The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (http://www.concord.edu/academics/).

Course Title: Reading and Writing in the Content Areas RDNG 520
Course Number: CRN 20541
Section: 1AS
Times: On-line
Credits: 3 Hours
Instructor: **William Williams, Ph.D.**
          Professor

Office:	Marsh Hall 130
Phone:	O (304) 384-6222 C (540) 818-6698 (PLEASE Do Not Call After 9:00 PM)
Fax:	(304) 384-5398
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Office Hours: Monday and Wednesday 10:00-11:00 and 2:00-3:00, Thursday 1:30-2:30 (Unless Department meeting on Friday and then Friday 10:00-11:00) and by appointment.
Blackboard office hours also available. Can also meet via cell phone, but limited to before 9:00PM.

Department of Education Website:
        http://www.concord.edu/education/

Course Description
        Theories of the reading process and of reading and writing to learn in content areas are explored. Emphasis is upon practical strategies and techniques for acquiring knowledge through literacy in a variety of content areas.

Course Management System: Blackboard

Hardware/Software Needed: Besides a personal computer, students will need access to some sort of video recording device. Students will also need access to their Concord University e-mail. In addition, students MUST be able to utilize: Word, YouTube, and Concord's Databases.

Prerequisites
        None

Course Goals and Objectives
The student will:
- Demonstrate understanding of various strategies for teaching content area material through various pieces/types of literature.

- Identify instructional strategies and materials for promoting vocabulary growth.
- Be able to identify struggling readers and strategies to help them be successful in various content areas.
- Describe the reading comprehension processes, describe a classroom environment that will promote their development, and demonstrate implementation of strategies that further enhance their development with a diversity of learners.
- Develop resources for teaching literacy across the curriculum.
- Explain strategies for developing students' ability to read for information in content texts having varied expository structures.
- Plan an integrated unit that will be delivered to their class.
- Utilize technology to deliver a lesson utilizing at least one literacy strategy within a content unit.
- Video teaching lessons utilizing various reading comprehension strategies.
- Write lesson plans that demonstrate understanding of literacy comprehension strategies.

Required Texts:

1. *Teaching Reading in Social Studies, Science, and Math* by Laura Robb

2. *Do I Really Have to Teach Reading?* By Cris Tovani

3. *A Teacher's Guide to the Multigenre Research Project; Everything You Need to Get Started* by Melinda Putz

4. Other readings will be used throughout the course through handouts, PDF, or possibly posted on Blackboard. It is the student's responsibility to acquire readings on Blackboard, as the information will be a component of Class Participation.

Required Materials:
An active LiveText account is a required resource for this course because at least one assignment must be submitted electronically using this online platform. LiveText is used by Concord University to maintain our accreditation and to demonstrate the quality of our academic programs and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences.

You can purchase your account online with a credit or debit card at www.livetext.com for $113.00. LiveText will be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so you only need to purchase the account one time. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use.

Professional Organizations:
National Council of Teachers of English (NCTE) www.ncte.org
International Reading Association (IRA) www.ira.org
The Assembly on Literature for Adolescents (ALAN) http://www.alan-ya.org/2/

Correlation among Course Objectives, Professional Standards and Assignments:

Course Objective Candidates will:	West Virginia Professional Teaching Standards	National Educational Technology Standards for Teachers	Principles of Learning and Teaching Praxis II	International Reading Association Standards	Mission Statement	Assessment
Demonstrate understanding of various strategies for teaching content area material through various pieces/types of literature	1A, 1B, 1C, 3A	1a, 4b, 5d	II. A, IV. A,	2.2, 2.3, 4.1	Competent, Intentional, Reflective, Culturally Responsive	Technology Project, Strategy Presentation, Topic Teaching, Integrated Unit Plan
Describe the reading comprehension processes, describe a classroom environment that will promote their development, and demonstrate implementation of strategies that further enhance their development with a diversity of learners	1D, 2C, 2F, 3A, 3B, 3C, 4C, 5C	1c, 2a, 2b, 2c, 3c, 4d.	I.A, I.B, I.C, II. A, II. B, II. C, III. A,	1.1, 2.2, 4.2, 4.3, 5.1, 5.2	Competent, Intentional, Reflective, Culturally Responsive	Technology Project, Strategy Presentation, Topic Teaching, Integrated Unit Plan
Develop resources for teaching literacy across the curriculum and explain strategies for developing students' ability to read for information in content texts having varied expository structures	1A, 2A, 4A, 4C, 5F, 5H, 5I.	2d, 3a, 3d, 5a, 5c.	I. A, I. B, I. C, II. A, II. B, II. C, IV.A,	1.3, 2.1, 5.3, 6.2, 6,3, 6.4	Competent, Intentional, Reflective, Culturally Responsive Leading	Technology Project, Strategy Presentation, Topic Teaching, Integrated Unit Plan, Multigenre Project
Plan an integrated unit that will be delivered to their class and utilize technology to deliver a lesson utilizing at least one literacy strategy within a content unit	1A, 1B, 2A, 2C, 3A, 5F	1a, 1b, 1d, 3d, 4a, 5a, 5c	I. A, I. B, I. C, IV. A, IV. B	1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3,.3.4	Competent, Intentional, Reflective, Culturally Responsive Leading	Technology Project, Strategy Presentation, Topic Teaching, Integrated Unit Plan, Multigenre Project

