning environments, increasing understanding and application of lesson design, classroom management techniques, and technology integration strategies, realizing connections between research based best practices, existing knowledge and experiences in the field, and experiencing what it means to be a professional educator.

Enrollment Requirements

Prior to taking this course, you must get your Identity Verified Prints (IVP) fingerprint card, and email your fingerprint card to mlftc-ope@asu.edu as an attachment. In your email, include the following: Student name, Student ID, and specify that you are a term 3 student. Click [here \(Links to an external site.\)](#) to access the Professional Experience Handbook and Intern Addendum

Course Format

In this face to face course students will come to class every other week to engage in discussions related to the course content. Additionally, students will conduct 20-hours of observation-focused professional experiences in the field. Relevant readings and assignments will comprise the remainder of the time allotted for this one-credit hour course.

Required Professional Experiences

Students must complete a minimum of 4 observations and 20 hours in Professional Experience/Internship setting with Mentor Teacher to complete the Assignments: Account of Professional Experiences: #1- Classroom Environment, #2- Well Management Learning Environment, #3-Digital Learning Environment, and #4- General Observation (your choice)

General Education Designation

None

Required Course Texts, Materials and Resources:

Required Text

None

Supplemental Text

None

Additional Required Readings provided in Canvas

Required Materials

None

Provided Materials

- ASU Canvas Course Management Website at <http://myasucourses.asu.edu> (All ASU students have FREE access to this web resource)

Student Learning Outcomes

Upon completion of this course the student should be able to:

Student Learning Outcomes	Program Learning Outcomes Progression Indicator Alignment	InTASC Standards Standard Alignment	ISTE Standards Standard Alignment	Principled Innovation Practices Practice Alignment
1. Identify the professional and personal traits, practices, techniques, and strategies related to classroom environments, lesson design, and technology integration of effective educators	DDM3 (Ra, Rb) GLAE 1 (Rb) GLAE 3 (Ib)	7k,9a	2c, 4a,4b	
2. Reflect on current knowledge and experiences as a professional educator by participating in an authentic educational context	GLAE 3 (Ia, Ra, Ma)	9e	2c,4a,4b	M1, C1
3. Productively engage in collegial and collaborative discourse and experiences that promote professional growth.	GLAE1 (Ia, Ib, Ic) DDM 5 (Ra)	3r,9d, 9b	4a,4b	M1, C2, I1
4. Self-analyze the skills, dispositions, and commitments necessary for initial success as an intern and novice educator	GLAE 3 (Ia, Ra, Ma)	9e, 9i	2c,4a,4b	M2, C1, I1, I2
5. Investigate and identify a specialization and professional growth plan for degree pathway	GLAE1 (Ia, Ib, Ic)	3r,9d, 9b		M1, C2, I1

Program learning outcomes are aligned to the following professional standards: InTASC Standards (<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>), ISTE Standards (<https://www.iste.org/standards/for-educators>), and relevant professional association standards, including Practices of Principled Innovation.

****Prior to taking this course, you must go to the Department of Public Safety, get your fingerprint card, and email your fingerprint card to mlftc-ope@asu.edu as an attachment. In your email, include the following: Student name, Student ID, and specify that you are a term 3 student**

Tentative Course Calendar

Module	Topics	Readings and/or Media	Assignment(s)
1. 8/19/2022	<ul style="list-style-type: none"> ● Introduction to Professional Experiences ● Norms for communication ● Expectations for observations ● Introduction to the Account of Professional Experience Assignment 	Syllabus Fingerprint cards CANVAS Online Module to complete: <ol style="list-style-type: none"> 1. Professionalism 2. FERPA 3. Mandatory Reporting 	CANVAS Modules must be completed prior to Field Experiences
2. 8/26/2022	Outside of class Professional Experiences	Mary Lou Fulton Teachers College. (2021). <i>Principled Innovation continuum</i> . Arizona State University. https://pi.education.asu.edu/wp-content/uploads/2021/04/PI-Continuum.pdf Beghetto (2019) TopThink (2019)	CANVAS Modules must be completed prior to Field Experiences
3. 9/2/2022	Principled Innovation; Introduction to Possibility Thinking Psychological Facts Reflection	Mary Lou Fulton Teachers College (2021). <i>PI in action</i> . Arizona State University. https://pi.education.asu.edu/videos/ Mary Lou Fulton Teachers College (2021). <i>PI in action</i> . Arizona State University. https://pi.education.asu.edu/podcasts/	
4. 9/9/2022	Outside of class Professional Experiences	Readings/Videos: See CANVAS	
5. 9/16/2022	<ul style="list-style-type: none"> ● Importance of Building Relationships with Students, Mentors, and other Educators 	Burgess, Riddell, Fancourt, & Murayama (2018)	

