| **Course:** READ 422 – Teaching Reading to Culturally Diverse Children (3 Credit Hours) |
| **Instructor:** Dr. Catherine E. Barrett |
| **Phone Number:** (910) 672-1700 office – (919) 632-6856 cell |
| **Email Address:** cbarret1@uncfsu.edu |
| **Semester:** Fall 2014 |
| **Course Location:** Online Blackboard Course |
| **Meeting Day &Time:** Web-based due dates Sunday evenings before 12:00 a.m. |
| **Office Location:** Room 257 – Butler Building |
| **Office Hours:** Please contact the instructor via email |
| **Course Description:** READ 422 (3-3-0) Teaching Reading to Culturally Diverse Children: An examination of materials and approaches for teaching reading effectively in a multicultural setting.
Required Textbook: None required. All readings will be provided and are available on Blackboard within Weekly Modules.

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.

Course Goal
The overall goal of this course is to engage candidates in an exploration of materials and approaches for teaching reading effectively in a multicultural setting.

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.

Fayetteville State University School of Education Conceptual Framework
“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.”

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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</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. <strong>MG-Learning Outcome: #6:</strong> Teacher candidates will provide appropriate accommodations and implement teaching strategies for diverse learners. <strong>Assessment:</strong> Discussion Board Assignment, ethnography project</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. <strong>MG-Learning Outcome: #8:</strong> Teacher candidates will be able to communicate effectively, analyze data, and be a reflective practitioner. <strong>Assessment:</strong> Discussion Board Assignment, ethnography project</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>
</tbody>
</table>
| Research and Leadership (4) | 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.  
**MG-Learning Outcome: #5:** Teacher candidates will demonstrate leadership skills through the establishment of a safe, orderly and positive environment.  
**Assessment:** Ethnography project. |
| --- | --- |
| Respect for Diversity and Individual Worth (5) | Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.  
**MG-Learning Outcome: #6:** Teacher candidates will provide appropriate accommodations and implement teaching strategies for diverse learners.  
**Assessment:** Discussion Board Assignment and ethnography project |
| Technological Competence and Applications for Student Learning (6) | Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.  
**MG-Learning Outcome: #4:** Teacher candidates will know how to utilize technology to enhance instruction, learning, research, assessment and data management.  
**Assessment:** Discussion Board Assignment, Quizzes, ethnography project, midterm exam and final exam. |
| Working with Families and Communities (7) | 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.  
**MG-Learning Outcome: #6:** Teacher candidates will provide appropriate accommodations and implement teaching strategies for diverse learners.  
**Assessment:** Ethnography project |

**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 professional readings (test), 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.

**Course Requirements**

1. **Readings and weekly quizzes (600 points)**: Each week students will be assigned readings, PowerPoints, and web reviews. After completing the readings, etc., you will take a brief quiz on Bb. Each quiz is worth 50 points for a total of 600 points.

2. **Ethnographic project (200 points)**: Ethnography is qualitative research that seeks to interpret and understand a culture or cultures. The ethnographer is situated within the culture and becomes an active observer of the phenomena. Read the following descriptions of ethnography:

"When used as a method, ethnography typically refers to fieldwork (alternatively, participant-observation) conducted by a single investigator who 'lives with and lives like' those who are studied, usually for a year or more." --John Van Maanen, 1996.

"Ethnography literally means 'a portrait of a people.' An ethnography is a written description of a particular culture - the customs, beliefs, and behavior - based on information collected through fieldwork." --Marvin Harris and Orna Johnson, 2000.

"Ethnography is the art and science of describing a group or culture. The description may be of a small tribal group in an exotic land or a classroom in middle-class suburbia." --David M. Fetterman, 1998.
For this project you will use elements of ethnography to compose a three to five page paper, double spaced, in APA format with a minimum of five current, cited resources and a works cited page. You may choose one of the following:

1. Become an ethnographer for your own family/culture. As an “insider,” you will:
   - Reflect upon and tell the story of your culture
   - Identify your own funds of knowledge (see Moll, 1992)
   - Discuss with some detail, what is unique and rich about the culture from which you came
   - Talk about what makes your culture special to you
   - Reflect upon how you believe your culture affected or affects reading, learning, and literacy.
   - During the formative k-12 years, how did you negotiate the curriculum to find success?
   - Were any aspects of English or reading difficult? If so, talk about what and why. If not, think about and discuss why you think it was not difficult to acquire.
   - Reflect up on how you believe your culture affected or affects reading, learning, and literacy.
   - During the formative k-12 years, how did you negotiate the curriculum to find success?
   - Were any aspects of English or reading difficult? If so, talk about what and why. If not, think about and discuss why you think it was not difficult to acquire.
   - Incorporate at least five sources from the course or beyond to support your paper.

2. Become an ethnographer within a classroom. To complete this you need to spend at least three weeks observing within a classroom. As an “insider” you will:
   - Observe the daily culture within a school classroom
   - Select a student or a group of students and learn about their culture
   - Describe the funds of knowledge you discover
   - What makes each culture unique
   - How do you believe the observed culture(s) affects achievement and discuss why you believe this and use research to support your position
   - How do students from various cultures negotiate the curriculum, and do they find success? If not, explain with research-based support, what you think teacher(s) could do to assist each student’s achievement?
   - Did you observe culture-related difficulties with literacy/English/reading? Describe the issue and reflect on what could be done to assist the student(s).
   - Incorporate at least five sources from the course or other sources to support your reasoning.

