School of Education  
Department of Middle Grades, Secondary and Specialized Subjects  
Phone (910) 672 – 1181  
SYLLABUS - EDMG 462:  
EDMG 462 Methods and Materials of Teaching Social Studies in the Middle School  
(3 credits)

“The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”

| Instructor: Dr. Catherine Elise Barrett |
| Phone Number: (910) 672-1700 |
| Email Address: cbarret1@uncfsu.edu |
| Semester: Fall 2014 |
| Course Location: Online |
| Meeting Day & Time: Assignments due by midnight Wednesday evenings |
| Office Hours: T-11:00-3:00 p.m. and W-11:00-3:00 p.m. or by appointment |

Revised 08/13/13
Course Descriptions: **EDMG 462 (3-3-0)** Methods and Materials of Teaching Social Science in the Middle Grades: An introduction to the knowledge base, teaching strategies, resources and materials basic to middle grades social studies education.

Disabled Student Services - In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.


Standards
The course is aligned to the standards of the School of Education’s Conceptual Framework and the North Carolina Department of Public Instruction (DPI) Professional Teaching Standards and the Student Learning Outcomes associated with the Middle Grades Language Arts and Social Studies degree programs.

Fayetteville State University School of Education Conceptual Framework
Description
The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that undergirds our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in
The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
</tr>
<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
</tr>
<tr>
<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
</tr>
<tr>
<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.</td>
</tr>
<tr>
<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
</tr>
<tr>
<td>Technological Competence and Applications for Student Learning (6)</td>
<td>Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.</td>
</tr>
<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.</td>
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</tbody>
</table>

North Carolina Department of Public Instruction (NCDPI) Professional Teaching Standards
The North Carolina Professional Teaching Standards, developed by NCDPI, are aligned to the expectations and requirements of the course. The standards are identified below and will be posted on Blackboard in their entirety.

<table>
<thead>
<tr>
<th>I: Teachers demonstrate leadership</th>
<th>II: Teachers establish a respectful environment for a diverse population of students</th>
<th>III: Teachers know the content they teach</th>
<th>IV: Teachers facilitate learning for their students</th>
<th>V: Teachers reflect on their practice</th>
</tr>
</thead>
</table>

Middle Grades, Secondary, and Health/Physical Education - Student Learning Outcomes:

1. Teacher candidates will know their content based on the North Carolina Standard Course of Study, State Standards and CAEP.
2. Teacher candidates will know how to teach based on the North Carolina Standard Course of Study, State Standards and CAEP.

Revised 08/13/13
3. Teacher candidates will implement practices that reflect the cognitive, mental and physical development of K-12 students.

4. Teacher candidates will know how to utilize technology to enhance instruction, learning, research, assessment and data management.

5. Teacher candidates will demonstrate leadership skills through the establishment of a safe, orderly and positive environment.

6. Teacher candidates will provide appropriate accommodations and implement teaching strategies for diverse learners.

7. Teacher candidates will integrate 21st century knowledge and skills in instruction.

8. Teacher candidates will be able to communicate effectively, analyze data, and be a reflective practitioner.

Students will practice **skills** that will enable them to:

A. Write and speak clearly and effectively.
B. Serve the public school community.
C. Work collaboratively with peers.

Students will demonstrate **dispositions** indicating that they:

A. Appreciate and engage in self-reflection.
B. Value each voice and use their own in class discussions.
C. Show a commitment to ongoing learning.
D. Value class time by attending regularly and on time.
E. Complete assignments and tasks in a timely manner.
F. Assume fair share of responsibilities.
G. Are courteous and respectful.
H. Have a positive professional attitude.
I. Accept and use constructive criticism.
J. Respect individual differences

**North Carolina Middle Grades Essential Standards**

**Middle Grades – 6th**

**History**
6.H.1 Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time.
6.H.2 Understand the political, economic and/or social significance of historical events, issues, individuals and cultural groups.

**Geography**
6.G.1 Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions over time (i.e. Africa, Asia, Europe, and the Americas).
6.G.2 Apply the tools of a geographer to understand the emergence, expansion and decline of civilizations, societies and regions.

**Economics and Financial Literacy**
6.E.1 Understand how the physical environment and human interaction affected the economic activities of various civilizations, societies and regions.

**Civics and Governance**
6.C&G.1 Understand the development of government in various civilizations, societies and regions.

