



Preparing Knowledgeable, Reflective, and Caring Education Professionals to Support Student Learning and Family Participation in a Diverse, Technological and Global Society

**Fayetteville State University
College of Arts and Sciences
Department of English**

Graduate

TESL 530 Literacy Development and Assessment for English Language Learners

I.LOCATOR INFORMATION:

Semester:

Course #/Name: TESL 530

Literacy Development and Assessment for ELLs

Semester Hours & Credit: 3

Office Hours: MW 11:15a.m.-2:15p.m. & M 8-10(Online) Meeting Day/Time: Online

Location: Online

Instructor: Dr. Jiyoung Kim

Office Location: BUT 134

Office Phone: 672-1848

E-Mail Address: jkim@uncfsu.edu

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>

II.COURSE DESCRIPTION:

This course is designed to introduce and extend fundamental knowledge of theory and research in literacy development and strategies and techniques for effective literacy instruction for English Language Learners including an understanding of process of reading and writing in first and second language, literacy strategies, various assessments and materials available for facilitating the individualized teaching of literacy to help English Language Learners become independent readers and writers of English. (Course prerequisites/ corequisites: Admission to the ESL add-on licensure program)

This course utilizes Blackboard as the primary form of student/faculty interaction. We do not meet in a classroom but we have regular and frequent interaction via the computer. You are expected to know and utilize all the different elements of Blackboard for

communication with your peers and with the instructor. One of the discussion forums in this course is called “Discussion Board Communication”

Throughout the course, this discussion board will be open for questions and answers about the class. You are expected to assist each other in discovering the answers to the questions that arise. Email is not our primary form of communication; it will be reserved for emergencies. Communication takes place in group forums. I will monitor all discussions and provide input where appropriate.

This course is much more challenging for the student because it requires greater technological skills and, most of all, because it requires you to be a highly motivated self-learner. You will be expected to be able to work independently and via online groups to accomplish a variety of tasks.

You are required to obtain your textbook, the journal articles for your research article review, and other class supplies on your own. Some external links are provided to assist you.

Minimum Technological Prerequisites

You must have access to a computer with the following capabilities:

- Broadband or DSL high-speed Internet access.
 - Complete MS Office software: It is available to FSU students at <https://fsuportal.uncfsu.edu/Citrix/AccessPlatform/auth/login.aspx>
 - All documents must be submitted in MS WORD
- Adobe Acrobat Reader (Can be downloaded for free from the internet) <http://get.adobe.com/reader/>The MS Office software suite is available for remote (off-campus) use through the FSU Citrix portal. <https://fsuportal.uncfsu.edu/Citrix/AccessPlatform/auth/login.aspx>

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

IV. TEXTBOOKS:

A. Assigned Texts

Gunderson, L. (2009). *ESL (ELL) Literacy Instruction: A Guidebook to theory and Practice*. New York, Routledge.

Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*. Longman, 2004.

V.SPECIFIC COURSE OBJECTIVES/ STUDENT LEARNING OUTCOMES

The goal of this course is to establish foundational knowledge of reading and writing processes and instruction. Students will meet 11 North Carolina Standards for English as a Second Language Teachers. (See below V for alignment to standards). Upon completion of this course, prospective facilitators of learning will be able to:

1. understand literacy development for English language learners.
2. know factors that relate to development of literacy in a second language.
3. identify the literacy strengths and weaknesses of English language learners.
4. assess the literacy needs of students.
5. evaluate and use a variety of materials, resources, technologies and instructional strategies appropriate to language and content instruction.
6. develop and use formal and informal assessment tools and various diagnostic tests.
7. administer and interpret the results of informal and formal assessments.

V. STANDARDS FOR ENGLISH AS A SECOND LANGUAGE TEACHERS

Standards used in this course	Standards	Standard Assessment
X	1. Teachers demonstrate a high level of competence as an English language model and an understanding of language as a system. They are prepared to help limited English proficient students acquire and use English for social and academic purposes.	Course readings, online discussion, and literacy development project
X	2. Teachers demonstrate understanding of concepts, theories, research, and practice related to the language acquisition and literacy development of limited English proficient students.	Course readings, online discussions, and literacy development project
X	3. Teachers demonstrate understanding of the major theories and research related to the nature of culture and cultural groups that affect and support language development, academic achievement, and individual identities.	Course readings, online discussions, and Blackboard postings
	4. The teachers demonstrate understanding of laws, regulations, and policies at the federal, state and local levels that relate to serving limited English proficient students.	N/A
X	5. Teachers apply effective methods, practices, and strategies based on second language acquisition theories and research to plan, implement, and manage ESL and content instruction.	Course readings, online discussion, literacy reflection, strategy simulation, Technology project and language assessment project
X	6. Teachers identify, choose, and adapt a wide range of materials, resources and technologies in ESL and content instruction.	Course readings, online discussion, literacy reflection, strategy simulation, literacy development project and

		technology project
X	7. Teachers develop literacy in limited English proficient students.	Course readings, online discussion, literacy reflection, strategy simulation, language assessment project, and literacy development project
X	8. Teachers use a variety of assessments as they related to the education of limited English proficient students.	Course readings, online discussion, language assessment project, and literacy development project
X	9. Teachers recognize how diverse languages, cultures, family backgrounds, and abilities affect the learning of English as a Second Language	Course readings, online discussion, language assessment project
	10. Teachers utilize and respect the diversity in the languages and cultures of limited English proficient student.	N/A
X	11. Teachers affirm that all students with limited English Proficiency can learn English.	Course readings, online discussion and Blackboard postings
X	12. Teachers stay current on research, trends, policies, and legal mandates affecting ESL program.	Course readings, online discussion, language assessment project and research article review
	13. Teachers advocate for LEP students and ESL programs by encouraging communication and partnerships among students, families, communities and schools.	N/A
X	14. Teachers collaborate within the educational community and serve as resources and models for their peers to enhance learning and encourage cross-cultural interaction.	Course readings, online discussion, technology project and presentation/demonstration of literacy development project

VI. CORE STANDARDS

Include the NCDPI Core Standards and the assessment(s). Only include the standard or standards you will address in this course.

Standards Used in this Course	NCDPI Core Standards	Assessment(s)
X	1. Teachers know the content they teach.	Chapter reading and explorations,

X	2. Teachers know how to teach students.	Literacy development/ assessment project
X	3. Teachers are successful in teaching a diverse population of students.	Literacy development project, Strategy simulation and language assessment project
X	4. Teachers are leaders.	Course readings and projects
X	5. Teachers are reflective about their practice.	Discussion board postings and literacy reflection project
X	6. Teachers respect and care about students.	Course readings, technology project, literacy development project and discussion board postings

VII. DIVERSITY

Include the NCDPI Diversity Standards and the assessment(s). Only include the standard or standards you will address in this course.

Diversity Standards Used in this Course

Diversity Standards Used in this Course	NCDPI Diversity Standards	Assessment(s)
X	1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful, and culturally relevant for diverse learners.	Course readings, online discussion and literacy development project
X	2. Teachers understand how students' cognitive, physical, and moral development influences learning and address these factors when making instructional decisions.	Course readings, online discussion and literacy development project
X	3. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well-being of diverse learners.	Explorations in DiscussionBoard and postings
X	4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	Course readings, online discussion and literacy development project
X	5. Teachers of diverse students demonstrate	Literacy development

	leadership by contributing to the growth a development of their colleagues, their school, and the advancement of educational equity.	project
X	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	Course readings, online discussion and literacy development project

VIII. TECHNOLOGY

This course will help strengthen and enhance the candidates' technological competence and skill in using technology. Candidates will use a variety of technologies to enhance their knowledge of technology in this course. Some technologies for this course may include: productivity tool (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, grade book, video camera. Check all that apply for this course. Please include any technologies that you use that are not listed.

	Technological Applications for this Course
x	Productivity tool (Power Point)
x	Presentation software
x	Internet
	Web page construction
x	e-mail
x	On-line applications
	Grade book
	Video camera
x	Scanner
	Excel
X	Smart board
X	Lap Top and LCD panel
	Music Stereo and CD

Include the NCDPI Technology Standards and the assessment(s). Only include the standard or standards you will address in this course.

IX. Technology Standards Used in this Course

Technology Standards Used in this Course	NCDPI Technology Standards	Assessment(s)
X	1. Teachers demonstrate a sound understanding of technology operations and concepts.	Technology project (Interactive learning activities and software evaluation)
X	2. Teachers plan and design effective	Technology project (Interactive

	learning environments and experiences supported by technology.	learning activities and software evaluation) and literacy development project
X	3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	Technology project (Interactive learning activities and software evaluation) and literacy development project
X	4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	Literacy/assessment project
X	5. Teachers use technology to enhance their productivity and professional practice.	Project presentation and on-line discussion
X	6. Teachers understand the social, ethical, legal and human issues surrounding the use of technology.	On-line discussion and reflection

X. DISPOSITIONS

Directions: Check all that apply. Dispositions will be addressed through readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions listed below.

Professional Competence		Professional Responsibilities	
X	Appreciates and engages in self-reflection	X	Dresses appropriately for the setting
X	Shows a commitment to ongoing learning	X	Is punctual
X	Desires to learn and apply new technologies.	X	Attends class regularly and participates in the class
X	Is receptive to new ideas and feedback	X	Completes assignments and tasks in a timely manner
X	Writes and speaks clearly and effectively	X	Willing to go beyond required assignments
X	Uses culturally sensitive language when communicating with families	X	Shows initiative and motivation
X	Respects the privacy of students and their families	X	Assumes fair share of responsibilities
Professional Dispositions and Qualities		Professional Integrity	
X	Believe all children can learn	X	Displays high and ethical professional standards
X	Understands the culture of students and their families	X	Is honest and dependable
X	Values and respects diversity and individual differences	X	Is courteous and respectful
X	Demonstrates flexibility and adaptability	X	Has a positive professional attitude
X	Treats all students fairly and equitably	X	Accepts and uses constructive

			criticism
X	Is sensitive to the feelings of others	X	Maintains emotional control and appropriate behavior
X	Interacts appropriately and positively with others	X	

Other _____

XI. Course Requirements and Evaluation

The final grade you receive in this course will be based on how well you have completed the learning activities, examinations, and group activities. An average of scores from these activities, credit for presentations, professional development activities, and exams will determine your final grade.

1. **Grading Scale:** The University grading scale will be utilized to determine all graded work in this class. Find below the grading symbols of the University, and their numerical equivalents. Final grades are calculated on a four-point system and affect a student's grade point average as indicated below.

2.

Grade	Credit Hours	Quality Points	Meaning
A	Hours attempted and earned	4 per credit hour;	Exceptionally high (90-100 points)
B	Hours attempted and earned	3 per credit hour	Good (80-89 points)
C	Hours attempted and earned	2 per credit hour	Satisfactory (70-79 points)
D	Hours attempted and earned	1 per credit hour	Marginally passing (60-69 points)
F	Hours attempted – Not earned	0 per credit hour	Failing (0-59 points)
FN	Hours attempted – Not earned	0 per credit hour	Failing due to non-attendance. (Student registered, but <u>never</u> attended.)
W	Hours attempted – Not earned	No impact on GPA	Class withdrawal prior to deadline (see Academic Calendar)
P	Hours attempted and earned	No impact on GPA	Satisfactory - Assigned only in classes specified as Pass/Fail
WU	Hours attempted – Not earned	No impact on GPA	Withdrawal from all classes for semester or term
AU	Hours attempted – Not earned	No impact on GPA	Auditing

3.

AU	Hours attempted – Not earned	No impact on GPA	Auditing
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2. **Attendance/ Blackboard Requirements:** Since it is an online course, you primarily communicate with the class online through Blackboard. Therefore, you are expected to know how to use Blackboard to complete coursework. Blackboard support is available 24/7 from <http://blackboard.uncfsu.edu/>.

If you are a new student who needs an account for Blackboard and email, follow these instructions from the ITTS

website:<http://accts.uncfsu.edu/footprints/solution.cfm?id=2796&projectID=100>.

If you need additional help, contact FSU's Helpdesk at 910-672-2085 or via email at help@uncfsu.edu.

3. **Graded assignments:** Work will be due on **Wednesday** of the week and graded weekly, usually within a week of the due date. Grading will be based on a total of 100 points.

Assignments		Maximum Points	Due Dates
Time Log		10 points	Week 8 & 16
Discussion Board Participation		30 points	Week 1-16
Technology Project	Interactive Learning Activities	10 points	Week 8
	Software Evaluation	10 points	Week 8
Literacy Development Project	Literacy Reflection	10 points	Week 12
	Strategy Simulation	10 points	Week 12
Language Assessment Project	WIDA Assessment	10 points	Week 16
	Language Assessment Design	10 points	Week 16
Total points		100 points	

Time Log (10%): You should do the following every week of the course and record your time in and time out on the form: complete the assigned reading; log into the Blackboard course and read any new announcements or discussion board posts; complete assignments. Turn in your time log two times during the semester for grading.

Explorations & Discussion Board Participation (30%): Students are expected to complete required readings and any other supplementary readings assigned. A Bb posting covering the content will be due approximately every week as required. Please no late submissions. When a topic is posted on the discussion board, I should see your name listed at least THREE times. This means that you should respond to the topic first, and then respond to two other of your classmates for a total of three (3) posts. Discussion board topics are located in the course link "Communication."

Students should check the discussion board regularly and participate in any ongoing discussions. Students are expected to actively participate in the class discussion board. For example, students are expected to comply with simple requests for information or input made by the instructor. Students may also use the board to ask questions of the instructor and fellow students. **Your first discussion board assignment** is to log on,

introduce yourself, and verify that you have read the syllabus and understand all course requirements and policies. If you don't understand then continue to ask questions until you reach the point of understanding and then indicate so. Give your name, your geographical location, your background in education, your current place of employment if applicable, and any other information you wish to share. Participation will count for 30 % of the final grade. The board should also be used to post questions for the instructor or fellow students. The instructor will respond to the discussion board at least twice a week during the semester.

Technology Project

(1) Interactive Learning Activities (10%): Completion of a technology project using internet sources. You are to choose a child's book. Then you are to locate related links on the World Wide Web which would be of interest to English Language Learners and would involve them in some interactive learning activities.

(2) Software Evaluation (10%): You will evaluate two different software programs suitable for language and content instruction.

Literacy Development Project

(1) Literacy Reflection (10%): Compile information about the teaching scenario assigned. Identify and describe a learner – age, his/her first language, student' literary skills in their first language, level of English proficiency.

(2) Strategy simulation (10%): Write lesson plan in which you demonstrate how you implement with your student a minimum of three strategies discussed in our class of from your readings. Describe developmentally appropriate instructional strategies that you would use to meet the needs of these students if you were their teacher. Evaluate and use a variety of materials, resources, technologies and instructional strategies appropriate to language and content instruction.

Language Assessment Project:

(1) WIDA Assessment (10%): This assignment requires you to review the NC adopted WIDA standard and assessment, WIDA.

(2) Language Assessment Design (10%): **Identify** and **evaluate** various diagnostic tests to assess the literacy needs of ELL students. Develop and analyze the assessment for evidence of growth in acquiring English. Use formal and informal assessment instruments. Turn in the assessment instruments that you developed as well as a final reflection. Demonstrate how you assess the literacy strengths and weaknesses.

Note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

4. Policy on Missed or Late Assignments: No late work will be accepted. **No makeup** assignments will be given unless a student has a legitimate excuse for missing a test, in which case a special makeup will be given within one week from the original due

date. Excuse for any missed work **MUST** be presented to the instructor before the student misses it and then provide me **the official note of excused absence** in support of your excuse. Excused absences may be granted to students for university authorized activities, military obligations, serious illness and family emergencies.

- 5. Policy on academic Dishonesty:** The procedure for dealing with cases of academic dishonesty will be consistent with the University catalog/student handbook. There will be no exceptions.

XII. Course Outline

COURSE OUTLINE			
WEEK	TOPIC	CHAPTER READING	ASSIGNMENT
WEEK1	Orientation and introduction to course	Handouts	Introduction in Discussion Board
WEEK2	First and Second Language Acquisition <ul style="list-style-type: none"> • How do we acquire language? • Learning or acquisition • Pathways for 21st century literacies 	Handouts	
WEEK3	A Brief History of Reading Instruction <ul style="list-style-type: none"> • Critical literacies-multiliteracies • Learning to read versus reading to learn 	Ch. 1 (Gunderson)	Exploration in Discussion Board
WEEK4	Language Proficiency, Literacy Background, Purpose for Reading, L2 Reading Ability <ul style="list-style-type: none"> • Reading assessment and readability • Content reading assessment • Interest and motivation 	Ch.2 (Gunderson)	Exploration in Discussion Board
WEEK5	Language and Culture as Literacy Variables <ul style="list-style-type: none"> • Focus group issues • First languages, cultures, politics 	Ch. 3 (Gunderson)	Exploration in Discussion Board
WEEK6	Teaching Young ESL Students to Read <ul style="list-style-type: none"> • L2 reading instruction • ESL reading programs • Whole-Language Instruction • Balanced reading instruction • ESL Professional Development 	Ch. 4 (Gunderson)	Exploration in Discussion Board
WEEK7	Teaching Older ESL/ELL/EFL Students to Read <ul style="list-style-type: none"> • Sheltered Instruction 	Ch. 5 (Gunderson)	Exploration in Discussion Board
WEEK8	Teaching Academic Reading <ul style="list-style-type: none"> • SIOP 	Ch. 6 (Gunderson)	Exploration in Discussion Board First Time Log is due Technology Project is due
WEEK9	Effective Literacy Instructional Practices <ul style="list-style-type: none"> • Strategies to improve instructional practices • Teaching scenario 	Handouts	
WEEK10	Testing, Assessing and Teaching	Ch. 1	

	<ul style="list-style-type: none"> • Formal and informal assessment • Formative and summative assessment • Traditional and alternative assessment 	(Brown)	
WEEK11	Principles of Language assessment <ul style="list-style-type: none"> • Practicality, Validity, Reliability, Authenticity 	Ch. 2 (Brown)	Exploration in Discussion Board
WEEK12	Designing Classroom Language Test <ul style="list-style-type: none"> • Test types (Language aptitude test, proficiency test, placement test, diagnostic test and achievement test) • Practical steps to test construction 	Ch. 3 (Brown)	Exploration in Discussion Board Literacy Development Project is due.
WEEK13	Standard-based Assessment <ul style="list-style-type: none"> • ELD standard • The consequences of Standard-based and Standardized test • Ethical issues: Critical Language Testing 	Ch. 4 & 5 (Brown)	Exploration in Discussion Board
WEEK14	Assessing Speaking and Listening	Ch. 6 & 7 (Brown)	
WEEK15	Assessing Reading and Writing	Ch. 8& 9	
WEEK16	Alternative Assessment <ul style="list-style-type: none"> • Performance- based assessment • Portfolio • Journals • Conferences and interviews • Observations • Self and peer evaluation 	Ch. 10	Exploration in Discussion Board Second Time Log is due. Literacy Assessment Project is due.

XIII. TEACHING STRATEGIES Teaching strategies will include lecture, group processes, demonstrations and discussion.

XIV. BIBLIOGRAPHY

Brown, S. E. (1990) *Activities for teaching using the whole language approach*. Springfield, IL: C. C. Thomas Publisher.

Coelho, E. (1994) *Learning together in a multi-cultural classroom*. Portsmouth, NH: Heinemann.

Crawford, A. (1993) *Language and literacy in a multicultural classroom*. Boston, MA: Allyn and Bacon.

Flatley, J. K. & Rutland, A. D. (1986) Using wordless Picture books to teach linguistically/culturally different students. *The Reading Teacher*, 36, 650-655.

Gilles, C. (1990) Collaborative literacy strategies in

Short &Pierce.*Talking about books*. Portsmouth, NH: Heinemann.

Goodman, Y. M. et. al. (1991) *Organizing for Whole Language*. Portsmouth, NH: Heinemann Books.

Harris, A. J. &Sipay, E. R. (1985) *How to teach reading*.8th ed. New York: Longman.

Hayes, B. L. (1991) *Effective strategies for teaching reading*. Boston: Allyn and Bacon, Inc.

Kuder, S. &Hasit, C. (2002) *Enhancing literacy for all children*. Saddle River: New Jersey: Prentice Hall

McCormick, S. (2007) *Instructing students who have literacy problems*. 5th Edition. Saddle River, NJ: Prentice Hall.

Shanahan, T. (1988) The reading-writing relationship: Seven instructional principles. *The Reading Teacher*, 41, 636-647.

Spiegel, D.L. (1987) Using adolescent literature in social studies and science.*Education Horizons*, 65, 162-164.

Tompkins, G. (2003) *Literacy for the 21st Century*. Saddle River, New Jersey: Prentice Hall.

Vacca, R. T. &Vacca, J. T. (1986) *Content area reading*. Boston:Little, Brown.

Online Learning: Frequently Asked Questions

When and where does the class meet?

This course is totally online. We do not meet in a classroom but interact via the computer, using Blackboard. You are expected to know and utilize all the different elements of Blackboard for communication with your peers and with the instructor. This course is much more challenging for the student because it requires greater technological skills and, most of all, because it requires you to be a highly motivated self-learner. You will be expected to be able to work independently, to collaborate online to accomplish a variety of tasks, and to pace yourself to meet deadlines.

How can I communicate with classmates?

Throughout the course, the discussion board will be open for questions and answers about the class. You may also contact classmates using Blackboard's email tool (under the Communications menu).

One of the Discussion Board forums is called "Discussion Board Communication." Students should use this forum to help each other find answers to questions about assignments or Blackboard.

What are the minimum technological requirements for this course?

You must have access to a computer with the following capabilities:

- Broadband or DSL high-speed Internet access
- Complete MS Office software
- All documents must be submitted in Microsoft Word.
- Some presentations utilize PowerPoint.
- Adobe Acrobat Reader (Download for free from the internet)
<http://www.adobe.com/products/acrobat/readstep2.html>

The FSU Citrix portal gives FSU students access to the Microsoft Office software suite free of charge (even off-campus!). <https://fsuportal.uncfsu.edu/Citrix/MetaFrame/default/default.aspx>

When does the course begin and end?

This class follows the academic calendar for semester-long courses. During the summer, the course follows the academic calendar for the eight-week term.

When are mid-term and final exams scheduled?

There will be no exams in this course. However, there are periodic tests.

How do I succeed in this course?

To successfully meet course requirements, get busy from the first day of class. Do the background reading for each unit; then complete all parts of the corresponding written assignment(s). Budget your time and meet deadlines. Although, this course is largely self-paced, you must work steadily to avoid falling behind.

How does a new student get an account for Blackboard and email?

Follow these instructions from on the ITTS web site.

<http://accts.uncfsu.edu/footprints/solution.cfm?id=2796&projectID=100>

How do I request Tech Support from ITTS?

Contact the Helpdesk at 910-672-2085. Press 1 for Blackboard and 2 for ITTS tech support. The ITTS Tech Support staff answers calls Monday-Friday, 8:00 am - 5:00 pm. Blackboard support is available twenty-four hours a day, seven days a week.

You may also get help via email (help@uncfsu.edu) or through the web site below.

<http://accts.uncfsu.edu/footprints/solution.cfm?id=2795&projectID=100>

Where do I submit assignments?

Use the appropriate folders on Blackboard's Assignments page. Here are some tips for preparing and posting your work.

1. Use word processing software to write your assignments. Use the software's spell-checker and grammar checker to correct errors. Proofread your writing. Respond fully to the question at hand and complete all required tasks or parts of the assignment.
2. You will submit your work as an attachment. If you use a word processor other than MS Word and MS Works, please save as in rich text format (rtf), an option in the pull-down menu in the "save" or "save as" window.

How can I resolve compatibility issues between different versions of Microsoft Word and Works?

Download the Works 6.0 Converter from the ITTS site to convert word processor documents created in Microsoft Works 6.0 to Microsoft Word and other versions of Works. The converter works with Works 2000, 4.5, and 4.x, and Word 2002, 2000, and 97 on machines running Microsoft Windows 98, 2000 Professional, Millennium Edition, and XP.

<http://office.microsoft.com/downloads/2002/wp6rtf.aspx>

If I experience technical difficulties, such as a computer crash or loss of internet access, how can I submit work?

Mail it to this address: Jiyoung Kim, 1200 Murchison Road Fayetteville, NC 28301. During the fall and spring semester, you may drop off work in my mailbox in Butler 123.

May I submit late work?

I provide a no-penalty, no-excuses, seven-day grace period for submission of up to two late assignments (not including the last assignment, which must be turned in on time to meet the deadline for final grades). Exceptions to this policy will be made only for medical reasons and deaths in the family. Documentation (a doctor's note or an obituary) must be provided.

Where can I get help with written assignments?

As a first line of defense, use your word processing software's spelling and grammar checkers. Do not depend on these tools, though, because they are not foolproof. For online help, consult Smarthinking, a 24/7 tutorial service, accessible from Blackboard's Tools page. You may also get help in-person at the FSU Writing Center, 216-C Chick Building, Mondays through Fridays. Call for hours: 910-672-1864. <http://www.uncfsu.edu/writingcenter>

May I redo assignments for which I earn a low grade?

Redo requests for other assignments that are submitted on time will be considered on an individual basis. If your work was late (even the two no-penalty, no-excuses late assignments), do not request to re-do the assignment.