6. 9/23/2022	Outside of class Professional Experiences	Readings/Videos: See CANVAS	Account of Professional Experiences #1 due Time card for observation #1 due
7. 9/30/2022	<ul style="list-style-type: none"> Investigating Specializations Setting Professional Goals 	Arizona State University. Undergraduate Degrees. (n.d.). Rambo, E. (2017) Scholastic (2020)	Specialization Plan*
8. 10/7/2022	Outside of class Professional Experiences	Readings/Videos: See CANVAS	Professional Development/Involvement Activity #1 due
9. 10/14/2022	Investigating The Learning Environment and the Learners within the Professional Experience	Readings/Videos: See CANVAS	
10. 10/21/2022	Outside of class Professional Experiences	Readings/Videos: See CANVAS	Time card for observation #2 due Account of Professional Experiences #2 due
11. 10/28/2022	Teaming Challenging Conversations with Classmates, Instructors, Advisors, and Mentors	Cohen (2019) Garfinkle (2017)	
12. 11/4/2022	Outside of class Professional Experiences	Readings/Videos: See CANVAS	Time card for observation #3 due Account of Professional Experiences #3 due
13. 11/11/2022	Investigating The Learning Environment and the Learners within the Professional Experience	Readings/Videos: See CANVAS	Professional Development/Involvement Activity #2 due
14. 11/18/2022	Outside of class Professional Experiences	Readings/Videos: See CANVAS	Time card for observation #4 due Account of Professional Experiences #4 due

15. 11/25/2022	Goal Setting for Future Professional Experiences - What Skills, Dispositions, and Commitments are Necessary for Success as an Intern?	Readings/Videos: See CANVAS	
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Grading Scale

A+	100% to 97%	C	< 77% to 70%
A	< 97% to 90%	D	< 70% to 60%
B+	< 90% to 87%	E	< 60% to 0%
B	< 87% to 80%	EN	Failed, Never participated
C+	< 80% to 77%	EU	Failed, Did not complete

Course Assignments

*Assignments with an asterisk are common assignments that are used for internal and external program evaluations and therefore cannot be modified. These assignments are listed on the program matrix.

Assignment and Description	Student Learning Outcomes (SLOs)	PLO (hashtags) and Standards Indicators	Due Date	Points
Fingerprint Card Prior to taking this course, you must go to the Department of Public Safety, get your fingerprint card, and email your fingerprint card to mlftc-ope@asu.edu as an attachment. In your email, include the following: Student name, Student ID, and specify that you are a term 3 student.			Module 1	NA
Office of Professional Experience Modules <i>Must be completed prior to Professional Experience Observations</i>			Module 1 & 2	NA
*Specialization Plan Task: In Week 7 you will begin to investigate the various specialization options available to you as part of your undergraduate degree pathway. As you investigate, you will answer the following prompts in the format of your choice (written paper, podcast, video, graphic organizer, Infographic or slideshow): <ul style="list-style-type: none"> What type of educational setting do you see yourself working in? (type of school, location) What age group of learners interests you most and why? What content area(s) interest you the most? If you were to choose one specialization area today, what would it be and why? How would it support your professional goals? List 3 Professional and/or Academic SMART Goals? Purpose: To understand the available specialization options and how they support professional goals Evaluation Criteria: Specialization Plan Rubric Submission Details: Individual submission in Canvas	5	#MLFTC_DTP_GLAE 1.l.c InTASC: 9e, 9i STE: 2c, 4a, 4b PI: M2, C1, I1, I2	Module 7	50 points
Professional Development Event/Involvement Activities Task: Throughout the semester you will be required to attend two 1-hour events of your choice. Select from the following opportunities; a) faculty hosted virtual professional development session, b) ASU or community multicultural event/activity, or C) MLFTC sponsored event and/or student organization meeting. Share the following in a Word Document (bulleted format is acceptable): <ul style="list-style-type: none"> Date, title of event, length of time (1-hour minimum) outcomes of the session key learnings 	2,3		Module 8 & 13	50 points x 2 sessions = 100 points totals

