Instructor: Dr. Cathy B. Kosterman
Phone Number: 910-672-1184/828-263-8807/828-773-8044
Email Address: ckosterman@uncfsu.edu
Semester: Spring 2015
Course Location: Online
Meeting Day & Time: Online
Office Hours: Tues. 12 – 6, Wed. 9 – 11(by appt. in Fay. and/or Boone)

Course Description: This course is designed to introduce students to the knowledge, skills and procedures needed to provide effective instruction for students with disabilities who demonstrate persistent reading difficulties. The course presents research-validated teaching principles, techniques and strategies that will provide a solid foundation on which to build an effective reading program.

Course Required Text: Multisensory Teaching of Basic Language Skills. Edited by
Other readings/resources are also required as cited below.

Course Structure: This course is designed to provide an online experience. Online sessions will be a blend of self-paced and group activities using Blackboard (https://blackboard.uncfsu.edu/) and other web sites. Activities will consist of discussion forums, email, journaling, and web creation.

Blackboard Access: This course will be delivered online through a course management system named Blackboard. To access this course on Blackboard you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). You can access Blackboard from the FSU homepage and use your FSU login information to enter the site. For help with Blackboard, please contact the ITS Helpdesk at (910) 672-2085 and press Option "7". Passwords are set to expire regularly. You may also reset a password via Citrix, or by logging into the FSU Campus Network.

School of Education’s 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."

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 under grids 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>
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</table>
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.

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.

Respect for Diversity and Individual Worth (5)  
Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.

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.

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.

Student Learning Outcomes/Professional Standards/Assessments:
By 12/12/14 upon completion of this course via Discussion Board responses; module questions; Program Evaluation; Annotated Bibliography; Lesson activities:

- The student will be able to use varied and research-verified reading methods appropriate to the pupil with special needs. As students incorporate research-verified reading methods they must be able to: (1) determine the extent of information needed, (2) access the needed information effectively and efficiently, (3) evaluate research and its sources critically, (4) incorporate selected information into one's knowledge base, (5) use research effectively to accomplish a specific purpose, and (6) understand the economic, legal, and social issues surrounding the use of methods, and access and use information ethically and legally.
- The student will be able to plan direct and systematic instruction in teaching reading, comprehension and monitoring strategies for students with special needs.
- The student will be able to conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences in reading that support the growth and development of individuals with disabilities.
- The student will be able to develop long-range and short-term individualized instructional plans anchored in both general and special reading curricula.
- The student will be able to design appropriate learning and performance accommodations and modifications for students with exceptional learning needs in the general reading curriculum.
The student will be able to use systematic, explicit, multi-sensory methods to teach reading.

Communication Skills: The student 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.

SPED Initial: Candidates will be able to facilitate learning for their students through a repertoire of evidence-and research based instructional strategies and technologies used to individualize instruction for individuals with exceptional learning needs.

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<tr>
<th>NC Professional Teaching Standards</th>
<th>Assessments by 5/5/15</th>
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<tbody>
<tr>
<td>I. Teachers demonstrate leadership.</td>
<td>Discussion Board responses; module questions; Program Evaluation; Annotated Bibliography; Lesson activities</td>
</tr>
<tr>
<td>II. Teachers establish a respectful environment for a diverse population of student.</td>
<td>Discussion Board responses; module questions; Program Evaluation; Annotated Bibliography; Lesson activities</td>
</tr>
<tr>
<td>III. Teachers know the content they teach.</td>
<td>Discussion Board responses; module questions; Program Evaluation; Annotated Bibliography; Lesson activities</td>
</tr>
<tr>
<td>IV. Teachers facilitate learning for their students.</td>
<td>Discussion Board responses; module questions; Program Evaluation; Annotated Bibliography; Lesson activities</td>
</tr>
<tr>
<td>V. Teachers reflect on their practice.</td>
<td>Discussion Board responses</td>
</tr>
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**Standards for Special Education: General Curriculum Teachers**

Twenty-first century teachers have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.

