



**Department of Education  
Williams: Spring 2019**

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/>).

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**Office hours:** Mondays and Wednesdays 10:00-11:00 and 2:00-3:00; Thursdays 1:30-2:30 (unless Division meeting on Friday and then Friday 10:00-11:00), and Fridays by appointment. Can also meet via cell phone, but limited to before 9:00PM!

**Course Title:** Literacy Research and Instruction for Culturally and Linguistically Diverse Students

**Course Number:** RDNG 525 CRN: 20542 Section: 1AS      **Credits:** 3 Hours

**Semester Taught:** Spring 2019

**Room:** Online

**Times:** Asynchronous (On-line)

**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 a video recording device.

**E-mail and Blackboard Access:**

You will have more than enough time to complete all assignments. The course will be set up in such a way as to provide the opportunity for instructor feedback, second reader proofreading, and scaffolding. Dates for assignments can be found on the class agenda and on Blackboard. All assignments are to be turned in on time. There are no exceptions!

Since computer problems sometimes arise, it is highly recommended that students prepare ahead of time, back up work, and keep up with all assignments. If there is a problem with an assignment

or quiz on the site, the professor reserves the right to reset said assignments, quizzes, etc. (Concord University).

**Prerequisites:** None

**Required Texts:**

Freire, P. (2012). *Pedagogy of the Oppressed*. New York, NY: Bloomsbury.

Purcell-Gates, V. (1997). *Other People's Words*. Cambridge, MA: Harvard University Press.

Smith, M. W., & Wilhelm, J. D. (2002). *Reading Don't Fix No Chevys: Literacy in the Lives of Young Men*. Portsmouth, NH: Heinemann.

Tatum, A. (2005). *Teaching Reading to Black Adolescent Males: Closing the Achievement Gap*. Portland, ME: Stenhouse Publishers.

Walls, J. (2006). *The Glass Castle: A Memoir*. New York, NY: Scribner.

**Recommended Texts:**

American Psychological Association. Publication manual of the American Psychological Association. (5th ed.) (2001). Washington, D.C.: American Psychological Association.

**Other 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](http://www.livetext.com) for \$133.00. 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." (Taken from an e-mail from the division chair per company's suggestion)

**Catalog Description:**

Theory, research and pedagogy of reading acquisition, second language acquisition, and the development of literacy learning in a diverse society. Addresses the use of multicultural literature to meet the needs of a diverse student population.

**Course Description/Rationale:**

This course is a survey of the research and instructional practices in reading and literacy education as they pertain to culturally and linguistically diverse students. This course will provide students with an opportunity to explore current trends, research, and issues as they relate to students who are culturally and linguistically diverse in reading and literacy at the state and national level. Students will be introduced to critical theory, the politics and history of reading and literacy instruction, literacy instruction for diverse students, and other related topic. The

ultimate goal of this course is to provide access to meaningful research that will inform teachers in the classroom, thereby assisting them with reading and literacy instruction for students who are culturally and linguistically diverse.

**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.

**National Board for Professional Teaching Standards (NBPTS)**

**Proposition 1:** Teachers are Committed to Students and Their Learning

**Proposition 2:** Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students

**Proposition 3:** Teachers are Responsible for Managing and Monitoring Student Learning

**Proposition 4:** Teachers Think Systematically about Their Practice and Learn from Experience

**Proposition 5:** Teachers are Members of Learning Communities

**Concord University Division of Education Conceptual Framework**

The mission of the PEU is to prepare educators who are competent, intentional, reflective, culturally responsive, leading, and empathic 21st Century Professionals. The PEU 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.

**Connection to International Reading Association Standards**

The various sections of the assignment required for this course address the following standards as set forth by the International Reading Association:

Section I: Language and Literacy Development: (IRA Standards 1.1, 1.2, 1.3, 1.4)

Section II: Principles of New Language Acquisition: (IRA Standard 1.3)

Section III: Reading Research: (IRA Standard 1.2)

Section IV: Organizing the Reading and Writing Program: (IRA Standard 1.4)

Section V: Technology (IRA Standard 4.2)

Section VI: Creating a Literate Classroom Environment (IRA Standard 4.2)

Section VII: Observing, Evaluating, and Coaching Classroom Teachers and Paraprofessionals: (IRA Standard: 4.3, 4.4, 5.1, 5.3, 5.4)

Section VIII: Extended Evaluating (IRA: 5.1, 5.2, 5.3, 5.4)

**Alignment with 21st Century Learning**

1. Issues in Reading and Literacy will be discussed, evaluated, and applied in such a manner as to emphasize *21<sup>st</sup> Century Content*.
2. Through readings, assignments, and topics covered in class *21<sup>st</sup> Century Context* will be addressed.
3. Through the gathering of data, utilization of various forms of technology and media, and the research required for the assignments, *21<sup>st</sup> Century Technology Tools* will be a substantial part of this course.
4. Through the project based assessment and the evaluative elements of this course, students will become familiar with *21<sup>st</sup> Century Assessments*.
5. Within the assignments, readings, practices, and instruction, students will develop *21<sup>st</sup> Century Learning Skills*.

**ISTE National Education Technology Standards and Performance Indicators for Teachers**

<i>Standard</i>	<i>Methods by Which Standards are Addressed</i>
1. Facilitate and inspire student learning and creativity	<ul style="list-style-type: none"> <li>- Project based assessment</li> <li>- Research with electronic databases</li> <li>- E-mail and Blackboard</li> <li>- Create webpage or handbook</li> </ul>
2. Design and develop digital-age learning experiences and assessments	<ul style="list-style-type: none"> <li>- Webpage or handbook</li> <li>- PowerPoint Presentations</li> <li>- Research with electronic databases</li> <li>- Web search</li> </ul>
3. Model Digital-Age work and learning	<ul style="list-style-type: none"> <li>- Create Professional development opportunities for other teachers</li> <li>- Utilize e-mail and other resources to contact parents of students</li> <li>- Utilize text message and e-mail for communication</li> <li>- Research with electronic databases</li> </ul>

4. Promote and model digital citizenship and responsibility	<ul style="list-style-type: none"> <li>- Learn and apply APA citation format</li> <li>- Discuss plagiarism</li> </ul>
5. Engage in professional growth and leadership	<ul style="list-style-type: none"> <li>- Research in Reading</li> <li>- Provide staff development opportunities</li> <li>- Evaluate reading practices that involve technology</li> </ul>

**Course Objectives Aligned with National Board for Professional Teaching Standards:**

<b>National Board from Professional Teaching Standards</b>	<b>Course Objective that Meets Standard</b>
Proposition 1: Teachers are Committed to Students and Their Learning.	5, 7
Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.	1, 2, 3, 4
Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.	5, 7
Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.	5, 6, 7
Proposition 5: Teachers are Members of Learning Communities.	1, 2, 3, 4, 6, 7

**Concord University Graduate Educational Goals:**

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:**

<b>Objective</b>	<b>Goal</b>
1. Explore topics, issues, and methods related to reading and literacy instruction for diverse students.	Knowledge, Skills, and Attitude
2. Use APA format to cite sources and construct a research paper.	Skills
3. Attempt to connect theory with practice as they pertain to literacy instruction for diverse students.	Knowledge, Skills, and Attitude

4. Focus on a student from a diverse background and develop a plan for that student.	Knowledge,, Skills, and Attitude
5. Communicate research findings through written and oral presentations.	Knowledge and Skills
6. Explore the social and cultural influences on reading and literacy instruction.	Knowledge, Skills, and Attitude
7. Identify professional organizations within Reading and Literacy Research/Education and understand the contribution of the organization to the profession.	Knowledge, Skills, and Attitude

**Course Objectives/Learning Outcomes:**

The students will:

1. Explore topics, issues, and methods related to reading and literacy instruction for diverse students.
2. Use APA format to cite sources and construct a research paper.
3. Attempt to connect theory with practice as they pertain to literacy instruction for diverse students.
4. Focus on a student from a diverse background and develop a reading list for that student.
5. Communicate research findings through written and oral presentations.
6. Explore the social and cultural influences on reading and literacy instruction.
7. Identify professional organizations within Reading and Literacy Research/Education and understand the contribution of the organization to the profession.

**Course Requirements:**

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 be turned in on time.
- Do ALL assignments.
- Your first attempt at an assignment may be your only attempt, as you may not have the opportunity to rewrite it. This means do your best work on the first attempt. In some cases you may be allowed to rewrite a paper, but in most cases you will not, so it is important it is your best work and turned in on time.

Make-up Policy

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

### 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.

### 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 on time (within 3 days of the due date).
- 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 there are technical problems submitting an assignment, email the professor through the regular email (williamsw@concord.edu) immediately and explain the situation.
- Lack of computer access is NOT a “technical problem” as you signed up for an on-line class, which means you should always have access to a computer.
- 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.

### Quality of Written Work

- Of course all work is to be typed in Word. The format is as follows: double-spaced, 1-inch margins, 12 point font, Times New Roman.
- Please grammar-check, spell-check, and proofread your work. It is also required that you get someone else to proofread your work, as the ability of a second reader to pick up on problems greatly enhances your chances of turning in an error-free paper, or at least something close to such a document. Quality of writing and writing mechanics (i.e., spelling, punctuation, grammar, sentence and paragraph structure, language usage) will impact your grade on all assignments.
- You should be knowledgeable of APA format and it should be utilized in your paper. There is no excuse for not using APA, as it should be required for other courses, it WILL be required for RDNG 560, and it is the standard format in education and the social sciences.

**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. Also see the Concord University 2009-2011 Academic Catalog page 39.

**Course Evaluation:**

Assignments	Points
New Language and Literacy Acquisition for Diverse Learners Paper	10
Exams (10 points each)	40
Who Am I and Where am I From?	10
Discussion	5
Text Connected Lesson Plans (10 points each)	20
Web Buddy Project	15
<b>Total</b>	<b>100</b>

**Grading Scale:**

A	90-100	Points
B	80-89	Points
C	70-79	Points
D	60-69	Points
F	0-69	Points

**Grading Policy:** Student work will be graded based on the assignment requirements, which can be found in the syllabus and/or the assignment sheet for the given assignment. In some cases a rubric will be used. It is the student’s responsibility to refer to the syllabus and assignment sheet, as well as contacting the instructor should they have any questions regarding an assignment.

**Make-up Policy and Late Work:** If a student knows that they will need to miss class on a day when there will be a test, quiz, or assignment due, it is the student’s responsibility to take the test or quiz before the absence or to turn in an assignment prior to the date of their absence.

Late work is accepted at the instructor’s discretion. If a student does not turn in an assignment they should see the instructor as soon as possible.

**Assignments:**

**Who am I and Where am I From?:** Each student will research who they are and where they are from. This is to go beyond “I’m American” and find out where part or some of your family came from and how they got to where you live now. The United States is made up of people from all

over the globe, and this activity will help you understand where you came from and how you ended up where you live. You are to:

- Interview at least four family members of as many generations as you can
- Search on the internet for family names and names of individuals to help trace where your family came from and who they were
- Collect four stories about one family member, either living or dead
- Post to assignment AND discussion and comment on at least two others

This will be turned into a Power Point that the viewer/reader can go through and learn about you and your family. The slides should have enough detail that they do not need to be explained (since they can't be in an online class), but they should not be too busy. If you feel you need to attach a paper to the project to help the instructor understand where you are from, you can do so, but it must be limited to less than 4 pages. You will be graded on addressing the requirements.

### **New Language and Literacy Acquisition for Diverse Learners**

Demonstrate knowledge of language development and reading acquisition by writing a paper, paying attention to variations related to cultural and linguistic diversity, by identifying, explaining, comparing, and contrasting theories and research in language development and learning to read. Paper should include:

- Variations related to cultural and linguistic diversity, and implications for differentiating instruction to meet the needs of *all* students.
- 5 to 7 peer reviewed sources (limit to two books from other classes or this class)
- 4 to 6 pages

In short, it is suggested that you have sections that address the different parts: language development, reading acquisition, how diversity plays a role in the two former sections, so you will have four sections. There should be some comparing and contrasting. This should not be a list of research or something copied from one of your texts. In addition, do not include any lists, as your instructor tends to see those as space wasters. Also, do not write about strategies. This section should be theory and research.

**Class Participation:** All students are expected to participate fully in the course. Any other assignments not previously mentioned will be graded within class participation.

**Text Connected Lesson Plan:** During the course you will submit two lesson plans that are connected to the texts in this class. You will write two three to six page lesson plans that reference the given text(s), use peer reviewed (not internet junk!) research, engage learners, and establish you as a thoughtful, creative, culturally inclusive teacher. The lesson plans **MUST** have the following:

- A stated reference/connection to the text(s) used in this course (first lesson for one or both of the first two books and the second lesson for one or both of the last two books)
  - o This reference should be cited using APA format
  - o The connection must be clear and explained to the reader. Just saying, "this strategy works for males" is not enough
- Cite one peer-reviewed article (from a journal in Education or Reading and NOT a website (NO Reading Rockets); databases are different, Concord's library can help, use APA format)
- Lesson meets at least three Next Gen, CSOs, SOLs, or any other state standard appropriate for your grade level (of course these should be written out in your lesson plan)

- Lesson Plan is something geared towards the demographic you chose to work with from the text(s)
- Clear, measurable objectives (besides the standards, these are your own)
- Activities/Outline of Procedures
- Assessment/Evaluation (Does not need to be texts or quizzes)
- Materials
- Length of the Lesson
- Grade Level
- Text students will read (important, since this is a reading course; can be book, article, etc.)
- Do not have strategies just because they are “fun”; there should be a reason for having them, especially since you are trying to show they help the student you selected
- At some point in the lesson there should be an annotated rationale (even if this needs to be written throughout your lesson plan in *italics*)

**Discussion:** There will be opportunities for students to start discussions and respond to others’ discussions and comments. Everyone must start at least two discussions and reply to at least three. Discussing the texts will help prepare you for the exams and allow you to glean more from this course.

**Web Buddy:** You will correspond with one or two students at New Design High School about their literacy experiences. You will send each student an e-mail at least once a week. The beginning e-mails will address general interests and experiences of the students. At some point early in the semester students in Reading 525 will begin to inquire about their web buddy’s literacy experiences.

Objectives:

- Develop an understanding of students’ literacy experiences through corresponding with them.
- Create a booklist for a specific student or students.
- Engage in a literature discussion with a student.
- Model various reading/language arts skills (writing, reading, discussion, etc.) for students.

Requirements:

You are to contact your Web Buddy an average of once a week. This is the minimum. While it is important to respond to your Web Buddy, you also need to tend to your other requirements in this and other courses. If your Buddy is slow to respond to your e-mails, you can send him or her a follow-up e-mail. Remember that some buddies will respond rather quickly and others will take time. Do not be offended and do not offend. They are high school students.

You will always copy me any e-mail you send to your Web Buddy. Copy it to [williamsw@concord.edu](mailto:williamsw@concord.edu). They will copy their e-mails to their teacher. This is mandatory.

You will engage in correspondence always keeping in mind that you are the adult. Discussions of pets, activities, sports, movies, and other interests will greatly increase your understanding of your Web Buddies. You will not engage in discussions of sex, drugs, alcohol, very personal

issues, or anything that you would not talk about in a high school classroom. You will also not use profanity in your communications. If you want to discuss something and you question whether not you should bring it up, do not bring it up. If your student shares anything with you involving the topics above, or if you feel your student is in any kind of danger, let me know ASAP.

Your e-mails should be professional with salutations, closings, etc. Use professional language, proper grammar, correct spelling etc. The high school students are expected to do it, so it is very important that you model what they are expected to do.

The first couple of e-mails should be about general interests and such. At some point after that you should start discussing literature. You can still discuss interests, family, etc., but your goal is to engage them in discussions about their literacy activities. Suggestions include:

- What was the last book you read?
- Do you like to read? Why or why not?
- What kind of stuff do you like to read?

The students at New Design will be expecting each of you, their WV email buddies, to inform, expand, and correct impressions they have of West Virginia as described by Jeannette Walls. Their questions may be structured or assigned, but it is your job to not only answer their questions, but to work questions and answers about the novel into your regular Web Buddy discussions of the readings.

You will find that some students enjoy reading. You will get some ideas of what kinds of literature to have accessible in your classroom and you will give them ideas as to which books they may enjoy. The students from New Design use Goodreads.com to discuss literature and look for suggestions for future readings. You are required to post to Goodreads.com and interact through that site, in addition to using e-mail. This is an excellent resource that you should find useful and hopefully utilize in the future.

Project:

Part 1: You will have a discussion about a common novel. This semester we will discuss *The Glass Castle*. Part of the book is set in West Virginia and students from New Design will look to you to discuss all of the novel, but especially this section. You will start with general discussions, move on to discussions about literacy activities, and then discuss the common novel.

Part 2: You will construct a book recommendation list for your Web Buddies. This list will represent your knowledge of your Web Buddies and your ability to find reputable, meaningful, enjoyable books for students.

Objectives:

- Recommend a booklist to specific students based on knowledge of the student, knowledge of reading research and literature, knowledge of places to find quality children's and adolescent literature, etc.

- Demonstrate an understanding of literature for children and the resources associated with the field.
- Support teaching decisions with sufficient detail.
- Become familiar with various pieces of Children's and Adolescent Literature

Directions:

You are to construct a booklist of five books you will recommend to each of your Web Buddies.

This list must consist of:

- at least one award winner
- at least two books where the main character is the same gender as your Buddy
- at least two books written since 2008
- at least one book you have read (you can read it by the time you turn this in)

While it would be nice to be able to recommend any books to our buddies, please be careful and respectful of their background/culture/etc...

Components of the Booklist:

- Booklist of 5 books per-student
- Rationale for book selection. This will be a two to five page paper where you will justify your decisions about the books. You will tell the reader why you chose the books you did. The reasons could be based on your buddy's interests and experience, on award winners, recommendations from other students, your own enjoyment of the book, etc... These rationales need to be explained. Just saying, "I read the book and thought it was good" is not enough. You may address each book in a paragraph or two. These could be organized under the Web Buddy's name. Regardless, you should have a couple of reasons for choosing the books you did.
- Summary List of the Books (2 pages). This will be a list of sentences/paragraphs summarizing each book. Do not cut and paste descriptions from websites. You should write the summary in your own words. I know you will not read all the books, but you can pull various summaries and reviews together to help you create this.
- Final Reflection: Two pages where you are to reflect on the process. How was it? What did you learn? How do you feel about your book list?

**IMPORTANT:** If your Web Buddy does not reply to you in a reasonable amount of time, you **MUST** contact your instructor. If you do not hear from your Web Buddy after at least three attempts you, with help and approval of Dr. Williams, will find your own Web Buddy and begin over with them. Since this project is a big part of your grade, it must be completed, even if your Web Buddy from New Design does not work out.

If you have any questions, please contact me by e-mail. If you have an emergency, call me on my cell phone at (540) 818-6698.

**Exams:** There will be four exams, one for each text, during this course. The exams will cover the material found in the assigned readings. These exams may take any format: multiple choice, essay, short answer, etc. It is more than likely, given the time frame of the course, that the exams will be multiple choice exams and range from 10 to 30 questions.

### **Tentative Course Schedule**

<b>Date</b>	<b>Topic(s)</b>	<b>Assignment Due</b>
January 27, 2019	My Roots	Who I am and Where I'm From
February 10, 2019	Urban Appalachian <i>Other People's Words</i>	Exam 1
February 24, 2019	Males and Literacy <i>Reading Don't Fix No Chevys: Literacy in the Lives of Young Men</i>	Exam 2
March 3, 2019	Connecting Learning	Text Connected Lesson Plan 1
March 24, 2019	Black Adolescent Males <i>Teaching Reading to Black Adolescent Males: Closing the Achievement Gap</i>	Exam 3
April 7, 2019	Language and Literacy Acquisition	New Language and Literacy Acquisition for Diverse Learners Due
April 14, 2019	Connecting Learning	Text Connected Lesson Plan 2
April 28, 2019	Critical Literacy <i>Pedagogy of the Oppressed</i>	Exam 4
April 30, 2019	Critical Literacy	Discussions and Web Buddy Due

**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 Harassment & Assault**

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](mailto: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](mailto: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](mailto: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.

## **Syllabus Disclaimer**

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