**Culture**
6.C.1 Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions.

**Middle Grades – 7th**

**History**
7.H.1 Use historical thinking to analyze various modern societies.
7.H.2 Understand the implications of global interactions.

**Geography and Environmental Literacy**
7.G.1 Understand how geography, demographic trends, and environmental conditions shape modern societies and regions.
7.G.2 Apply the tools of a geographer to understand modern societies and regions.
**Economics and Financial Literacy**
- **7.E.1** Understand the economic activities of modern societies and regions.

**Civics and Governance**
- **7.C&G.1** Understand the development of government in modern societies and regions.

**Culture**
- **7.C.1** Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions.

**Middle Grade – 8th History**
- **8.H.1** Apply historical thinking to understand the creation and development of North Carolina and the United States.
- **8.H.2** Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.
- **8.H.3** Understand the factors that contribute to change and continuity in North Carolina and the United States.

**Geography and Environmental Literacy**
- **8.G.1** Understand the geographic factors that influenced North Carolina and the United States.

**Economics and Financial Literacy**
- **8.E.1** Understand the economic activities of North Carolina and the United States.

**Civics and Governance**
- **8.C&G.2** Understand the role that citizen participation plays in societal change.

**Culture**
- **8.C.1** Understand how different cultures influenced North Carolina and the United States.

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**Course Outline and Calendar**

The instructor reserves the right to adjust the course outline as deemed necessary by students’ needs.

**Week One: August 20**

Reading(s) for Discussion Board (DB) Module One:
- EDMG 462 Syllabus, register for TaskStream and look at the Unit and Lesson Builders, read all Middle Grades Social Studies Essential Standards for 6, 7, & 8 grade levels by following this link: [Search by Standard](http://www.learnnc.org) click on Social Studies and then grade levels, and contact Ms. Washington about your placement in the field.

The Field Placement – Please contact Ms. Washington at 910-672-1587 or jwashinct@uncfsu.edu located in Room 246 Butler Building (School of Education). The Field Placement is a mandatory 20-30 hours of observation with a middle school classroom during this semester. You will also need to complete a time sheet and have it signed by your cooperating teacher. To access the form please go to: [http://www.uncfsu.edu/ote/forms](http://www.uncfsu.edu/ote/forms) (OBSERVATION TIME SHEET)

A Unit Plan is ten lesson plans with a focused goal for teaching a particular North Carolina Essential Standard or standards. The standards are also known as “the curriculum.” For this course, a ten lesson, finalized unit of instruction is due in TaskStream by November 1. The draft of the Unit Plan is due by October 1. You must register for TaskStream and participate in the TaskStream Webinar within the next two-three weeks. If needed, contact Jessie Baker 910.672.1421 jlbaker01@uncfsu.edu for assistance. Once registered, go into TaskStream to review the Unit Builder and the Lesson Builder Sections. You can also use the templates to build the initial document and then cut and paste information into Lesson and Unit Builder.

DB One Assignment:
- Web Assignment: When you have completed reading, go to Discussion Board One and discuss your thoughts on what you have read, what questions you have about writing a unit of instruction, etc.? Next, discuss and build a hypothetical classroom. I will provide three examples in Module One. The hypothetical classroom is important because you will build your unit around factors in this classroom setting such as available resources, special needs students, gifted students, or special demographics, lack of resources, etc. Post your hypothetical classroom and demographics in this DB forum.

**Discussion Board assignments are due on Wednesdays (midnight) each week.**

**Week Two: August 27**

Exploring lesson planning and the Unit Rubric

Reading(s) for Discussion Board (DB) Module Two:
### Week Three: September 3

**Addressing Differentiation and Diversity in every lesson.**

**Reading(s) for Discussion Board (DB) Module Three:**


A General overview of Chapters 5 and 6: Teaching Strategies for Lower and Higher Levels – Page 95-96

Chapter Five: Teaching Strategies for Lower Level Skills: pp. 97 – 114

Chapter Six: Teaching Strategies for Higher Level Skills: pp. 115–139

(After reading take the short quiz in this week’s Module)

**DB Two Assignment:** Select a topic and Common Core Standard(s) you will teach for the unit you create. Go to Search by Standard [at http://www.learnnc.org](http://www.learnnc.org) and go to Social Studies and then click on each Grades 6,7,8 for Social Studies. Again, familiarize yourself with and review the different standards for each of the middle grades 6-8 levels. Select a standard(s) on which you will build a unit of instruction. It can be something you would like to teach or a standard/topic you want to learn more about. As you begin building your first lesson, place the standard(s) on the Lesson Builder Template found in the module. Look at the UNIT RUBRIC to see all of the criteria you will have to meet to pass the course. In the “Summary” section of the UNIT BUILDER template, you will need to talk about the school professionals you will collaborate with to create this unit and many other criteria will have to be addressed as you begin thinking about and planning the unit. Take a moment and look at example units to guide you. Review the documents within this module and other modules and view the PowerPoint to assist you in completing the Unit Builder template. Please place the Unit Builder template on Bb after you add demographic information from your hypothetical classroom. Example learning contexts/hypothetical classroom are provided in Module One.

