Course: EDUC 615 - Techniques of Teaching in Middle and Secondary Grades (3-3-0)
Instructor: Dr. Catherine Elise Barrett - Dept. Middle Grades, Secondary, Special Ed.
Phone Number: (910) 672-1700
Email Address: cbarret1@uncfsu.edu
Semester: Spring 2015
Course Location: Field
Meeting Day & Time: Online
Office Location: Room 257 – Butler Building
Office Hours: T-W 11:00-3:00 p.m. via appointment
Course Description: EDUC 615 Effective teaching techniques used to direct learning in grades 6-12. Innovative forms of organization and instruction are investigated (3-3-0)

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@broncos.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. Information from FSU or FSU students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. The student is responsible for ensuring the mailbox remains available to receive notifications. FSU is not responsible for issues related to notifications that are not deliverable due to full mailboxes. Inquiries or requests from personal email accounts are not assured a
**Rules and regulations governing the use of FSU email may be found at** [http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf)

**Title IX – Sexual Misconduct** - Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: [http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf](http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf)

**Consulting with a Health Care Professional** - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Office Location</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Pamela C. Fisher</td>
<td>Licensed Professional Counselor</td>
<td>Spaulding Building, Room 165</td>
<td>(910) 672-387</td>
<td><a href="mailto:psmith@uncfsu.edu">psmith@uncfsu.edu</a></td>
</tr>
<tr>
<td>Ms. Linda Melvin</td>
<td>Director, Student Health Services</td>
<td>Spaulding Building, Room 121</td>
<td>(910) 672-1454</td>
<td><a href="mailto:lmelvi10@uncfsu.edu">lmelvi10@uncfsu.edu</a></td>
</tr>
</tbody>
</table>

**Reporting an Incident of Sexual Misconduct** - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual: Ms. Victoria Ratliff, Deputy Title IX Coordinator for Students, Spaulding Building, Room 155, (910) 672-1222, vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible. Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

**Deadlines and Quality for School of Education Evidence Project: the Unit Plan**

This course contains one School of Education “evidence” project that demonstrates your ability to synthesize and apply what you have learned. Successful completion of evidence assignments is required in order to be recommended for licensure and graduation from the Middle Grades, Secondary, and Specialized Subjects program. In this program, there are four major assignments: the unit plan (EDMG 461, 462, EDUC 615), the content research paper (EDMG 498), the leadership & collaboration project, and the case study (EDMG 470). For EDMG 461, the unit plan must be fully completed by October 1. Feedback will be provided and the final submission will be due on November 1. Time between the first and second submissions will be the only penalty-free opportunity to make revisions. Please note below, significant reductions in final grades will apply if deadlines are missed.

**Reduction in Grade for Late Assignments** - An incredibly important aspect of a teacher’s job description is being able to successfully complete tasks according to guidelines and meet deadlines. Therefore, assignment due dates in this course are firm; missed deadlines will result in a deduction of 50 points from overall course points for the missed due. Assignments will not be accepted three (3) days after the due date and no points will be awarded. If this is the case, you will to evaluate time appropriated to this course and withdraw if necessary.

As you will note, late assignments will quickly reduce the final course grade and have the potential to cause a failing or unsatisfactory grade. Assignments submitted that are of poor quality will have similar consequences.

**Reduction in Grade for Revisions** - If an assignment is turned in on time, but fails to meet rubric criteria in terms of content, grammar conventions (i.e., spelling, tense, capitalization, etc.), organization, APA, and adherence to
assignment instructions, the assignment will be returned and 25 points will be deducted from the overall course grade. Each time a poorly constructed paper is submitted an additional 25 points will be deducted; students may only submit a paper/project once for revisions. After the resubmitted revision, the project will receive the final grade assigned. If the project fails, you will fail the course. Therefore, I suggest closely reading all rubrics and assignment directions, so that you completely understand all requirements of the assignment. If you are not a strong writer, you will need to seek assistance prior to turning in the assignment.

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 Spauleing 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.

Degree Program
- Undergraduate [http://catalog.uncfsu.edu/ug/ED/MSSS/index.htm](http://catalog.uncfsu.edu/ug/ED/MSSS/index.htm)
- Graduate [http://catalog.uncfsu.edu/g/ED/MSSS/index.htm](http://catalog.uncfsu.edu/g/ED/MSSS/index.htm)

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 common in everyday teaching situations, and they will calculate, interpret, and assess statistical data and concepts to improve instruction.