<u>**Concord University Graduate Educational Goals:**</u>
The graduate educational programs of Concord University are designed to foster advanced skills, knowledge, and attitudes applicable to each program of study.

1. Skills: Demonstrate advanced skills in a student's respective program of study.
2. Knowledge: Demonstrate advanced knowledge in a student's respective program of study.
3. Attitude: Demonstrate advanced ethical principals in a student's respective program of study.

Course Objectives Aligned with Concord University Graduate Educational Goals:

Course Objective	Concord Graduate Educational Goal
Demonstrate understanding of various strategies for teaching content area material through various pieces/types of literature	Knowledge and Skills
Describe the reading comprehension processes, describe a classroom environment that will promote their development, and demonstrate implementation of strategies that further enhance their development with a diversity of learners	Knowledge and Skills
Develop resources for teaching literacy across the curriculum and explain strategies for developing students' ability to read for information in content texts having varied expository structures	Skills, Knowledge, and Attitude
Plan an integrated unit that will be delivered to their class and utilize technology to deliver a lesson utilizing at least one literacy strategy within a content unit	Skills, Knowledge, and Attitude

WV Professional Teaching Standards
https://sites.google.com/a/wvde.k12.wv.us/wv-task-force-on-professional-teaching-standards/

NETS for Teachers 2008
http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_T_Standards_Final.pdf

Principles of Learning and Teaching (PLT) Praxis II
http://www.ets.org/Media/Tests/PRAXIS/pdf/0524.pdf

IRA Standards 2010
http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx

Educational Technology Standards:
1. Technology Operations and Concepts   B
2. Planning and Designing Learning Environments and Experiences   B
3. Teaching, Learning, and the Curriculum

4.	Assessment and Evaluation	B
5.	Productivity and Professional Practice	C
6.	Social, Ethical, Legal, and Human Issues	B, C

Concord University's Mission:
The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly activities, and to serve the regional community.

Concord University provides rigorous programs, primarily at the baccalaureate level, which prepare students to pursue various graduate study and career options and to assume leadership and professional roles in a multicultural society. In keeping with its tradition of service to the region, the University will offer a limited number of carefully selected graduate degrees. While we incorporate a variety of educational methodologies/technologies, our size and the caring dedication of our faculty, staff and administration are the principal assurances of a quality educational opportunity at Concord University.

As a learning community, Concord University is committed to furthering knowledge through professional development activities and programs, through research, and through the application, publication and appreciation of scholarly efforts.

The primary purpose of Concord's mission is academic; however, the service the University provides to its state and region goes beyond the classroom. Concord University contributes to the quality of cultural and economic life in southern West Virginia through collaboration with both public and private organizations and agencies and through extension of its support and assistance into the region it serves.

Ultimately, Concord University measures its success by the fulfillment alumni find in their careers and throughout their lives.

<u>Concord University Department of Education Mission Statement</u>
The mission of the Educator Preparation Program (EPP) is to prepare educators who are competent, intentional, reflective, culturally responsive, leading, and empathic 21st Century Professionals. The EPP strives to provide all teacher candidates at the initial and advanced level with the knowledge, skills, and dispositions necessary to become effective teachers/leaders by offering the highest quality instruction and programs.