Discuss Board responses; module questions; Program Evaluation; Annotated Bibliography; Lesson activities

Twenty-first century teachers have a broad working knowledge of research-verified instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.

Discuss Board responses; module questions; Program Evaluation; Annotated Bibliography; Lesson activities

Twenty-first century teachers have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.

Discuss Board responses; module questions; Program Evaluation; Annotated Bibliography; Lesson activities

**Technology Applications Used in this Course**

- Email; Blackboard Discussion Board
- Internet & Web 2.0 Tools
- Multi-media Presentations (audio/video)
- Course Management Software (Blackboard)
Course Outline/Assignment Calendar

NOTE: Before completing any assignments, students should consult the Blackboard course website online (Course Documents) for *additional readings/resources/assignment instructions.

Due dates below are not optional. There may be a penalty for submitting late assignments.

<table>
<thead>
<tr>
<th>UNIT TITLE/REQUIRED TEXT &amp; OTHER READINGS/RESOURCES</th>
<th>ASSIGNMENTS (Additional information available in Blackboard course website in Course Documents)</th>
<th>DUE DATES</th>
</tr>
</thead>
</table>
| **Unit 1. Introduction**                          | 1.1. Orientation to SPED 415-D1 Course  
• Submit Ethics Agreement  
• Review Syllabus/Assignments  
• Review Blackboard Website for SPED 415  
1.2. Access the RTI (Part 3) Reading Instruction Module at the Peabody IRIS Center Website: [http://iris.peabody.vanderbilt.edu/module/rti03-reading/](http://iris.peabody.vanderbilt.edu/module/rti03-reading/)  
Complete the module and respond in writing to questions # 1, 2, and 6 under the Assessment tab in the module. (40 points)  
1.3. Complete the Discussion Board Prompt for Unit 1 (on Blackboard Discussion Board or Tools) and respond to at least two other colleagues/peers for full credit. (10 pts)  
***Heads Up---Plan Ahead---The midterm and final assignment are a Part 1 and Part 2 submission of an Annotated Bibliography on Best Practices in Reading Instruction for Struggling Readers. A sample annotated bibliography is available under Course Documents in Blackboard. The midterm submission requires 5 entries. The final submission requires 10 entries. | Unit 1 Readings & Assignments 1.1—1.3 due by Jan 23 |
| **Unit 2: Learning To Read, A National Problem**  | 2.1. Create a parent-friendly newsletter in which you summarize the findings of the two reports esp. in the areas of Phonemic Awareness Instruction, Phonics |
| **Unit 2: Learning To Read, A National Problem**  | **Unit 2 Readings & Assignments** |

| **Unit 2: Learning To Read, A National Problem**  | 2.1. Create a parent-friendly newsletter in which you summarize the findings of the two reports esp. in the areas of Phonemic Awareness Instruction, Phonics |
| **Unit 2: Learning To Read, A National Problem**  | **Unit 2 Readings & Assignments** |

<p>| <strong>Unit 2: Learning To Read, A National Problem</strong>  | 2.1. Create a parent-friendly newsletter in which you summarize the findings of the two reports esp. in the areas of Phonemic Awareness Instruction, Phonics |
| <strong>Unit 2: Learning To Read, A National Problem</strong>  | <strong>Unit 2 Readings &amp; Assignments</strong> |</p>
<table>
<thead>
<tr>
<th>Unit 3: The Major Principles of Reading Instruction</th>
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</table>
| Read Birsh (2nd ed) Chs. 1 & 2 Or Birsh (3rd ed) Chs. 1 & 2 | 3.1. Respond to the following questions from Birsh:  
   a) What are common instructional practices of multisensory structured language education (MSLE) that are consistent with research findings?  
   b) How has science redefined the nature of dyslexia and learning disabilities?  
   c) How is the brain organized for reading?  
   (60 pts total)  
3.2. Complete Discussion Board Prompt for Unit 3 (10 pts) and respond to at least one other colleague.  
   ***Heads Up--Plan Ahead*** - The midterm and final assignment are a Part 1 and Part 2 submission of an Annotated Bibliography on Best Practices in Reading Instruction for Struggling Readers. A sample annotated bibliography is available under Course Documents in Blackboard. The midterm submission requires 5 entries. The final submission requires 10 entries. |
| Unit 3 Readings & Assignments 3.1-3.2 due by Feb. 7 |  |