<ul style="list-style-type: none"> connections to course content with the class proof of activity (photo, attendance sheet, ticket, etc.) <p>Purpose: To connect in-class topics, discussion, and readings to professional experiences.</p> <p>Evaluation Criteria: Attendance at two professional development events/activities; Rubric</p> <p>Submission Details: Individual submission in Canvas</p>				
<p>Professional Experiences Internship-Observations and Timecard</p> <p>Task: Throughout your 20 hours of professional experience (4 observations at 5 hours each) observations, you will be investigating course topics. The four course topics include the following:</p> <ul style="list-style-type: none"> #1-Classroom Environment #2-Well- Managed Learning Environment #3-Digital Learning Environment #4-General Observation (your choice) <p>Part One: Use Template to complete correlated observation topic: Account of Professional Experiences Template</p> <p>You will complete a minimum of 4 observations (of 5 hours each) then complete the related Account of Professional Experience Template. Observation templates must be typed.</p> <p><i>*You can submit each completed observation template in any order (e.g. you can submit your Technology Integration in module 6 and your Lesson Design in Module 14), but you must submit all four different topics by the end of module 14.</i></p> <p>Part Two: In addition to completing the related templates for each of your observations, you will also be required to log your hours into SONIA and submit a time card signed by your mentor teacher to verify your visit. Go to https://mlftc.sonia.asu.edu to enter each time card.</p> <p>Purpose: To connect in-class topics, discussion, and readings to professional experiences</p> <p>Evaluation Criteria: Completion of Account of Professional Experiences template, Writing rubric, Completion of observation Time Card</p> <p>Submission Details: Part one: Submit a jpg or scanned copy of your time card verifying your observation visit. Part two: Submit completed experience template (typed) for related topic in in modules 6,10,12,14</p>	1, 2, 3, 4		Modules 6, 10, 12, 14	200 points each x4 = 800 points
Attendance, Engagement, and Professionalism	All Modules			50 points
Total				1000

*Note. * = Common Assessment. These assessments are used for program evaluation or ADE certification purposes and should therefore be "common" (i.e., required) in every version/section of the course (e.g., F2F, Hybrid, Online; different instructors)*

COURSE/INSTRUCTOR EVALUATION

Course/instructor evaluations are conducted online during the 14 days prior to the last official day of classes each session. Watch for an email to your official ASU email address, with "ASU Course/Instructor Evaluation" in the subject heading. Please be certain to complete the evaluation for your assigned instructor/academic associate.

Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is important and appreciated. The evaluations are used to: (1) help faculty improve their instruction; (2) help administrators evaluate instructional quality; (3) ensure high standards of teaching; and (4) ultimately improve instruction and student learning over time.

Responses to the course/instructor evaluation are anonymous and will not be returned to your instructor until after grades have been submitted. You can check this online at the following URL: <http://www.asu.edu/emailsignup>.

UNIVERSITY/MARY LOU FULTON TEACHERS COLLEGE POLICIES

ACADEMIC INTEGRITY/PLAGIARISM

Students are expected to act with honesty and adhere to the university's [Student Academic Integrity Policy](#). Failure to do so may result in sanctions, such as grade penalties, suspension, or expulsion from the university. Violations of academic integrity include, but are not limited to, such actions as cheating; plagiarizing; fabricating or falsifying information; or assisting with such activities.

SELF-PLAGIARISM

Self-plagiarism is defined as the reuse of one's identical or nearly identical section or subsection of work without prior permission granted by the course professor of record and any coauthor with whom a prior work may have been written, and without explicit acknowledgement (e.g., a citation of the original work). Self-plagiarism is strictly prohibited and will be treated as a violation of the university's Student Academic Integrity Policy. Please see the Academic Integrity/Plagiarism section for more information.

Copyright Notice

Copyright law may protect some course materials available through the Learning Management System. This material is only for the use of students enrolled in the specific course(s) and must be used in accordance with the United States Copyright Act, Title 17 of the U.S. Code. Protected materials on the course site may not be retained on the student's computer or other electronic storage device for longer than the duration of the specific class for which they are assigned, nor further disseminated by the student to any other persons. Furthermore, a student must refrain from uploading to any course site, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless first complying with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

ACCOMMODATION FOR RELIGIOUS PRACTICES

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

ATTENDANCE AND PARTICIPATION

Students are expected to attend and participate in course meetings and activities. If individual circumstances arise, advance communication with the instructor is expected. Attendance and participation points are earned for

in-class activities. Make-up work may be allowed at the discretion of the instructor for special circumstances. Please see the Engagement and Professionalism rubric for more details regarding absences and participation. Please note, a grade of EN (failed, never participated) will be assigned to students who remained enrolled but never participated in an academically-related activity for the duration of the course

ENGAGEMENT= PARTICIPATION + PREPARATION

Among other criteria, a student who is engaged offers contributions in class that reflect exceptional preparation. Their ideas offered are always substantive and challenges are well substantiated and persuasively presented. They consistently work to advance the level and depth of the dialogue and play an active ongoing role in discussions. The group dynamic and level of discussion are consistently better because of the student's presence. An engaged student actively supports and listens to peers in a sustained manner and arrives fully prepared at every session.