The advanced program strives to further develop and enhance the knowledge base of the practicing professional. As candidates progress through the graduate curriculum, the improvement, refinement, and practice of professional knowledge bases, skills, and dispositions are enhanced and refined.

The EPP collaborates with representatives from public schools, professional groups, government, and other programs within the University to prepare educators and to cooperate in the development of educational policies. The EPP also strives for the improvement of education at the local, state, regional, and national levels in that the improvement of schooling results in a more literate and enlightened citizenry. This in turn

contributes to the proliferation of democratic values and enhances our position in the global economy.

Course Assignments:

Weekly Readings

You will have various readings throughout the semester from the texts assigned. It is your responsibility to read the material and reflect on said material. Failure to be prepared will greatly hamper your ability to participate, make connections, and provide meaningful learning experiences for your fellow classmates, but more importantly for yourself.

Syllabus Quiz

You will read the syllabus and take a short quiz based on the syllabus. This is to make sure you understand the importance of the syllabus, the requirements for the class, and the procedures for this class. This will be due a couple days after the start of the class.

Strategy Charts (KWL and Data)

The first week of class you will research two different strategies that you can use in your content area. You will create examples of both of these strategies and explain how you will use these in your content area in a one page paper for each strategy. At the assigned date, you will submit one page explaining how you could use the KWL chart in your classroom and an example of the KWL chart filled out and you will submit one page explaining how you will use the Data chart and an example of the Data chart filled out. Both of these should contain content related to a subject of study in your classroom and that would be part of a logical lesson/unit plan within a content area in your classroom.

Introduction Video

You will create video and post it to the Discussion Board with the Subject/Title being Now Introducing YOUR NAME. In the short video you will: state your name, where you teach or what you do, something interesting about yourself, what you like to read (not liking to read is not an option for a Reading Specialist☺) and why you want to be a Reading Specialist. After you have posed your video you will respond to at least two classmates' videos.

Discussion Board

During the course of the semester you will have several readings. You will be required to start three Discussion Threads during the course and respond/contribute to three other threads started by other students in the course. You are free to address any topic from the assigned readings. Your entries should be thoughtful and demonstrate that you have engaged in the reading in a professional and intelligent manner.

Videotaped Strategy Presentations

Teachers need to be willing and able to share thoughts and ideas with their students, and with other teachers. You will teach a strategy found in, or based on, a chapter from either of the two required texts. With that said, this information should be delivered via your content area. In short, illustrate material from Robb or Tovani (reading strategy, such as KWL or Data Chart, but you cannot use these two strategies since you will have already used these for an assignment) using content material (How to find the area of a shape, Romantic Poetry, different branches of government, etc.). In addition, you are to utilize a strategy from either the Robb or Tovani text. You must cite the strategies within your presentation. You must have any graphic organizers or other items in your video and attached to Blackboard. You should teach this lesson, which means you will be teaching (may have "students" or pretend), so this should be a videotaped teaching lesson. The lesson should be videotaped and between 5 and 15 minutes. It is your responsibility to

post your videotaped lesson just like you would any other assignment. You can post in any format, but it must be able to be downloaded on Blackboard and viewable by the instructor. If you find it difficult to post a video to Blackboard you can submit a link to YouTube, but you must submit this link on Blackboard and it must be able to be opened by the instructor. Make sure the link in YouTube is not set for private, unless you give me the information to open it. I must be able to open it! (See **Late Assignment Policy)**.

Literacy/Technology/YA Novel/PowerPoint Project
        You will create a PowerPoint slide show based on some aspect of your content area, appropriate literacy strategy/strategies, and an adolescent novel, or other piece of literature. This assignment will be correlated with your content NextGen standards and/or NextGen's in other content areas as they pertain to the assignment. You must use at least ten slides, including a picture or related clip art on at least five of the pages or slides. There will also be a one to two page paper to go along with your project. Below you will see that some parts will be in the PowerPoint and others in the Word doc. In short, your PowerPoint should be something you can hand a student and they could put it in a computer and practice a literacy strategy without your help. Since you are using a literacy strategy, there should be something that they will read (novel, textbook, article, etc.). This does not need to be on the slides or in the word doc, but you do need to make reference to it.
Your project should:
-        demonstrate a literacy strategy (PPT)
-        explain why you chose your topic (word doc)
-        connect to NextGen can list at end of PPT
-        explain why you chose the literacy strategy you chose (word doc)
-        explain how you will use the literature/text you selected (word doc)
-        how you could use your project in a classroom (word doc)