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<thead>
<tr>
<th>Unit 4: The Structure of Language</th>
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| Read Birsh (2nd ed) Chs. 3 & 6 Or Birsh (3rd ed) Chs. 3 & 4 | 4.1. Complete the Teacher Assessment Instrument: Knowledge of Language Structure Pre-Test. (20 pts)  
4.2. Complete Discussion Question for Unit 4 and respond to at least one other colleague. (10 pts)  
4.3. Find on the Internet three articles on the topic of "English Language Structure" as a practice exercise using APA format. Submit a source citation for each in APA format as well as a two to |
| Unit 4 Readings & Assignments 4.1-4.3 due by Feb. 21 |  |
(under Contents, click on title above)

<table>
<thead>
<tr>
<th>three sentence summary of each article in your own words. (30 pts)</th>
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<tbody>
<tr>
<td><strong>Heads Up--Plan Ahead</strong> - The midterm and final assignment are a Part 1 and Part 2 submission of an <em>Annotated Bibliography on Best Practices in Reading Instruction for Struggling Readers</em>. A sample annotated bibliography is available under Course Documents in Blackboard. The midterm submission requires 5 entries. The final submission requires 10 entries.</td>
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<tr>
<th>Unit 5: Assessment of Basic Reading Skills</th>
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<tr>
<td><strong>5.</strong> Select one or two students and <strong>administer the practice assessment tasks you have been provided in Blackboard, Course Documents, Unit 5. Complete and submit a copy of the Student Assessment Summary sheet for each student. (50 points)</strong></td>
</tr>
<tr>
<td><strong>5.2.</strong> After completing your readings for this Unit, <strong>discuss the difference between testing and assessment in a 1-2 page APA format paper. (20 points)</strong></td>
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<tr>
<td><strong>5. 3.</strong> <strong>Complete Discussion Question for Unit 5 (10 pts)</strong> and respond to at least one other colleague.</td>
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<tr>
<th>Unit 6: Teaching Phonemic Awareness</th>
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<tr>
<td><strong>6.1.</strong> <strong>Develop a learning activity for teaching a phonemic awareness skill to a student you assessed. (100 points)</strong></td>
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<tr>
<td><strong>6.2.</strong> <strong>Using the 37 rimes document under Blackboard Course Documents, Unit 6, see how many of the 500 words you can generate with the 37 rimes listed. (20 points)</strong></td>
</tr>
<tr>
<td><strong>6.3.</strong> <strong>Complete Discussion Board Prompt for Unit 6 (10 pts)</strong> and respond to at least one other colleague.</td>
</tr>
<tr>
<td><strong>6.4.</strong> <strong>Submit your Annotated Bibliography with the first 5 entries. (100 pts)</strong></td>
</tr>
</tbody>
</table>

| ***Heads Up Again--Plan Ahead*** - The final Unit 6 Readings & Assignments 6.1-6.4 due by Mar 5 |
assignment of an Annotated Bibliography on *Best Practices in Reading Instruction for Struggling Readers* is coming up. A sample annotated bibliography is available under Course Documents in Blackboard. The final submission requires 10 entries in APA format.

### Unit 7: Teaching Letter-Sound Associations
- Read Birsh (2nd ed) Ch. 5
  - Or
  - Birsh (3rd ed) Chs. 6 & 8

  7.1. Based on the assessments done in Unit 5, **develop an activity for teaching letter-sound associations for each student you tested. (100 pts)**

  7.2. Create a flyer advertising a tutoring service for students with double deficits. (20 points)

  7.3. **Complete Discussion Prompt for Unit 7 (10 pts)** and respond to at least one other colleague.