PROFESSIONALISM

. It is expected that students exhibit professional behavior inside the classroom, during service-learning experiences, and working with other students outside of class on assignments related to this class in addition to behavior in the classroom on ASU's campus. If at any time your behavior is 'unprofessional', the instructor may refer the student to the Director of the Office of Student Services (OSS) for the development of a Professional Improvement Plan (PIP) <https://education.asu.edu/student-forms-policies>.

CELL PHONE POLICY

Students are expected to adhere to responsible use of technology and academic integrity policies. Please silence your phone and refrain from use that affects other students in the class.

ELECTRONIC COMMUNICATION

Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (<http://www.asu.edu/aad/manuals/usi/usi104-01.html>) and in the University's Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>).

GRADE APPEALS

The official ASU grade record resides in My ASU, not on the course site. At the culmination of each course, you should verify your current student record and final course grades through My ASU. If you see a discrepancy between the grade posted on the course site and in My ASU, please notify your instructor immediately so that the discrepancy can be addressed in your official record.

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth for the undergraduate and graduate programs are available at [Mary Lou Fulton Teachers College Policies](#)

HANDLING DISRUPTIVE, THREATENING, OR VIOLENT INDIVIDUALS ON CAMPUS

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND RETALIATION

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and

guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information. Inappropriate conduct need not rise to the level of a violation of federal or state law to constitute a violation of this policy and to warrant disciplinary action/sanctions. All individuals identified in the Applicability section of this policy are responsible for participating in and assisting with creating and maintaining an environment at ASU free from all forms of prohibited discrimination, including harassment and retaliation. All individuals identified in the Applicability section of this policy are required to cooperate with any investigation of allegations of violations of this policy. Providing false or misleading information or failure to cooperate may result in disciplinary action.

<https://www.asu.edu/aad/manuals/acd/acd401.html>

LATE AND MISSING ASSIGNMENTS

Assignments, and any other deliverables, are to be completed and submitted by the designated due date and time (Arizona time). See “Extenuating Circumstances” below for possible exceptions.

- Students should submit all assignments as indicated in the assignment directions.
- If a student misses a class, it is the student’s responsibility to adhere to the assignment submission deadlines as stated in the syllabus.
- Students should verify the work they submit to the gradebook by going into Submission Details in the course gradebook. If students submit an improper item, they should submit the correct document - the instructor will be prompted to grade the most recent submission.
- Late Policy: Late assignments will be accepted with a 10% percent late penalty for each day late up to 5 days after the due date. Assignments will not be accepted after the last day of class. If you have questions, please ask your instructor.
- In the event of an unexpected technology failure (e.g., ASU server outage) that prevents students from submitting work on time through the course site, students should email assignment(s) to their assigned instructor by the assignment submission deadline to document an on-time submission. Once the failure is restored, students are expected to submit assignments through the course site so their instructor can grade it.

EXTENUATING CIRCUMSTANCES

On rare occasions, circumstances may necessitate flexibility in submission deadlines.

- If you have an upcoming, planned event that you know will limit your ability to participate in coursework, you are encouraged to work ahead in the course. Please contact your instructor if upcoming course materials are not available in time for you to address this need proactively.
- Should an unforeseen emergency arise that demands your attention (e.g., illness, car accident, natural disaster), tend to your health and safety as a priority. As soon as you are able, email your instructor to discuss extending deadlines. You may be asked to include evidence of the emergency.

Regardless of the circumstance, timely communication is essential. When communicating about a missed deadline it will be helpful to share: 1) title of the assignment, 2) rationale for the extension request, and 3) a feasible plan for completing the work at the earliest possible date.

NOTE: It may not be possible to extend the deadline for collaborative work, (e.g., group projects, discussions) since collaboration with classmates is not feasible outside the assigned date range.

The grade of “I” (Incomplete) can only be given by an instructor when a student, who is doing otherwise acceptable work, is unable to complete a course (e.g., final exam or term paper) because of illness or other conditions beyond the student’s control. Unfinished work must be completed with the same instructor except

under extenuating circumstances. The completion date is determined by the instructor but may not exceed one calendar year from the date the mark of "I" is recorded.