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>
</table>
| Caring Dispositions and Ethical Responsibility (1) | 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.  
  **MG-Learning Outcome:** #6: Teacher candidates will provide appropriate accommodations and implement teaching strategies for diverse learners.  
  **Assessment:** Unit |
| Communication (2) | Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.  
  **MG-Learning Outcome:** #8: Teacher candidates will be able to communicate effectively, analyze data, and be a reflective practitioner.  
  **Assessment:** Unit |
| Knowledgeable and Reflective (3) | 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.  
  **MG-Learning Outcome:** #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.  
  **Assessment:** Unit Project |
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**: Unit

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**: Unit 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**: Unit

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**: Unit

**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>
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</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.
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.

**Course Outline and Calendar -** The Instructor reserves the right to adjust the course outline as deemed necessary by students’ needs.

<table>
<thead>
<tr>
<th>Modules:</th>
<th>Topics and Reading Assignments</th>
<th>Assignments/Due Dates</th>
</tr>
</thead>
</table>
| **Week One**  
**Jan 12** | Course Introduction and Overview  
Contact Information  
FSU Email  
Assignments and Discussion Board Postings  
**Read:** Textbook Pages 1-63 for Jan 13  
**Create** a TaskStream account if you have not done so during this (Fall 2014-Spring 2017) academic years, before January 15.  
**Begin Reviewing the Bb site.** | **Create** an autobiographical flyer about yourself and post this on the Discussion Board (DB) before January 15  
**Review Classmates flyer's** before Jan 18  
**Send a “Test” email to the instructor before Jan 15**  
**DB:** Complete Reflecting on My Own Middle and Secondary School Experience (Exercise 1.5, page 31) Post on the Discussion Board before -Jan 19  
**Quiz on Readings** is due on or before Jan 19 |
| **Week Two**  
**Jan 19** | Today’s Middle and Secondary Schools: Purpose, Organization, Structure, and Reform  
**Reading Assignment:** Establishing and Maintaining a Safe and Supportive Classroom Learning Environment  
(Textbook Pages 69-113)  
**Reading Assignment:** Selecting Content and Preparing Objectives  
(Textbook Pages 114-150)  
**Conceptualizing the Unit Plan** (located within this module on Bb) Read and complete the exercise and submit via email to the instructor. | **DB:** Complete Exercise 2.1A on the Discussion Board. Due Jan 26  
**DB:** Complete Exercise 4.3 on the Discussion Board. Due Jan 26  
**UNIT PLAN:** Go to Bb and view the Learn NC PowerPoint and visit Learn NC http://www.learnncc.org  
**UNIT Plan Assignment:** Select a topic for your ten lesson unit based on an NC standard(s) you will teach, and complete the Conceptualizing the Unit Plan Graphic Organizer Due Jan. 26 submitted via email to the instructor.  
**Quiz on Readings** – Due Jan 26 |
<table>
<thead>
<tr>
<th>Week Three</th>
<th>Jan 26</th>
<th>Read all Module 4 Exercises Individually (4.1-4.11) in preparation for Textbook Module V: <em>Preparing an Instructional Plan</em> (p. 151)</th>
</tr>
</thead>
</table>
|            |        | **Reading Assignment:** *Preparing an Instructional Plan* *(Textbook Pages 151-228)*  
<| | | **Unit Plan (Conventional) Steps 1 and 2* (pages 158-159)  
|            |        | **Create your first lesson plan to introduce the unit. Considerations should include introduction of the topic, and new vocabulary as well as assessing prior knowledge in this first lesson.** |
|            |        | **DB:** Using information from this chapter, create your first lesson plan and submit it for critique on the Discussion Board. Also, you will critique another student’s lesson. You can use this lesson in your actual unit, so look at the rubric.  
**DB:** Collaborative Planning: What does it mean? Due Feb 2  
**Quiz on Readings – Due Feb 2** |
| Week Four  | Feb 2  | **Reading Assignment:** *Student Centered Instructional Strategies* *(Textbook Pages 229-263)*  
|            |        | Pay very close attention to the information in this module, as it will help you think more deeply about lesson planning. |
| Week Five  | Feb 9  | **Reading Assignment:** *Teacher Centered Instructional Strategies* *(Textbook Pages 264-297)*  
|            |        | Pay very close attention to the information in this module, as it will help you think more deeply about lesson planning. |
| Week Six   | Feb 16 | No readings this week. Complete two more lessons and go back and evaluate each lesson plan using the Rubric Explanation document. Compare your work with the rubrics to determine if your work is sound.  
|            |        | I suggest you have another peer or educator evaluate your lesson plans for errors and content. |
| Week Seven | Feb 23 | No readings this week. Complete the final three lessons and again, go back and evaluate each lesson for errors and content. **MIDTERM** |
| Week Eight | March 2| **Reading Assignment:** *Media, Aids, and Resources* *(Textbook Pages 298-320)*  
|            |        | **DB:** Lesson Plans – Complete & post the last three lesson plans for your unit and evaluate all of your lessons using the Rubrics Explanation document.  
**UNIT:** Continue working to complete the Unit Builder, which like the preface of your unit.  
**Quiz on Readings – Due March 9** |
| Week Nine  | March 9| **Spring Break** |
| Week Ten   | March 16| Now that you have had a break, take a fresh look at your unit plan. Review the completed unit plan and feedback. Make revisions and conduct a final edit. Once you believe you have the unit in order, begin cutting and pasting your unit into TaskStream.  
|            |        | **DB:** Revisit Great Websites and resources you can use and incorporate in your lesson plans (Pg. 230-259). Load your completed unit plan into TaskStream. Lessons go into lesson builder and the Unit Builder, in the Unit Builder. **No Quiz Due March 23**