Place the UNIT BUILDER document on the Discussion Board Two before Wednesday (midnight).

**REQUIRED:** To avoid re-inventing the wheel, as you create the UNIT BUILDER, lessons, and the entire unit of instruction, know that you are required to use research-proven activities to support cultural diversity, differentiation strategies, collaboration with resource teachers and PLCs, 21st Century Skills (see p21.org website), problem solving and critical thinking activities, incorporation of Technology, how you have addressed global awareness and cultural relevance for all students, use a variety of methods and strategies based on research and student need, and organize student learning groups for the purpose of developing cooperation, collaboration, and student leadership, and use formative assessments to learn about students’ skill level, knowledge acquisition, and remediation and use this to plan instruction. You must demonstrate within your unit that you do these things, so be aware that you must show and/or say that you are doing all of these things in your lessons, and one of the best places to add some of this criteria is in the UNIT BUILDER “Summary” section. You must also cite with references, the research that says this is a good activity and why. I have given you vast research articles to use that give you the “why” we use particular strategies. Your text is also a research proven source.

### Week Four: September 10

**Reading(s) for Discussion Board (DB) Module Four:**


Chapter Seven: Planning a Unit from Start to Finish: Page 140 – 159

(After reading take the short quiz in this week’s Module)

**DB Three Assignment:** View the sample lesson plan in the Week Three Module. You will also find the directions for the unit plan and the rubric. Please use the rubric and the directions to carefully scrutinize the sample lesson plan. Please post your results on Discussion Board Two before Wednesday (midnight).

**Lesson Plan One and Two Assignment:** You will design and construct the first and second lessons of your unit in the TaskStream Lesson Builder template. For now, use the WORD document template provided. You will later cut and paste this into the actual Lesson Builder and submit in TaskStream, but you will not do this until October and then again in November. Please look at the Comprehensive Unit Plan guidelines that I have placed in this module for your convenience as a guide.

### Week Five: September 17

**Reading(s) for Discussion Board (DB) Module Five:**


(After reading take the short quiz in this week’s Module)
DB Five Assignment: Lesson Plan Five and Six Assignment: You will design and construct the Fifth and Sixth lessons of your unit in the TaskStream Lesson Builder template. For now, use the WORD document template provided. Post your lessons on Bb before Wednesday (midnight). Look at your peers’ lessons and give feedback.

Week Six: September 24
Reading(s) for Discussion Board (DB) Module Six:
(After reading take the short quiz in this week’s Module)
Chapter 2: The Fields of Social Studies: How They Relate Page 21 – 38
Chapter 3: Teacher Roles and Student Audiences – Page 39 – 59

DB Six Assignment: Lesson Plan Seven and Eight Assignment: You will design and construct the Seventh and Eighth lessons of your unit in the TaskStream Lesson Builder template. For now, use the WORD document template provided. Remember to look at the Comprehensive Unit Plan guidelines that I have placed in this module for your convenience as a guide. Post lessons on Bb before Wednesday (midnight) and seek feedback from and give feedback to your peers.

Week Seven: October 1
Reading(s) for Discussion Board (DB) Module Seven:
(After reading take the short quiz in this week’s Module)

DB Seven Assignment: Lesson Nine and Ten Assignment: You will design and construct the Ninth and Tenth lessons of your unit in the TaskStream Lesson Builder template. For now, use the WORD document template provided. Post lessons on Bb before Wednesday (midnight) and provide and seek feedback.

Week Eight: MIDTERM October 8 – DRAFT UNIT DUE
Reading(s) for Discussion Board (DB) Module Eight:
(After reading take the short quiz in this week’s Module)

DB Eight Assignment: You will edit, revise, and complete all ten lessons, and place all lessons and the Unit Builder into the actual Unit Builder and Lesson Builder templates in TaskStream and submit all lessons with the Unit Builder into TaskStream for Feedback. Do not formally submit the lessons. You will see a button that says “REQUEST FEEDBACK.” Click on this to receive feedback. The UNIT is your midterm grade, so if you do not submit all ten lessons, you will have an F for a grade.

