“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.”

<table>
<thead>
<tr>
<th>Course: READ 300 – Literacies for the 21st Century (3 Credit Hours)</th>
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</thead>
<tbody>
<tr>
<td><strong>Instructor:</strong> Dr. Catherine “Elise” Barrett</td>
</tr>
<tr>
<td><strong>Phone Number:</strong> (910) 672-1700 office – (919) 632-6856 cell (emergencies only)</td>
</tr>
<tr>
<td><strong>Email Address:</strong> <a href="mailto:cbarret1@uncfsu.edu">cbarret1@uncfsu.edu</a></td>
</tr>
<tr>
<td><strong>Semester:</strong> Fall 2014</td>
</tr>
<tr>
<td><strong>Course Location:</strong> Online</td>
</tr>
<tr>
<td><strong>Meeting Day &amp;Time:</strong> Online</td>
</tr>
<tr>
<td><strong>Office Location:</strong> Room 257 – Butler Building</td>
</tr>
<tr>
<td><strong>Office Hours:</strong> T-11:00-3:00 p.m. and W-11:00-3:00 p.m. or via appointment</td>
</tr>
<tr>
<td><strong>Course Description:</strong> - This course designed to explore the reading process, factors that affect reading development and the changing nature of literacy in the 21st Century, including an examination of reading comprehension and learning using the internet versus print-based reading environments.</td>
</tr>
</tbody>
</table>
Disabled Student Services - The University continues to be sensitive to the identification of possible barriers to the students with disabilities and attempts to make reasonable accommodations for these students. 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 please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

School of Educations 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 life. 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>
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<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>
</tr>
</tbody>
</table>

**Course Goal**
The overall goal of this course is to engage candidates in an exploration of the reading process and how the reading and writing process has broadened with the introduction of technology into the teaching and learning environment.

**Professional Teaching Standards and Standards for Reading Teachers**
Upon successful completion of this course, prospective candidates will be able to meet the North Carolina Professional Teaching Standards (NCPTS) and the North Carolina Standards for Reading Teachers (NCSRT) as described in the learning outcome matrix below:

**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.
University College Core

1. Communication Skills: Students will comprehend, analyze, and evaluate the effectiveness of various forms of written and spoken communication, and they will assemble original written and spoken communications that display appropriate organization, clarity, and documentation for a given purpose and audience.

2. Reasoning Skills
   a. Reasoning Skills - Critical Thinking: Students will accurately evaluate the reasonableness of arguments’ evidence and support, and they will construct reasonable arguments using various forms of evidence drawn from multiple sources.
   b. Reasoning Skills - Quantitative: They will apply math to situations common in everyday living, and they will calculate, interpret, and assess statistical data and concepts, percentages, proportions, rates of change, geometric measures, linear equations, probability and risk.

3. Inquiry Skills: Students will formulate effective questions based on a need; organize, sort, evaluate, and retrieve academic information to address the need; cite sources appropriately for their context.

4. (Goal 5) Global Literacy: Students will appreciate the global diversity of cultures, values, and belief systems and the common humanity underlying them; interact effectively with culturally different peoples; understand cultural interdependence, and create solutions to intercultural problems.

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.
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.

Diversity - Diversity is primarily emphasized through and within professional readings, articles, and websites.

Technology - The candidates in this course will become knowledgeable of a variety of Web 2.0 features and other new literacies which impact the teaching of literacy in the 21st Century.

Dispositions - Teachers articulate connections between teacher dispositions and student achievement; they will demonstrate and appreciation of literacy research on teaching practices. This will be assessed through observations.

1. Weekly Quizzes, Discussion Board Assignments: Each week you are required to read each week’s assigned readings and take a brief quiz on the readings to demonstrate you have read and understand the assigned materials. Each week there is a Discussion Board assignment; however, you will select ten of the Discussion Board forums to engage in a meaningful discussion with your peers.