***Heads Up Again--Plan Ahead--*** The final assignment of an Annotated Bibliography on *Best Practices in Reading Instruction for Struggling Readers* is coming up. A sample annotated bibliography is available under Course Documents in Blackboard. The final submission requires 10 entries in APA format.

### Unit 8: Teaching Word Identification
- Read Birsh (2nd ed) Chs. 8 & 9
  - Or
  - Birsh (3rd ed) Ch. 11

  8.1. Using the information from one of the student assessments, **plan two activities on word identification. (100 pts)**

  8.2. **Complete Discussion Board Prompt 8 (10 pts)** and respond to at least one other colleague.

***Heads Up Again--Plan Ahead--*** The final assignment of an Annotated Bibliography on *Best Practices in Reading Instruction for Struggling Readers* is coming up. A sample annotated bibliography is available under Course Documents in Blackboard. The final submission requires 10 entries in APA format.

### Unit 9: Teaching Spelling
- Read: Birsh (2nd ed) Ch. 9
  - Or
  - Birsh (3rd ed) Ch. 9

  9.1. **Develop a “discovery” activity for teaching a spelling pattern or rule appropriate for the student you tested. (100 pts)**

  9.2. **Complete Discussion Board Prompt for Unit 9 (10 points)** and respond to at least one other colleague.

***Heads Up Again--Plan Ahead--*** The final assignment of an Annotated Bibliography on *Best Practices in Reading Instruction for Struggling Readers* is coming up. A sample annotated bibliography is available under Course Documents in Blackboard. The final submission requires 10 entries in APA format.
<table>
<thead>
<tr>
<th>Unit 10: Developing Automaticity and Fluency</th>
<th><strong>10.1.</strong> Review a sample fluency rate for a text reading probe for a 3rd grade child. Write an instructional objective to address this student's fluency needs and develop an activity to help the student to achieve this objective. <em>(100 points)</em> See the attachment here for more specific instructions.</th>
</tr>
</thead>
</table>
| **A template is provided for your response:** | **10.2.** Visit the Reading Resource Net web site [http://www.readingresource.net/websitesforkids.html](http://www.readingresource.net/websitesforkids.html) [Scroll down to the Fluency activities and check them out] Visit the Readaquarium site at [http://www.gamequarium.com/readquarium/booksonline.html](http://www.gamequarium.com/readquarium/booksonline.html) and review the fluency activities. Visit the PBS Kids Reading Games website at [http://pbskids.org/games/reading/](http://pbskids.org/games/reading/)

**Write a letter to a new teacher, Mr. XYZ,** providing reasons how these multi-media activities and lessons could either enhance his instructional plans and increase student achievement in reading fluency, or waste his teaching and planning time (whichever you think based on your research). *(Limit 2 pages)* *(50 points)*

<table>
<thead>
<tr>
<th>Unit 10 Readings &amp; Assignments</th>
<th><strong>9.1-9.3</strong> due by Apr. 17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9.3. Complete Discussion Prompt for Unit 10 (10 pts)</strong> and respond to at least one other colleague.</td>
<td><em><strong>Heads Up Again--Plan Ahead--The final assignment of an Annotated Bibliography on Best Practices in Reading Instruction for Struggling Readers is coming up. A sample annotated bibliography is available under Course Documents in Blackboard. The final submission requires 10 entries in APA format.</strong></em></td>
</tr>
</tbody>
</table>
| **Unit 11: Teaching Reading Comprehension** | **11.1.** Select a story from a decodable text and prepare a set of questions that include ONLY "open" questions based on the story. *(100 pts)*

**11.2.** After completing your Birsh readings for Unit 11, prepare a bulleted list that shares in a responsible way the main points of this section on Comprehension. *(35 points)*

The bulleted list should be targeted for an audience of parents who might need the details described in parent-friendly language. Submit your bulleted list to the Assignment Tab.