Week Nine: October 15
Reading(s) for Discussion Board (DB) Module Nine:
(After reading take the short quiz in this week’s Module)
Chapter Nine: Teaching World/Global Studies – Page 199 – 224
Chapter Ten: Teaching U.S. History and American Studies - Page 225 – 252

DB Nine Assignment: Work on your unit plan to further edit and revise. On the Discussion Board, ask your peers questions as to how they addressed Global Awareness within their units. Use feedback and discussion to bolster your unit.

Week Ten: October 22
Reading(s) for Discussion Board (DB) Module Ten:
(After reading take the short quiz in this week’s Module)
Chapter 12: Old Concerns, New Directions – Page 282 – 316

DB Ten Assignment: Continue working to revise, edit, and strengthen your unit. Use this week’s discussion forum to ask questions and get ideas.

Week Eleven: October 29
Reading(s) for Discussion Board (DB) Module Eleven:
(After reading take the short quiz in this week’s Module)
Chapter Thirteen: The Role of Textbooks in Social Studies Education – Page 317 – 333
**DB Eleven Assignment:** Continue working to revise, edit, and strengthen your unit. Use this week’s discussion forum to ask questions and get ideas. The final submission is due on November 5 in TaskStream. No exceptions!

**Week Twelve: November 5 – FINAL SUBMISSION of Unit in TASKSTREAM**

**Week Thirteen: November 12**

  Networking Socially at the Start of the School Year

**Reading(s) for Discussion Board (DB) Module Thirteen:**

  (After reading take the short quiz in this week’s Module)


**DB Thirteen Assignment:** Share your thoughts and opinions on this week’s readings in this forum.

**Week Fourteen: November 19**

  Final Presentations – complete the final presentation of your unit and post when you have completed it

  There are no readings this week – no quiz.

**DB Fourteen Assignment:** Final Presentation – Create a brief presentation of your unit and post it on Discussion Board to share with your classmates. Each student will provide a productive commentary on every students’ unit. This will be done this week and next. Download units to use or have a foundation or as a means to build new units.

**Week Fifteen: November 26**

  Final Exam Review: Review quiz for the final exam – Please take the quiz in this module, as it will help prepare you for the final exam. A study guide is also provided in this module

  In the DB, please view all of your classmates’ unit plans and provide feedback.

**Week Sixteen Final Exam: December 4**

Please take the final exam located in the Week 16 Module.

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**Assessment and Evaluation:**

*Attendance* and Participation (on going) (10% - 100 points -6 if absent, -3 if tardy/leave early)

Class attendance and participation in class are very important and constitute a part of the grade for the course. The instructor values contributions from multiple sources and many perspectives. Reading materials for this course offer a framework to guide class discussions, however, it is expected that students will learn not only from these readings and from the instructor, but also from each other through small group discussions and projects. Students will actively shape the learning in this course, and all student perspectives are welcomed and honored. This is a performance-based course that will include presentations and discussions. CF; NCDPI PTS; SLO

The Field Placement Requirement – Please contact Ms. Washington at jwashington@uncfisu.edu (phone: 910-672-1587) located in Room 246 Butler Building (School of Education) as each student is required to complete 20 to 30 hours in a field placement classroom during the semester. Within the field experience, students are asked to observe and participate in classroom activities that will extend their growing knowledge on pedagogical, assessment, and differentiation theories. Students should take opportunities to collaborate with the classroom teacher and assist in daily classroom tasks, such as taking roll, grading papers, or hall duty when time permits.

**IMPORTANT - Edited Work:** All papers must be submitted to either SmartThinking or Turnitin before lesson plans or papers are submitted to the instructor, and you must provide proof that you have done this by emailing your results along with the edited paper. SmartThinking and Turnitin are located in Blackboard under “TOOLS.” Work that has errors in spelling, missing words in sentences, poorly constructed sentences, or grammatical errors will not be accepted and will be returned immediately for revision. Papers submitted on the date they are due with any of the above errors will be returned and considered “late” upon resubmission unless errors can be corrected within the same day.