3. Develop a project of your own that incorporates many of the tenets listed in the previous two tasks. A student-designed project must be approved by the instructor prior to beginning the assignment.

This project is worth 200 points.

3. Completion of mid-term and final exams (100 points for each exam). Each exam will be worth 100 points each for a total of 200 points.

Assignment Point Chart

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Weekly Quizzes</td>
<td>600</td>
</tr>
<tr>
<td>Ethnographic Project</td>
<td>200</td>
</tr>
<tr>
<td>Midterm</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td>Total Points</td>
<td>1000</td>
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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
NOTE: An education major earning a grade less than “C” in an education course is required to repeat the course.

<table>
<thead>
<tr>
<th>Week One Module One of Two</th>
<th>Introduction to course syllabus, expectations, assignments, and resources</th>
<th>Bb Assignments: View Orientation PowerPoint in Bb Complete readings, discussion board, and quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Two Module Two</td>
<td>When Culture Affects Teaching and Learning (Maryann Dickar’s, Hearing the Silenced Dialogue: An Examination of Teacher Race on Their Experience)</td>
<td>Bb Assignments: Complete readings, discussion board, and quizzes</td>
</tr>
<tr>
<td>Week Three Module Three</td>
<td>Topics: Literacy &amp; Education for All Children from All Cultures (MaryAnn Richards’s, Exploring two interventions to promote graduate education majors’ dispositions towards culturally responsive teaching: Taking action to address my shortcomings as a literacy teacher educator)</td>
<td>Bb Assignments: View video - Read article, complete quizzes, and discussion board</td>
</tr>
<tr>
<td>Week Four Module Four</td>
<td>Topics: Developing Practices and Dispositions for Culturally Responsive Teaching (Dray, B. &amp; Wineski, D.: Mindful reflection as a process for developing culturally responsive practices. TEACHING Exceptional Children. Behavior Intervention: Council for Exceptional Children. (44)1 pp: 28-36.)</td>
<td>Bb Assignments: Read article, complete quizzes, and discussion board</td>
</tr>
<tr>
<td>Week Six Module Six</td>
<td>Topics: The Underrepresentation of Culturally Diverse Students in Gifted Programs Frye, B. and Vogt, H. (April 2010). The causes of underrepresentation of African American children in gifted programs and the need to address this problem through more culturally responsive teaching practices in teacher education programs. Black History Bulletin (73)1 pp. 11-17.</td>
<td>Bb Assignments: View video - Read article, complete quizzes, and discussion board</td>
</tr>
<tr>
<td>Week Seven Module Seven</td>
<td>Midterm Review of Concepts</td>
<td>Bb Assignments: None</td>
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<tr>
<td>Week Eight</td>
<td>Midterm Exam</td>
<td>Bb Assignments: Take Midterm</td>
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<td>Module Eight</td>
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<tr>
<td>Week Nine</td>
<td>Topics: Debate and Practice for Teaching ELL and Biliteracy</td>
<td>Bb Assignments: Read article, video links, complete quizzes, and discussion board</td>
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<tr>
<td>Week Ten</td>
<td>Topics: Multiple Strategies for Supporting Literacy Development in Culturally Diverse Children Captioned Media: Literacy Support for Diverse Learners. (2010) By: National Center for Technology Innovation and Center for Implementing Technology in Education (CITEd)</td>
<td>Bb Assignments: Read article, video links, complete quizzes, and discussion board</td>
</tr>
<tr>
<td>Week Eleven</td>
<td>Topics: Literacy Success: What’s Working to Support Literacy Development for All Children Nationally</td>
<td>Bb Assignments: Read article, video links, complete quizzes, and discussion board</td>
</tr>
<tr>
<td>Module Eleven</td>
<td>Martinez, G. (November, 2011). Literacy success: Fifty students from areas throughout the United States share their stories. <em>Journal of Adolescent &amp; Adult Literacy</em> 55(3). International Reading Association (pp. 221-231).</td>
<td></td>
</tr>
<tr>
<td>Week Twelve</td>
<td>Topics: Identity, Diversity, and Multi-Literacy Development</td>
<td>Bb Assignments: Read articles, complete quizzes, and discussion board</td>
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<tr>
<td>Week Thirteen Module Thirteen</td>
<td>Topics: Culturally Responsive Literacy Strategies and 21st Century English Education</td>
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<tr>
<th>Week Fourteen Module Fourteen</th>
<th>Final Conceptual Review and Culmination</th>
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<tbody>
<tr>
<td></td>
<td>Additional Topics and Resources: Literacy Across Content Areas and the New Norm</td>
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</tbody>
</table>

| Bb Assignments: Read articles, complete quizzes, and discussion board |

<table>
<thead>
<tr>
<th>Week Fifteen</th>
<th>Final Exam</th>
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<tbody>
<tr>
<td>Note pay attention to the deadline for taking the exam.</td>
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</table>

| Take Final Exam |

**Teaching Strategies** - This course uses inquiry and problem based learning along with other internet activities in Bb. Students are to enter each week’s module in Bb to engage in specific readings, PowerPoint presentations, videos, discussions, etc.

**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 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 arrive to 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. The deadline for withdrawing from class is July 1.

**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:


Captioned Media: Literacy Support for Diverse Learners. (2010) By: National Center for Technology Innovation and Center for Implementing Technology in Education (CITED)


Martinez, G. (November, 2011). Literacy success: Fifty students from areas throughout the United States share their stories. Journal of Adolescent & Adult Literacy 55(3). International Reading Association (pp. 221-231).