MILITARY PERSONNEL STATEMENT

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request a complete or partial administrative unrestricted withdrawal or incomplete depending on the timing of the activation. For further information, please visit ASU's policy on [Military Activation of Students](#).

MISSED CLASSES DUE TO UNIVERSITY-SANCTIONED ACTIVITIES

[Students](#) who participate in university-sanctioned activities that require classes to be missed, shall be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity. Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any academic unit or college requirements, which may apply. For further information, please visit ASU's policy on [Missed Classes Due to University-Sanctioned Activities](#).

STUDENT CONDUCT and PROFESSIONAL BEHAVIOR

Appropriate behavior is defined by the instructor and includes all in-person and electronic communication in the course. It is expected that students exhibit professional behavior in all settings, including clinical placements and working with other students. If at any time a student's behavior does not meet the standards delineated in the class syllabus, [Mary Lou Fulton Satisfactory Academic Progress and Professional Conduct Policy](#), or university policies, the instructor may refer the student for academic probation or to the ASU Dean of Students.

If at any time your behavior is 'unprofessional', the instructor may refer the student to the Office of Student Services (OSS) for the development of a Professional Improvement Plan (PIP). <https://education.asu.edu/student-forms-policies>.

TITLE IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

UNIVERSITY AND COLLEGE SERVICES

DISABILITY ACCOMMODATIONS FOR STUDENTS

Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the Student Accessibility and Inclusive Learning Services (SAILS) <http://eoss.asu.edu/drc> The Mary Lou Fulton Teachers College encourages admitted students with disabilities or disabling health conditions who believe that they may need an accommodation to register with SAILS prior to enrolling in the program. That way, all reasonable accommodations can be in place at the beginning of the

program. Students who are registered with SAILS will be key participants in establishing reasonable and appropriate accommodations with course instructors.

SI (SUPPLEMENTAL INSTRUCTION)

SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Canvas under the SI Study Group. Students can receive tutoring for various courses through [University Academic Success Programs \(UASP\)](#). For additional information see <https://tutoring.asu.edu/student-services/studygroups>

TECHNOLOGICAL SERVICES AND SUPPORT

The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some school sites. The following support services are available to support student-computing needs.

Student Purchases:

Discounted pricing for students purchasing laptop or desktop computers is available through the ASU bookstore or online. <https://www.bkstr.com/arizonastore>

ASU Campus Classroom Connectivity:

In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites.

Hardware and Software Support:

ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software, operating systems, security, networking, etc. <https://uto.asu.edu/services/campus-it-resources/techstudio>

ACADEMIC COACHING

The MLFTC academic coach is here to help you reach your full potential as a student. The academic coach provides students with advice and strategies in a number of areas, including: academic writing, APA, time management, study strategies, and test taking skills. For more information and to schedule an appointment, please visit: <https://education.asu.edu/student-life/success-coaching/academic-support>

TUTORING

Tutoring is available on all ASU campuses and Online for a variety of courses in small groups on a walk-in/drop-in basis. Appointments are not taken. For a full list of sites and courses, visit [University Academic Success Programs](#).

[MyApps](#) provides free software tools including free virus scan software, online applications, and information about discounted software for purchase.

MLFTC also has its own dedicated math mentors. Our math mentors are here to support you with a range of courses, including: MAT 117, 142 and MTE 280, 281, 301 and more. To schedule a one-to-one appointment, please visit: links.asu.edu/mlftcmathmentoring. Questions about math mentoring can be directed to: mlftcmath@asu.edu.

WRITING CENTERS

One Center, Many Places: The Writing Center, located on all four ASU campuses and online, offers free tutoring for all enrolled students. All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

For more information about ASU's Writing Centers, including how to make an appointment, please visit our website at <https://tutoring.asu.edu/student-services/writing-centers> .

Writing Mentoring: Our dedicated MLFTC writing mentor is here to help you succeed in your academic work. The writing mentor can support you with a number of areas, including: planning and developing ideas, structuring and organizing your work, ensuring that you answer the prompt, and APA citations and referencing. You can schedule an appointment with the writing mentor here: <https://calendly.com/mlftcwritingmentor>. You may also upload your work to our Dropbox service for feedback on your writing before submission: links.asu.edu/MLFTCWritingDropbox

This syllabus is subject to change at the discretion of the instructor and/or college. Every effort will be made to avoid changes to the syllabus or course schedule, but the possibility exists that unforeseen events will make modifications necessary. If so, changes will be communicated via ASU email and/or the course site.

Continued enrollment in this course assumes that you have read and understand the information outlined in the syllabus.