   Discussion Board (10 regular DB assignments @ 30 points each – 300)
   Quizzes (15 @ 20 points each – 300)

2. Research Paper – Students will select a topic of choice one of the following topics that is related to 21st century literacies. For example, you could choose digital literacies as it relates to enhancing student learning, or the pros and cons of the digital age in terms of learning, or technology as it relates to enhanced teaching and learning, or collaboration in the classroom, or professional collaboration as it relates to enhancing student learning, or various other topics in your text. You must organize the paper in the following order and have all components to pass this assignment: Introduction, Review of the Literature (at least five research articles or books), Interpretation and Analysis, Reflection/21st Century Skills/Classroom Application, and Reference in APA. All citations should be in APA style, no exceptions. The paper should be double-spaced, 12 pt. font, and have a running head and title page. See “Components of the Research Paper” at the end of the syllabus.

3. Multi-Modal Presentation of your Research Paper - Students will learn or use a known digital delivery method such as PowerPoint with audio or video imbedded, Prezi, Glogster, Adobe, MovieMaker, etc. that incorporates a couple of the following multi-modal sensory learning tools, such as video, visual, audio, music, sound, a blog, etc., to present your research on the Discussion Board. This project has a two-fold purpose in that you must also use digital literacies to enhance your own professional development. You can make a movie, or an interactive PowerPoint, but you must incorporate audio, video, or music in PowerPoint or both or all three), etc. The goal of this project is for you think more deeply about digital literacy and apply what you’re learning along the way. Please email the instructor with a project proposal for approval by October 15. The project proposal will be due at the midterm and the final project will be presented in class and posted on the Discussion Board. (100 points)

4. Completion of the final exam. (50 points)

Assignment Point Chart

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Research Paper</td>
<td>250</td>
</tr>
<tr>
<td>Weekly Discussion Forum (10 @30 points each)</td>
<td>300</td>
</tr>
<tr>
<td>Weekly Quizzes (15 @ 20 points each)</td>
<td>300</td>
</tr>
<tr>
<td>Multi-Modal/Media Presentation of Research Paper</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
<tr>
<td>Total Points</td>
<td>1000</td>
</tr>
</tbody>
</table>

FSU Grading Scale 92-100=A 920- 1000 points 83-91=B 830- 919 points 73-82=C 730 -829 points 64-72=D 640 -729 points Below 63=F 639 and below

October, 2013
NOTE: An education major earning a grade less than “C” in an education course is required to repeat the course.

Course Schedule/Outline

Week One:

**Online** introduction to course syllabus, expectations, assignments, and resources

New Literacies and 21st Century Skills

Learning for life in these times

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

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

Bean, T. & Harper, H. (September, 2008). Literacy education in new times: In these times. *Journal of Adolescent and Adult Literacy* 52/(1). International Reading Association. (Located in Bb.)


**DB One Assignment:** Search the web and the International Reading Association’s website at: [http://www.reading.org](http://www.reading.org) for information about the term, New Literacies. After reading this week’s assigned articles, go to the **Discussion Board** and complete the following tasks in one post.

1.) Share your thoughts on your understanding of the term, New Literacies.

2.) Also, do you consider “listening” to digital text the same as “real” reading? Think about the differences in decoding print and listening to words. Within this DB forum, compare and contrast reading printed text and listening to digital audio texts. Do you think people engage with audiobooks in much the same way as they can engage with printed or electronic texts? Explain.

Week Two:

Learning to innovate and innovating learning

Bridging the old with the new

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

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


**DB Two Assignment:** The authors indicate that student-centeredness should be high on the priority list of every 21st century educator, and therefore, value must be solidly placed on authentic projects, student interests and relationships, pathways to success, and the globally connected nature of today’s learning. In the **DB Two Forum** provide at least one example of that you understand what each area means. For example, provide an authentic project you could use. If you don’t know any, you can certainly use the web to find examples of authentic projects. For student interests, you can provide an example of a student interest survey (or interest inventory) that would help you understand the interests of your students. Provide an example of an activity you can implement to build relationships with and among your students, to help students see a pathway to college, and help students be more connected to global issues.

Also, what can you add to bridging old literacy practices with new literacy practices?