**11.3. Complete Discussion Board Prompt for Unit 11 (10 pts)** and respond to at least one other colleague. | **11.1-11.3** due by Apr. 24 |
| Read Birsh (2nd ed) Chs. 14, 18 | **Or** Birsh (3rd ed) Chs. 12, 18 |
Plan Ahead Again - The final assignment of an Annotated Bibliography on Best Practices in Reading Instruction for Struggling Readers is coming up. A sample annotated bibliography is available under Course Documents in Blackboard. The final submission requires 10 entries in APA format.

Unit 12: Selecting and Implementing an Effective Reading Program

- Read Birsh (2nd ed) Chs. 8, 11, 12
- Or Birsh (3rd ed) Chs. 15, 16, 17, 18

http://www.ncsip.org/reading/documents/GuidelinesforSelectingaReadingProgram.pdf

12.1 Using the model presented in "Guidelines for Selecting a Reading Program," (Blackboard Course Content/Documents, Unit 12), evaluate a reading program. (150 points)
Select a reading program that you have access to or is described online. Evaluate each component of the reading program by answering ALL of the questions provided. Submit responses to the Assignment link in Blackboard.

12.2 Complete Discussion Board Prompt for Unit 12 (10 pts) and respond to at least one other colleague.

12.3 Complete Annotated Bibliography on Best Practices in Reading Instruction for Struggling Readers. (300 points)
A sample annotated bibliography is available under Course Documents in Blackboard. The final submission requires 10 additional entries in APA format.

Unit 13: New Licensure Assessments for ELEM and SPED degree/licensure students

13.1 Review and study the requirements and assessment contents for new, rigorous Licensure Assessment Requirements for Elementary and Special Education effective Oct. 1, 2014 [see http://www.nc.nesinc.com/]

13.2 Take the practice tests for each of the subject areas you are required to take for your license. See how you did.

13.4 Plan a study regimen for passing these rigorous tests in grand style!

Grading Policy (The FSU grading policy, as per the University Catalog applies to this course.)
1. Failure to comply with the class assignment schedule will be detrimental to your grade.
2. Late submission of any course activities or tasks is not recommended. 3. Failure to perform any activities or tasks assigned will result in a grade of “0”.
5. Your work will be graded and feedback will be provided, as appropriate. Feedback is made available through Blackboard, via email. You may also schedule a face-to-face meeting during regular office hours for specific questions or assistance.
6. Grades will be assigned on an accumulated points basis according to student’s performance on assignments.

Total Points = 1705 Final grades are assigned as follows: A= 92-100% of points (1568 - 1705); B= 84-91% of points (1432-1567); C= 76-83% of
points (1296-1431); D=67-75% of points (1142-1295); F= below 67% of points (below1142)

7. All written assignments must be carefully proofread and edited and must follow APA format. Several writing resources are posted on the Blackboard site. Students should also refer to the following self-paced tutorial for APA style: http://www.lib.unc.edu/instruct/citations/apa/index.html

8. No grades of Incomplete will be issued except in cases of verifiable emergencies at the end of the course for students who are receiving passing grades.

Withdrawal Information: Withdrawal from Class-Withdraw from Class means you are withdrawing from 1 or 2 classes that you will not be attending and you have other classes on your schedule that you will attend. Effective fall 2009, students will be allowed only 5 withdrawals from class for the remainder of your college career. The 6th W 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. Please locate the deadlines for the drop/add period and withdrawal in the online University Catalog page containing the academic calendar http://catalog.uncfsu.edu/

Also, in addition to your instructor, please 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.

Important Note: This syllabus, along with course assignments and due dates, is subject to change. It is the student’s responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be clearly noted in syllabus amendments and announced through Blackboard announcements and through FSU email.