Multigenre Research Project
        Utilizing your text, *A Teacher's Guide to the Multigenre Research Project: Everything You Need to Get Started*, create a multigenre project on a topic of your choice. This topic should span at least three different content areas and provide the reader with an understanding of the topic. Reading and writing across the curriculum should be evident, as should a sense of unity and coherence. You are expected to have 8 different genres, a works cited page, a "Dear Reader" letter, and a reflection letter. More details will be forthcoming, as we engage in this unique experience that has revolutionized the research paper.
Part 1: Intro/Dear Reader Letter and 4 Pieces
Part 2: 4 Pieces and Works Cited and Rationale for Pieces

Professional Leadership Portfolio:
This is one of our assessments for accreditation, which means it will need to be entered on Blackboard AND Livetext. For the professional you are to do some activities/assignments. Documentation of these assignments needs to be copied or scanned and attached to Blackboard and Livetext. This portfolio requires you to:
        1. Lead Book Study- this will happen at your school, or a local school, and can be your entire school, grade level, or just a couple of teachers. You must: A. Select a book about content literacy, B. Meet for at least three weeks (document with sign in sheets), and C. Get a letter from your principal, or the principal of the school you selected, stating you provided this professional development opportunity and D. One of the sessions must be videoed and posted to YouTube and the link provided to the instructor with the rest of the assignment.

2. Join a professional (national preferred) organization (IRA, NCTE, etc.)
3. List all professional development attended in the past couple of years
4. Another list of anything that shows professional activities, such as presenting at a conference, leading faculty development (not the required book study), etc.
5. 1-2 page paper on your professional goals

Grading Criteria
> All assignments are due at the time posted on Blackboard.

Syllabus Quiz	5 points
Introduction Video	5 points
2 Charts (KWL and Data)	10 points (5 each)
Discussion Board	10 points (not intro video)
Multigenre Research Project	20 points (10 points each half)
Technology Project	10 points
Strategy Lesson Videos (2)	20 points (10 each)
Professional Leadership Portfolio	20 points

Grading Scale:
A 90-100   B 80-89   C 70-79   D 60-69   F 59 or below

Assignment and Reading Schedule

First Three Weeks
> Syllabus Quiz January 18th
> Tovani Ch 1-2.
> Putz First Third of Book
> Introduction Video January 24th
> Strategy Charts January 30th

Second Three Weeks
> Robb Ch 1-2
> Tovani Ch 3
> Putz Second Third of Book
> Video Strategy Presentation 1 February 4th
> Multigenre Part 1 February 18th

Third Three Weeks
> Lit/Tech/YA Assignment March 4th
> Putz Finish ALL
> Robb Ch 3-5
> Tovani Ch 4-7

Fourth Three Weeks
> Video Strategy Presentation 2 March 25th

Multigenre Part 2 April 15th
Robb Ch 5-6
Tovani Ch 8-Appendix

Week 5: July 16th
Professional Portfolio April 29th
Discussion Board Final Day to Post May 6th
Robb Ch 7-11

Instructional Strategies:
Given that this is an online course, the learning will be self-directed. Assistance is available from the instructor, who can be reached by e-mail, phone, or text.

Course Policies:
The Role of a Graduate Student

- This is an on-line course, so the majority of the responsibility is the student's.
- Work should always been turned in on time.
- Do ALL assignments.
- Work on your own, even if you do not get feedback. You're in a graduate program, so do your work in a high quality manner and you should be fine.

Make-up Policy
There is no make-up work since this is an online class.

Late Assignment Policy:
- Any assignment not submitted via Blackboard by the due date (date and time) is subject to a twenty point deduction of the overall point value (100). This assignment will be marked as LATE by Blackboard. No assignment will be accepted and no points will be awarded if it is marked MISSED by Blackboard, which means you did not get it turned in within the window that it is open, which is three days after the due date.
- If there are technical problems submitting an assignment, email the professor through Concord's email (williamsw@concord.edu) immediately and explain the situation.
- You will be required to submit some assignments as videos, which can be submitted either as a video that is attached in Blackboard or you can submit a link to YouTube, which tends to work best and be the preferred method of most students, as it works and will be on time. You must make sure you set your video to Public and NOT private.
- If email is not possible, call the professor's cell phone at (540) 818-6698 immediately and leave a detailed voicemail message explaining the situation.
- It is suggested that students attempt to submit work early to avoid possible problems with the system or other problems. Any late work will be subjected to the terms of the above policy.
- Assignments must be turned in on Blackboard! The instructor will NOT accept any assignments that are turned in through e-mail.

Writing: Students are expected to write on a college or graduate level, depending on the course in which they are enrolled. Quality written work includes, but is not limited to: spelling, grammar, mechanics, etc. Work that, in the instructor's opinion, is not consistent with the student's level of academic placement will not be accepted. Said work will be returned to the student to be revised and turned in within 48 hours. The student's grade will reflect the need to revise. It is important to remember that just because a student works on something for a given

amount of time does not mean that it is without flaws or meets the requirements. Many people waste a lot of time producing poor quality work.

Plagiarism: It is the student's responsibility to be familiar with the policy on plagiarism set forth by Concord University. Reproduction of any work, in part or whole, without appropriate references will constitute plagiarism. Any paper, or section of a paper, that is reproduced for the class, from any source, without proper citation and/or permission, will be considered plagiarized. If the student has any question as to whether or not they are plagiarizing, they should consult the instructor. Per Concord University's policy, any student who plagiarizes will either receive a failing grade on the assignment, receive a failing grade in the course, or be removed from the university.

Professionalism:
Whether or not teaching is a profession has been debated by scholars, practitioners, and others. In order to better defend the field of teaching as a profession, there are expectations. In addition, there are professional expectations for all students. If a student engages in any questionable behavior the instructor has a right to: 1. Confront the student over the questionable behavior, 2. Fill out a disposition form to be submitted to the student's permanent file, 3. File a complaint to the dean, 4. Have the student removed from the course, 5. Have the student removed from the university.

Some examples of poor professional conduct that could result in any of the above disciplinary procedures: using bad language in a school setting, dressing inappropriately, communicating to the instructor in an unprofessional manner, destroying personal or school property, being disrespectful towards other students, faculty or students at a field placement.

Concord E-mail Only:
As a Concord University student you have an e-mail account. You are required to use this account for all e-mail communications with the instructor. Other e-mail messages will not be read, answered, or acknowledged. This is very important, especially when turning in assignments or receiving important updates regarding class.

Academic Resources:
Drop-In Tutoring—free tutoring available in the Library, Student Center Study Lounge (2nd floor), and Rahall atrium. For specific information, contact the Academic Success Center (asc@concord.edu; 304-384-6074). The schedule will be posted online: http://www.concord.edu/academics/academic-success-center/drop-tutoring

Accessibility/Accommodations:
Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty
Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using,

as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code
A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:
"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."
The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy
Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.) You may be dropped from the course for have excessive absences.

In an online course the student is expected to be engaged in the material and attend to assignments, readings, discussions, and due dates. You are expected to check Blackboard at least twice a week for possible changes, messages, etc. You are also welcome to contact the professor if you have any questions.

Emergency Alert System
In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information
Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: http://www.concord.edu/administration/office-public-safety.

Inclement Weather Policy
As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:
> University Closure
> No students or employees are to report.
> Classes Cancelled
> Students do NOT report BUT employees are expected to report to work at their normal time.
> Operating on an Inclement Weather Delay
> Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See http://www.concord.edu/emergency-alerts for Athens/Beckley Inclement Weather Schedules.)

Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harrassment & Assualt

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Academic Resources:

Drop-In Tutoring—free tutoring available in the Library, Student Center Study Lounge (2nd floor), and Rahall atrium. For specific information, contact the Academic Success Center (asc@concord.edu; 304-384-6074). The schedule will be posted online: http://www.concord.edu/academics/academic-success-center/drop-tutoring

SMARTHINKING—Free online tutoring in most subjects, available 24/7; Sign up through MyCU Student Tab.

Special Needs

If you require accommodation for any special needs on a regular or one-time basis, please notify me before class.

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Students who request academic accommodations or modifications related to a disability should first notify their instructor and then contact the Vice President and Academic Dean's Office.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."