Week Three:

What is 21st Century Learning

Student Engagement: What it means in today’s classroom

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

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


October, 2013
<table>
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<tr>
<th><strong>Week Four:</strong></th>
<th>First, think about the curriculum and instruction when you were in school versus the 21st century classroom. In the <strong>DB Three Forum</strong> create and insert a chart that compares and contrasts similarities and differences between the traditional classroom and effective 21st century classroom instruction. Second, Marzano (2013) says, “Teachers can also indirectly communicate the importance of content through their enthusiasm. If the teacher is genuinely excited about content, the tacit message to students is that it contains useful information. Teachers can also share their excitement by recounting how they became interested in the content when they were students themselves” (p. 1). Share an account of how you became interested in a particular topic when you were a student; the account can be from your schooling K-college.</th>
</tr>
</thead>
</table>
| **Reading(s) for Discussion Board (DB) Module Four:** | *(After reading take the short quiz in this week’s Module)*  
**DB Four Assignment:** After reading the assigned readings for this week, take the quiz and synthesize aspects of the two readings into a well-developed summary. |
| **Week Five:** | 21st Century Learning: Knowledge work, thinking tools, digital lifestyles, and learning research  
Cooperative Learning – effective strategies to promote literacies  
**Reading(s) for Discussion Board (DB) Module Five:** *(After reading take the short quiz in this week’s Module)*  
**DB Five Assignment:** Trilling and Fadel (2009) highlight the significance of learning to create together. Alexander, Lindlow, and Schock (2008), review the vast literature on cooperative learning and present a case study on cooperative learning. In the **DB Five forum**, describe two learning activities that promote effective reasoning, student decision making, student cooperation, and collaborative problem solving. You can use the web to find creative ideas. Share your findings and thoughts in DB Five. Make sure your ideas are not the same as another student’s. (Your ideas may be similar, but try to be unique and creative.) |
| **Week Six:** | Digital Literacy Skills  
Critical Literacies and News Media Savvy  
**Reading(s) for Discussion Board (DB) Module Six:** *(After reading take the short quiz in this week’s Module)*  
**DB Six Assignment:** After reading the assigned reading for this week, take the quiz and synthesize aspects of the reading into a well-developed summary. |
<p>| <strong>Week Seven:</strong> | |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Reading(s) for Discussion Board (DB) Module Seven: (After reading take the short quiz in this week’s Module)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Marziano, R., Pickering, D., &amp; Pollock, J. (2003). Integrating Technology into the Classroom using Instructional Strategies based on the research from: Classroom Instruction that Works: ASCD.</td>
</tr>
</tbody>
</table>

**DB Seven Assignment:** How do some of the strategies Marziano suggests support Career and Life Skills discussed in the text? In the DB Seven, provide an in depth response to this question. Provide support from the text, this article, or other research.

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<thead>
<tr>
<th>Week</th>
<th>Reading(s) for Discussion Board (DB) Module Eight: (After reading take the short quiz in this week’s Module)</th>
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**DB Eight Assignment:** After reading the assigned reading for this week, take the quiz and synthesize aspects of the reading into a well-developed summary.

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<thead>
<tr>
<th>Week</th>
<th>Reading(s) for Discussion Board (DB) Module Nine: (After reading take the short quiz in this week’s Module)</th>
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</table>

**DB Nine Assignment:** After reading and taking the quiz, seek to answer the question, does e-learning require a new approach to teaching and learning? In the DB Nine forum, take a position on one side or the other and provide evidence from the readings to support your position.

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading(s) for Discussion Board (DB) Module Ten: (After reading take the short quiz in this week’s Module)</th>
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</table>

**DB Ten Assignment:** After reading the assigned reading for this week, take the quiz and synthesize aspects of the reading into a well-developed summary.