Find an APA Style Chart for References here: https://owl.english.purdue.edu/media/pdf/20110928111055_949.pdf
See also the APA Style Guidelines Overview below (Purdue)

Important Note: All written assignments in SPED 415 must be proofread and edited carefully for typing, grammar and syntax errors before submission. In addition, they must all adhere to basic APA style for citing and referencing resources used in preparation of papers. Plagiarism is not appropriate.
American Psychological Association (APA) Style Guidelines Overview

Introduction
This poster provides basic rules for using APA style. To supplement this material, consult the Publication Manual of the American Psychological Association (6th edition). The APA manual is available in most writing centers, libraries, and bookstores. You may also reference the Purdue University Online Writing Lab (OWL) for information on APA: owl.english.purdue.edu.

In-text Citation

Basics
Use the past tense or present perfect tense when using signal phrases to describe earlier research, e.g., “Jones (1998) found” or “Jones (1998) has found.” Follow the author-date method of in-text citation: (Jones, 1998).

Place direct quotations longer than 40 words in a free-standing block of typewritten lines and omit quotation marks. Start the quotation on a new line indented five spaces from the left margin. Type the entire block quotation on the new margin and indent the first line of any subsequent paragraph within the quotation five spaces from the new margin. Place the parenthetical citation after the closing punctuation mark.

A Work with One or Two Authors
Name the author(s) in the signal phrase or in the parentheses. Spell out “and” in signal phrases but use the ampersand in parentheses.

Wegner & Petty (1994) found that... (Wegner & Petty, 1994).

A Work by Three to Five Authors
List all the authors in the signal phrase or in parentheses the first time you cite the source.

(Kerns, Cornell, Sun, Berry, & Harlow, 1993).

In subsequent citations, only use the first authors last name and “et al.”

A Work by Six or More Authors
Use the first author’s name then “et al.” in signal phrases or in parentheses.

Harris et al. (2001) argued... (Harris et al., 2001).

Unknown Author
If the work does not have an author, cite the work by its title in the signal phrase or use the first word or two in the parentheses. Italicize titles of books and reports; titles of articles and chapters go in quotation marks.

A similar study was conducted with students learning to form research papers (“Using APA,” 2001).

References

Basics
References lists appear at the end of papers on a separate page. Center and type the word “References” at the top of your list. All lines after the first line of each entry in the list should be indented one-half inch from the left margin. Author’s names are inverted; give last names and initials for all authors of a work unless the work has more than six authors.

Single Author

Two Authors
List by author last names and initials. Use the ampersand, not “and.”


Three to Six Authors

More than Seven Authors

Organization as Author

Unknown Author

Articles in Periodicals

Internet Sources with and without DOI
APA now recommends using a Digital Object Identifier (DOI) if available.


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.

**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

**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:

Ms. Pamela C. Fisher  
Licensed Professional Counselor  
Spaulding Building, Room 165  
(910) 672-387  
psmith@uncfsu.edu

Ms. Linda Melvin  
Director, Student Health Services  
Spaulding Building, Room 121  
(910) 672-1454  
lmelvi10@uncfsu.edu

**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.

**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.

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.

**Excused Absences**  [Visit the website for academic affairs](http://www.uncfsu.edu/policy/academic_affairs/ReligiousObservances.pdf)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.

**Withdrawal from Class:** Complete the form available on the registrar’s website [here](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. Effective fall 2009 you will be 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.

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

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. Consult the university webpage, local radio and television statements for announcements. While the university may be closed, online courses may continue as scheduled.

Register your phone for emergency text alerts (optional): FSU has a state-of-the-art emergency alert system. One part of that system allows students to register a cell phone to receive text alerts about emergency situations on campus (e.g., closure due to inclement weather). To register a phone,

   Go to the FSU Bronco Alert Emergency Message Sign-Up page.
   Enter your Banner ID.
   Enter your cell phone number, then enter it again to verify.
   Click Submit.

REFERENCES