*Rev. 01/02/2015*
<table>
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<tr>
<th>Week Eleven</th>
<th>Continue loading the entire unit and unit builder into TaskStream. Load all assessments, rubrics, class work, links to websites, etc. Everything must be accessible in TaskStream.</th>
<th>Load all lessons, unit builder, and all documents into TaskStream. No Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Twelve</td>
<td>Review your unit for grammatical errors, upload all attachments: assessments, assignments, etc., and review for logical flow and professionalism. This is your final opportunity to perfect and polish your unit plan. The unit plan must be submitted before April 1.</td>
<td>Final Unit Plan (10 lessons &amp; Unit Builder) Due: April 1 - submitted for “Evaluation” in TaskStream No Quiz</td>
</tr>
<tr>
<td>Week Thirteen</td>
<td>Reading Assignment Assessing and Reporting Student Achievement (Textbook Pages 321-358)</td>
<td>DB: Honing Skills: Developing lessons – Exercise 7.9 (p. 293) practice lesson development assignment – Due April 13 Quiz on Readings – Due April 13</td>
</tr>
<tr>
<td>Week Fourteen</td>
<td>Reading Assignment Self-Assessment of Teaching and Continued Professional Development (Textbook Pages 359-384)</td>
<td>DB: You’re Your Own Advantage: Learning Electronically... Due April 14-20 Quiz on Readings – Due April 20</td>
</tr>
<tr>
<td>Week Fifteen</td>
<td>Final Exam Review</td>
<td>DB: Study Guide No Quiz</td>
</tr>
<tr>
<td>Week Sixteen</td>
<td>Final Exam</td>
<td>Located in the Week 16 Module Last day to take final: May 2</td>
</tr>
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</table>

**Assessment and Evaluation:**

Attendance and Participation **(on going)** (10% - 100 points minus six points if absent, minus three 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.

Because this is an online course, email, Bb, and the DB: Discussion Board are the primary forms of communication and information reception. Therefore, please understand that a lack of communication is the same as a lack of attendance in an online course. Students who do not attend class regularly by engaging in the requested emails, discussion boards, and assignment completion will be dropped from the course just as students who do not attend class are dropped from a face-to-face course. If you are going to be absent from a week of Discussion or fail to turn in the week’s assignments, you must notify the instructor and attach a plan to make-up the absence/assignment(s).

Students who fail to submit the requested initial email to the instructor within seven days after the start of university classes will be dropped as a “No Show” from the course. Therefore, please be sure to complete all requested assignments within the time frame provided.

**Grading Overview:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Unit Plan First Draft</td>
<td>200</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>200</td>
</tr>
<tr>
<td>Quizzes</td>
<td>300</td>
</tr>
<tr>
<td>Unit Plan Final Product</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>1000</td>
</tr>
</tbody>
</table>

**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>
</tr>
</tbody>
</table>

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 to withdraw from class is March 22.

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. http://www.uncfsu.edu/documents/policy/academic_affairs/ReligiousObservances.pdf

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.
Withdrawal from Class  Complete the form available on the registrar’s website http://www.uncfsu.edu/registrar/forms.htm obtain signatures from instructor and advisor, then return completed form to Registrar’s office. You will not receive any refund of tuition and fees for withdrawing from a class. You should strive to earn credit for any and all classes you are enrolled in. If you are withdrawing from all the courses in which you are enrolled, even if you are enrolled in only one course, you must withdraw from the university. Excessive withdrawals will jeopardize your financial aid. Ask Financial Aid about the 67% rule. Students are permitted five no-penalty class withdrawals only. After 5 they will be calculated as “F”.

Withdraw from the University
Withdraw from University means you are withdrawing from all classes for the semester due to circumstances that prevent you from being able to complete classes. Locate the deadlines for the drop/add period and withdrawal at the Office of the Registrar’s website: http://www.uncfsu.edu/registrar/index.htm Also, in addition to your instructor, contact the Center for Personal Development at (910) 672 1203/1222 for additional support and information regarding special circumstances that prevent you from being able to complete classes.

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.

References:


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