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading(s) for Discussion Board (DB) Module Eleven:</th>
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<tbody>
<tr>
<td></td>
<td>Digital literacy to promote print literacy</td>
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**Reading(s) for Discussion Board (DB) Module Eleven:**
<table>
<thead>
<tr>
<th>Week Twelve:</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Flipping the Classroom</td>
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</table>

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

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<tr>
<th>(After reading take the short quiz in this week’s Module)</th>
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| DB Eleven Assignment: | In DB Eleven, identify several key points from the text and article and compare and contrast these points or draw correlations within the discussion board. |

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<tr>
<th>Week Thirteen:</th>
<th>Apps for Educators</th>
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| Reading(s) for Discussion Board (DB) Module Thirteen: | Apps for Educators | (This is a large media document with live links to various apps on the web. It is located within Module Thirteen.) |

| DB Thirteen Assignment: | Spend some time this week exploring the “Apps for Educators” information provided within the module. In the DB Thirteen, provide a top ten list of apps you would use in the classroom. You do not have to limit the list to “apps” as you can also include helpful websites not found on this document. Discuss how you would use the apps/websites and pedagogical advantages or disadvantages each app/website has to offer. |

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<tr>
<th>Week Fourteen:</th>
<th>Final Presentations – complete the final presentation and post when you have completed it</th>
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</thead>
</table>

| 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 provided in this module. |

| DB Fourteen Assignment: Final Presentation | You will complete your multi-modal presentation and post it on Discussion Board Fourteen. Each student will provide a productive commentary on every students’ project. This will be done this week and next. |

| Week Fifteen: | Final Exam Review: Review quiz II 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 provided in this module. |
|---|---|

| New Insights - New Literacies - Final Presentations | In the DB, please view all of your classmates’ final presentations and comment on which apps or tools you will apply in the classroom. |

| Week Sixteen Final Exam | Please take the final exam located in the Week 16 Module. |

| Teaching Strategies | This course uses readings, demonstrations, inquiry and problem based learning along with Web 2.0 and other internet activities for presentations. |
**Academic Support** - Smarthinking is available. This is an online tutoring service provided for all students. You may submit your writing for the class to the Online Writing Lab. It is listed as a Blackboard Course.

**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 Online 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 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.

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 repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices;
4. Overt inattentiveness (sleeping, reading newspapers);
5. Eating in class (except as permitted by the faculty member);
6. Threats or statements that jeopardize the safety of the student and others;
7. Failure to follow reasonable requests of faculty members;
8. Entering class late or leaving class early on regular basis; and
9. Others as specified by the instructor.

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 behavior;
2. Direct student to change seating locations;
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior;
4. Dismiss class for the remainder of the period; (Must be reported to department chair)
5. Lower the student’s final exam by a maximum of one-letter grade; or
6. 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.

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 complete Discussion Assignments on time. 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.

The deadline for withdrawing from class is October 28.

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
**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.

**Course References:**


Marzano, R., Pickering, D., & Pollock, J.(2003). Integrating Technology into the Classroom using Instructional Strategies based on the research from: Classroom Instruction that Works: ASCD.


Components of the Research Paper

1) Introduction
   - This section sets the context for your proposed content project and must capture the reader’s interest
   - Explain the background of your content project starting from a broad picture narrowing in on your research question(s)/topic
   - Research question(s)/topic or thesis statement

2) Review of Literature
   - Find research that supports your research question(s)/topic
   - Historical context of content project research question/topic
   - “The review of the literature provides the background and context for the research problem/topic. It should establish the need for the research and indicate that the writer is knowledgeable about the area” (Wiersma, 1995, p. 406).

3) Analysis and Interpretation
   - Lists evidence/findings
   - Organizes evidence/findings and reveals important patterns, differences or similarities
   - Synthesizes evidence/findings to reveal insightful patterns, differences, or similarities related to the focus of the content project
• Reformulates a collection of available ideas
• Consider and incorporate new directions or approaches; experiments with creating a novel or unique idea, question, format, or product
• Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment; extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries

4) Reflection and 21st Century Skills
• Why is this topic critical or relevant to today’s world?
• Application of your 21st Century content project in a 21st Century context which integrates and critically analyze two or more 21st Century skills
• Discuss how applications can motivate students to extend their content knowledge in your topic area
• Reference the SOE Conceptual Framework and how your content project aligns with it
• Self reflection regarding the impact of knowledge gained from the content project on your learning experience over time

5) References
• Follow current APA guidelines regarding use of references in text and in the reference list.
• Cite all ideas, concepts, text, data that are not your own.
• If you make a statement, back it up with your own data or a reference.
• All references cited in the text must be listed.