**EDMG 462 Grading Scale**

<table>
<thead>
<tr>
<th>Unit Overview/Unit Builder</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>300</td>
</tr>
</tbody>
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Revised 08/13/13
PLEASE NOTE: All assignments are course requirements.

Grading Procedures: Please refer to the scoring rubric that accompanies each assignment for the specific criteria that will be used to evaluate that assignment.

Grading Scale:

<table>
<thead>
<tr>
<th>Course Points Scale</th>
<th>University Grading Scale</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900 - 1000</td>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>800 - 899</td>
<td>83-91</td>
<td>B</td>
</tr>
<tr>
<td>700 - 799</td>
<td>74-82</td>
<td>C</td>
</tr>
<tr>
<td>600 - 699</td>
<td>65-73</td>
<td>D</td>
</tr>
<tr>
<td>599 or less</td>
<td>64 &amp; Below</td>
<td>F</td>
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Institutional Guidelines

Academic Integrity - Dishonesty in Academic Affairs
Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building. Fayetteville State University Undergraduate Catalog pg. 85

Behavior in the Virtual Classroom
The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each virtual classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class online.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors; while students are presenting information or expressing their viewpoints;
2. Threats or statements that jeopardize the safety of the student and others;
3. Failure to follow reasonable requests of faculty members;
4. Others as specified by the instructor.
5. Please read the rules of “Netiquette” at the following site: http://www.albion.com/netiquette/corerules.html

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.
1. Direct student to cease disruptive or disrespectful behavior;
2. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior;
3. Lower the student’s final exam by a maximum of one-letter grade; or
4. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

Revised 08/13/13
**Class Attendance**

Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive at class on time and remain in class for the entire scheduled period. Likewise, students are expected to complete all assigned Blackboard activities within the assigned window of time. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments. Campus and community enrichment opportunities will be announced and may be used for attendance make-up points.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

Please note that the WN grade is no longer in effect. Students must follow university protocol and announced deadlines (see calendar on www.uncfsu.edu) to withdraw from a class.

**Excused Absences**

Students shall be allowed a minimum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy.

The minimum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the minimum stated in this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching.

Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.

**Requesting an Absence due to Religious Observance**

A. At least ten (10) calendar days prior to the date of the observance, a student shall complete the Request for Class Absence Due to Required Religious Observance form and submit it to the Center for Personal Development.

B. If the student has provided the Request for Class Absence Due to Required Religious Observance form to the Center for Personal Development in the time prescribed, the student shall be granted the excused absence as prescribed by this Policy. The Center for Personal Development shall be responsible for notifying the student’s instructors of the student’s approved absence.

C. The Center for Personal Development shall also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this Policy. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student’s instructors. The instructor will evaluate the student’s request according to the guidelines in the course syllabus regarding excused absences. If the student’s request is approved, the student shall be responsible for completing all make-up assignments.

**Grade of Incomplete**

A grade of incomplete will only be assigned upon mutual agreement between instructor and student and in the case of extremely extenuating circumstances. Extenuating circumstances might include significant health issues or death in the immediate family. A contract will be developed between student and instructor outlining a plan for course completion and deadline for work to be submitted.

**Disability Statement**

“Fayetteville State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability. Moreover Fayetteville State University values diversity and actively seeks to recruit talented students, faculty, and staff from diverse backgrounds.” (Undergraduate Catalog, 2009-2010)

**FSU Policy on Electronic Mail**

Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

Revised 08/13/13
Inclement Weather
We will follow the Fayetteville State University inclement weather schedule. Please consult the university webpage, local radio and television statements for announcements. Blackboard Announcements with accompanying email will be the mode of correspondence this instructor uses to alert students to changes due to extenuating circumstances.

Technical Requirements for Online Instruction and Feedback

- Windows 98, NT, ME, 2000, XP, Vista, Windows 7 (2000 or XP, or Windows 7 preferred)
- High Speed Internet Connectivity: Local or National ISP Internet Service Provider (ISP) Recommended (AOL not recommended)
- Modem: (56Kbps – V.90 complaint or better recommended)
- Netscape / Internet Explorer 5.0 or higher (Internet Explorer) Recommended
- AOL or MSN browsers are NOT RECOMMENDED!
- Microsoft Office 2000 (or higher) Instructors will list any other technical requirements in the syllabus. Students taking online classes must have their own computer. We do not encourage depending on the computer at work or at the public libraries.

Instructor feedback on all online assignments will be provided within three to seven days of submission.

References:


