SED 511 – English/Language Arts Teaching Methods in Secondary School
Schedule line # 19109
3 Credits

Instructor Information:

Dates of classes: 1/11/21 - 4/23/21, TH 7:30-9 p.m.
Instructor: Andrea Bostick
Email: Andrea.Bostick@asu.edu
Cell Phone: 602-284-5991
Office Hours: Before or after class and by appointment
Zoom Link: https://asu.zoom.us/j/6461229732

Course Information:

Catalog Description

Instructional, organizational, and presentation methods. This course, which focuses on the general content and pedagogy of Secondary English/Language Arts, is aligned directly with the State of Arizona Professional Teaching Standards and NCTE standards for teaching secondary English.

Course Format

This class will be conducted as a seminar where class members 1) Read, critically analyze, and discuss the required course materials, and 2) Generate meaningful questions concerning the purpose, content, methods, and assessment of the reading process. The course format will be a combination of lecture, small-group and whole-group class discussions of assigned readings and student presentations. Participants need to be prepared to 1) Discuss the topic and readings for the week, and 2) Work collaboratively with other class members.

It is imperative that students come to class prepared to participate. This preparation includes readings and completion of selected exercises and activities prior to class. The instructor has a core belief that face-to-face course sessions are a lived, shared experience. Failure to attend class for any reason means missing out on this experience, and missing out on any shared experience cannot be made up via other means.

Guiding Questions:

- What is English?
- What is the purpose of English Education in a multicultural/multilingual society?
- How do we teach English language knowledge and skills through writing, reading, and oral communication?
- How can we use language skills and knowledge our students bring to the classroom as resources for classroom learning?
- What is the teacher's role in teaching ELA in a digital society?
- What issues of power and politics are we faced with as teachers of English?

Required Course Texts, Materials and Resources

Required Text

Burke, J. (2013). *The English Teacher's Companion (4th Ed.)*. Heinemann.

Additional required readings provided in Canvas

In addition to the textbooks, there will be additional course materials in the nature of chapters from selected texts, articles, and pamphlets. All of these will be provided in PDF form via Canvas in the Course Documents tab.

Required Materials

Mary Lou Fulton Teachers College Internet resource – Tk20 via the web: Tk20 CampusTools is a comprehensive online data management system that enables you to participate and manage your academic activities in this class, throughout your college experience and beyond. There is a one-time only, non-refundable subscription fee for Tk20. You can purchase the program online at http://mytc.asu.edu/tk20-system.

You may also purchase a Tk20 Student Access Kit from the ASU Bookstore, which may have a higher price, although purchasing there will allow you to receive requisite compensation from financial aid, if eligible.

Provided Materials

ASU Canvas Course Management Website at ***http://myasucourses.asu.edu*** (All ASU students have FREE access to this web resource)

Student Learning Outcomes

Upon completion of this course the student should be able to:

Student Learning Outcomes	InTASC Standard	ISTE Standards	PSA*
Course Objective 1: The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning. The teacher can relate his/her disciplinary knowledge to other subject areas.	*InTASC 1 (a-k)*	3.D	ILA 1.1 ILA 3.3
Course Objective 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.	*InTASC 2(a), 2(b), 2(c), 2(g), 2(h), 2(j), 2(n)*	1.A, 2.C, 2.D	ILA 2.1, 2.2, 2.3 ILA 5.1
Course Objective 3: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	*InTASC 8(a), 8(b), 8(d) 8(h), 8(j)*	2.B	ILA 5.1, 5.3, 5.4
Course Objective 4: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	*InTASC 4(a), 4(b), 4(d) 4(j), 4(j), 5(a), 5(c), 5(d), 5(r)*	2.A	ILA 2.3 ILA .3
Course Objective 5: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	*InTASC 6(a-v)*	7.A-C	

InTASC Standards: http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

ISTE Standards: http://www.iste.org/standards/standards-for-teachers.

*PSA - Professional Standards Assessed may include (according to course content):

- Council for Exceptional Children (CEC): http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation.
- National Association for the Education of Young Children (NAEYC): http://www.naeyc.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%2010_2012.pdf.
- National Council on the Social Studies (NCSS): http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf
- National Council for the Teaching of Mathematics (NCTM): http://www.nctm.org
- International Reading Association (IRA): http://www.reading.org/
- Next Generation Science Standards: http://www.nextgenscience.org/next-generation-science-standards

Tentative Course Calendar (Subject to change at the discretion of the instructor)

Session	Topics to be Covered	Readings and Assignments Due
Week One 1/14	- Introduction/Syllabus - Meet the class	
Week Two 1/21	- Our students: their languages and literacies - Guiding Questions **Purposeful Question: How do we define English as a discipline?** **Purposeful Question: Who are the students we teach?**	**Reading:** Burke Chapters 1 & 2 National Council Teachers of English. (2019). Definition of Literacy in a Digital Age. *Retrived from https://ncte.org/statement/nctes-definition-literacy-digital-age/*
Week Three & Four	- Teaching listening and speaking - Principles and Practices	**Reading:**

1/28, 2/4	- Discussions - Speaking and Presenting **Purposeful Question: What are the essential practices regarding speaking and listening instruction?**	Burke Chapter 6 Barker, L. (2018). Under Discussion: Teaching Speaking and Listening. *English Journal* 107(3), 123-126. ***Reading Response***
Week Five & Six **2/11, 2/18**	- Teaching writing - Writing process - Rhetorical approach to writing - Writing to Learn - Writing Assignments - Digital Writing **Purposeful Questions: What are the elements of effective writing instruction?** **How can writing be used as an effective tool for learning in the classroom?**	**Reading:** Burke Chapter 4 Boudreau-Smith, N. (2017). A Principled Revolution in the Teaching of Writing. *English Journal,* 106(5) 70-75. Buckley-Marudas, M. (2018). Making Room for the Writers: Creating Time and Space for Secondary School Writing. *English Journal,* 107(3), 47-53. ***Reading Response***
Week Seven & Eight **2/25, 3/4**	- Teaching Reading - Principles and Practices - Teaching the Reading Process - Differentiated Reading Instruction **Purposeful Question: How does past research influence reading instruction today?** **How do we meet the needs of diverse learners in the classroom?**	**Reading:** Burke Chapter 5 - pages 136 - 176 Elish-Piper, L, Wold, L. & Schwingendorf, K. (2014). Scaffolding High School Student's Reading of Complex Texts Using Linked Text Sets. *Journal of Adolescent and Adult Literacy* 57(7), 565-574. ***Reading Response***

Week Nine & Ten 3/11, 3/18	- Teaching Reading - Differentiated Reading Instruction - Using Assessment to Improve Reading **Purposeful Question: How do we meet the needs of diverse learners in the classroom?**	**Reading:** Burke Chapter 5 – pages 177-202 Lenksi, S. (2014) Differentiating Instruction for Adolescent Literacy Learning. In *Literacy Practices Adolescents Deserve*, International Literacy Association. *Reading Response*
Week Eleven & Twelve 3/25, 4/1	- Teaching language and vocabulary - Teaching Grammar in Context - Sentence Combining - Scheduling time for grammar **Purposeful Questions:** **What is the difference between language and grammar instruction?** **What are effective practices for teaching vocabulary?** **What is the most effective and efficient way to teach grammar?**	**Reading:** Burke Chapter 7 Dean, D. (2011). Shifting perspectives about grammar: Changing what and how we teach. *English Journal* 100(4), 20-26. Zuidema, L. (2012). Grammar Workshop: Systematic language study in reading and writing contexts. *English Journal*, 101 (5), 63-71. *Reading Response*
Week Thirteen & Fourteen 4/8, 4/15	Teaching and assessing Thinking and knowing **Purposeful Questions: What are the most effective ways to use literacy process to assess students?**	**Reading:** Burke Chapter 8 Fisher, D. & Frey, N. (2014). Assessments That Highlight Strengths and Challenges. In *Literacy Practices That Adolescents Deserve* International Literacy Association. *Reading Response*

		Unit Plan DUE
Week Fifteen 4/22	**Developing as a professional - what are my next steps in teaching ELA?**	**Unit Plan Presentations**

Course Assignments

Assignment and Description	Due Date	Indicators	Score/Points
Introducing and Reinforcing Standards			
Weekly Workshop/ Lesson Plans Each week, we will spend a portion of class discussing your current struggles/triumphs in the classroom. We will work in small groups and as a class to create practical methodological solutions that you can take with you into the classroom in the coming week *before* you teach the lesson. These workshops will guide the readings for the upcoming week. ***For this assignment, you are expected to bring a lesson plan that you will be teaching in the upcoming week with you to class each week.*** *Please note: Points are awarded solely on participation, so these assignments can not be made up if you are absent.	Due weekly	ILA 4.2, ILA 5.3 InTASC 9(h)	25 points (5 pts per week)*
Reading Response Throughout the semester you will be asked to complete assignments and/or reflections on the weekly readings. These readings will come from articles and the required texts. Critical, engaged discussion will make this a richer class for all of us. In preparation for this kind of thoughtful discourse, you will be responsible for reading and responding to a variety of texts in a variety of ways (i.e. Freewrites, Quickwrites, and many other Literacy Strategies). Responses will be made available each week on Canvas.	Weekly	InTASC 1,2,3,4,5,6,7,8,9	60 points (10 pts per week)

IMPORTANT: You MUST BE IN CLASS in order to receive credit for reading response assignments. The responses you complete at home are used as a foundation for activities we complete in class. It is these activities on which you will be graded. **THERE ARE NO MAKE-UPS FOR A MISSED READING RESPONSE**.			
Discussion Director What is the problem with an objective such as "Students will discuss…"? How do you prepare for class discussions? For this assignment, you will select one article to teach and facilitate a small group and whole class discussion. You must plan the discussion questions, the size and structure of the group, and a specific discussion protocol to implement for your lesson. In addition, you need to be able to ensure that all students participate, are on task, and engage in some type of summative task to hold the groups accountable.	As assigned	InTASC 2,3,4,5,6,7,8,9,10	30 points
Microteaching You will create a brief (15-20 minute) lesson (reading, writing, speaking, or language) that is informed by the theoretical and pedagogical readings in this course. You will prepare a copy of the lesson plan and accompanying references page for each member of the class. Your will then present the lesson to the class as if you were teaching it to your own secondary school class. After your teaching presentation, the class will discuss the presentation focusing on strengths and weaknesses as well as elements of the lesson that can/should be changed to make it more theoretically sound or pedagogically effective. You will then work to revise the lesson plan. You will compose a reflection (500+ words) reflecting on the process of creating, presenting, and revising the lesson plans.	As assigned	InTASC 2,3,4,5,6,7,8,9,10	50 points

Required elements: lesson plan, teaching presentation, revised lesson plan with references page, and reflection			

Signature Assignment Assessing Mastery of Standards			
Unit Plan You will create a Unit of Lessons at the grade level of your choice that effectively integrates methods we have covered in a thematic unit of lesson plans. This unit will span approximately a 2-week period. A final reflection paper that describes the planning and implementation of the unit is also required. You will need to upload a final copy of the unit and reflection into Tk20. This unit plan needs to be drawn from your Curriculum Map.	Week Fourteen	ILA 2.2,2.2, 2.3 ILA 5.1, 5.4 InTASC 4 (b),4(j), 4(n), 7(a)	250 points

Grading Scale

A	93%-100%
B	83%-92%
C	73%-82%
D	63%-72%
E	62% and below

Signature Assignment

The signature assignment is an assignment that is submitted electronically in Tk20 providing direct evidence of student achievement and progress towards a specific outcome, or group of outcomes. The electronic submission of the signature assignment in Tk20 serves two purposes; the signature assignment is intended to assess important skills, abilities, and identifies areas of strength and challenge, which instructors use to evaluate student progress. It also serves as a college data collection and storage site that is required by the Department of Education. All students seeking certification are REQUIRED to upload and submit their signature assignment in Tk20 for evaluation. Students must pass the signature assignment to pass the course. For information, please see https://education.asu.edu/tk20-user-guides.

Assignment Title

Unit Plan and Reflection

Assignment Descriptions (detailed including grading criteria)

Successful completion of the signature assignment is required to earn a passing grade for the course. Successful completion of the signature assignment means earning a score of Proficient or Approaching Proficient in all areas of the rating rubric with no more than two scores of Approaching Proficient in any section.

The signature assignment is your opportunity to demonstrate that you have effectively integrated the objectives and content of this course into your teaching practice and pedagogy.

The following course objectives are integrated throughout this assignment: Course Objective 1: Upon successful completion of the course, the student should be able to evaluate adolescent literacy policies; Course Objective 2: Upon successful completion of the course, the student should be able to frame literacy-rich instructional units; Course Objective 3: Upon successful completion of the course, the student should be able to conduct literacy-rich instructional practices; and Course Objective 4: Upon successful completion of the course, the student should be able to analyze recommendations for promoting literacy.

Instructional Unit Plan

Assignment Descriptions (detailed including grading criteria)

For your signature assessment, you will create an instructional unit to for a language arts class. You will choose a primary emphasis (reading, writing, speaking/listening), but your unit may integrate all of these areas. For the final product, you will complete an instructional unit that sequences instruction for 1 month of instruction. Instructional units should include lessons and activities that are challenging and interesting to secondary students and, therefore, encourage students to work to and beyond their full potential. Your unit should include:

- An assignment sheet and scoring guide for the final product
- A calendar the outlines the unit
- Lesson plans for 10-15 days (in sequence) that include:
    - Your objectives for the unit
    - The appropriate AZCRRS standards
    - The agenda for the lesson, including teacher and student practices and description of specific differentiation practices.
- Assessment measures – formative for daily practice and summative when appropriate
- An introduction to the unit (350+ words) that discusses the objectives for the unit and rationale for your teaching approach and lessons. The introduction should be grounded in the course readings and your research on the topic. It should make an argument for how your unit is designed to challenge all students and interest them in their learning.
- A list of references
- An annotated bibliography for 5 + reliable sources that you used to inform your lesson planning
- See presentation information below**

Presentation: Each project requires a brief presentation of 4-6 minutes. The format of your presentation is open. However, you must integrate technology in some way (movie, Prezi presentation, PowerPoint, podcast, etc.). Your presentation should be interactive, which means that you should involve your classmates in some way. In your presentation, try to do more than simply summarize your project. Instead, try to persuade us to want to teach your approach. Finally, you will need handouts for class members that include your list of references.

Signature Assignment Rubric

Element/ Component	(5) Exemplary	(4) Highly Proficient	(3) Proficient	(2) Approaching Proficient	(1) Unsatisfactory
Unit Introduction (50 points)					
Positions the objectives for the unit within best practices for the language arts (30 points)	Grounding within the field's practices are explicit and detailed with cited sources of information	Includes elements of 3 and 5	Grounding within the field's practices are evident	Includes elements of 1 & 3	Grounding within the field's practices are absent
Evidences a clear rationale for the unit (20 points)	Rationale is explicit and detailed	Includes elements of 3 & 5	Rational is evident	Includes elements of 1 &3	Rationale is absent
Lesson Plans (100 Points)					
Grounded in the Arizona College and Career Readiness Standards (AZCCRS) (20 points)	Explicitly grounded in the AZCCRS Includes reading, writing, listening, and speaking standards.	Includes elements of 3 and 5	Shows awareness of the AZCCRS but may not include integrated reading, writing, listening, and speaking standards.	Includes elements of 1 &3	Consideration of the AZCCRS is absent or inappropriate for the lesson

Account for diverse learning styles and abilities (20 points)	Lessons are designed with activities for diverse learners	Includes elements of 3 and 5	Some lessons focus on diverse learners or learning styles	Includes elements of 1 &3	Lessons are not designed to account for diverse learners
Contains a clear agenda for effective instruction (20 points)	The explicit agenda accounts for instruction and classroom management	Includes elements of 3 and 5	The agenda accounts for instruction or management	Includes elements of 1 &3	The agenda does not account for instruction or management
Accounts for appropriate assessment measures for the lesson content (20 points)	Appropriate formative and summative assessment measures are integrated throughout the unit	Includes elements of 3 and 5	Some formative and summative assessment measures are included	Includes elements of 1 &3	The unit accounts for formative and summative assessment measures, but does not contain a clear vision for assessment throughout the unit
Content is organized so that it is personally meaningful and relevant to students (20 points)	Content clearly takes into account student interest, prior knowledge, and real-life applications	Includes elements of 3 and 5	Content mostly takes into account student interest, prior knowledge, and real-life applications	Includes elements of 1 &3	Content does not take into account student interest, prior knowledge, or real-life applications

Unit Calendar (30 Points)

Sequences the instructional unit (15 points)	Unit plan is carefully sequenced for effective instruction	Includes elements of 3 and 5	Unit plan is appropriately sequenced but may benefit from some revision	Includes elements of 1 &3	Unit plan is carelessly sequenced and will not lead to effective instruction
Evidences a range of diverse activities appropriately sequenced for student learning (15 points)	The unit calendar contains a variety of activities appropriately sequenced for student learning and success	Includes elements of 3 and 5	The unit calendar contains some variety to encourage student success	Includes elements of 1 &3	The unit calendar lacks variety

References (10 Points)

Uses a range of current, relevant and credible resources in ELA (10 points)	Sources are carefully chosen and included. Sources are current, relevant and from credible sources	Includes elements of 3 and 5	Sources are carefully chosen and included. They are mostly current, relevant and from credible sources	Includes elements of 1 &3	Sources mostly not current, irrelevant, or lack credibly

Assignment Sheet and Scoring (30 Points)

Assignment is innovative, encourages student interest and connection. Values inquiry, curiosity, and exploration (15 points)	Assignment is innovative, encourages student interest and connection. Values inquiry, curiosity, and exploration (15 points)	Includes elements of 3 and 5	Assignment is innovative, encourages student interest and connection. Values inquiry, curiosity, and exploration (15 points)	Includes elements of 1 &3	Assignment is not based on student inquiry or interest.)
Assignment sheet accounts for formative assessment and scoring guide established measure for summative assessment measures (15 points)	Assignment sheet accounts for formative assessment and scoring guide established measure for summative assessment measures	Includes elements of 3 and 5	Assignment sheet for summative assessment measures but assignment sheet lacks focus on formative assessments	Includes elements of 1 &3	Scoring guide considers formative assessment but needed additional work to be effective

Annotated Bibliography (30 Points)

Appropriately annotates current and credible sources for a professional audience (30 points)	Sources are appropriately annotated. Annotations show a familiarity with the field and its publications. Bibliography is appropriate for professionals in English Language Arts	Includes elements of 3 and 5	Sources are appropriately annotated. Annotations show a familiarity with the field and its publications	Includes elements of 1 &3	Sources are annotated but field knowledge and connection is absent
Total Score					
Grade					

*Passing the Signature Assignment is a requirement to pass this course. The iTeachAZ Professional Program Retention and Continuation Policy states that a grade of "C" or better is needed in all education courses to be eligible as a student in good standing (http://education.asu.edu/webfm_send/39). This applies to any student who is enrolled in the Mary Lou Fulton Teachers College iTeach Undergraduate Teacher Preparation Program.

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: *http://www.asu.edu/emailsignup*.

University/Mary Lou Fulton Teachers College Policies

Professional Behavior (this section is only necessary for initial certification students)

It is expected that students exhibit professional behavior inside the classroom, during intern placements, and working with other students outside of the class on assignments related to this class in addition to behavior in the classroom on ASU's campus. If at any time your behavior is 'unprofessional', the instructor may refer the student to the Director of the Office of Student Services (OSS) for the development of a Professional Improvement Plan (PIP). https://education.asu.edu/student-forms-policies.

Attendance and Participation

Participation is essential and mandatory to this course. Each person's unique responses and insights help our class to reflect and grow as learners in new ways. While participation styles will vary, preparation for and active participation in small and large group discussions are essential to the learning process. Active, constructive, and professional participation will require reading the text, articles, and books for small group discussions as well as preparing for discussion by constructively reflecting on your thoughts and connections to the readings. Reading, writing, and sharing in small groups or with the whole class helps create and sustain our community of learners.

Attendance will be taken. Attendance is expected for all class sessions. You should especially attend class when assignments are due or when a presentation is scheduled. *If you have an absence related to your work obligations, you must provide evidence before the absence and submit all work before it's due.*

Arriving late and leaving early is disruptive to the learning of others. Attending class for the entire period is required to be considered present for that day. If a student is more than 30 minutes late or leaves more than 30 minutes early, this will be counted as an absence. In this course, unexcused absences, repeatedly leaving class early, and/or repeated tardiness indicates poor professional behavior. An excused absence may be granted for

religious holidays, jury duty, military duty, etc. Scheduled mandatory district events (e.g. parent-teacher conferences) are also considered excused absences. **Mandatory district events do NOT included extracurricular activities such as sports/coaching, clubs, or voluntary academic responsibilities.

In the event of an absence, it is the student's responsibility to contact the instructor prior to the start of class, arrange for a classmate to take notes, get copies of handouts, and review class activities with a classmate.

 Any absences or tardies will **result in 10 points (per absence or tardy) deducted from your total grade for each absence.** If you **miss two or more classes you cannot receive a grade above a "C".** If you know in advance that you are going to be absent from a class session, you are expected to call or email your instructor explaining your absence in advance.

Late and Missing Assignments

It is critical to have assignments completed by deadlines in this course. It is not only a component of your final grade, but it is also a reflection of your professionalism and preparation as a teacher. Late assignments will not receive full points. Partial points and acceptance of late work will be at the discretion of the instructor. Students must contact the instructor for all instances of late work to receive any credit. No late work will be accepted after one week and/or the final day of the course.

Cell Phone/Technology

The use of computers and other electronic devices (electronic pads, phones with internet, etc.) during class time is accepted and encouraged when utilized for the purpose of meeting the class goals and expectations. Making or answering phone calls, texting, and using email for personal use is prohibited during class hours (with the exception of break time). Completing work for other courses or preparing lessons or any work for your teaching assignment is prohibited during class hours (with the exception of break time).

Academic Integrity/Plagiarism

The ASU Student Handbook contains the following information: "The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabricating, tampering, plagiarizing, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the Deans of the individual academic units."

The rest of the code, which consists of several pages, is available at the following URL: *http://students.asu.edu/srr/code*.

Dependent upon instructor's discretion, penalties for plagiarism range from loss of points on plagiarized assignment to student receiving an E for the course.

Disability Accommodations for Students

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (Downtown campus UCB 160, Polytechnic campus Sutton Hall 240, Tempe campus Matthews Center, or West campus UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who need accommodations for a disability should contact DRC as early as possible (i.e. before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC. https://eoss.asu.edu/drc

Religious Accommodations for Students

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time. http://www.asu.edu/aad/manuals/acd/acd304-04.html

Military Personnel Statement

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request a complete or partial administrative unrestricted withdrawal or incomplete depending on the timing of the activation. For information, please see *http://www.asu.edu/aad/manuals/usi/usi201-18.html*.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (Downtown campus- 522 N. Central Ave., Post Office Room 247, 480-496-4111; Polytechnic campus- Administration building suite 102, 480-727-1060; Tempe campus- Student Services Building room 263, 480-965-6547; or the West campus- UCB 301, 602-543-8152) if you feel another student is harassing you based on any of the factors above. Contact Equal Opportunity/Affirmative Action (EO/AA) at 480-965-5057 if you feel an ASU employee is harassing you based on any of the factors above. http://www.asu.edu/aad/manuals/acd/acd401.html.

Grade Appeals

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth for the undergraduate and graduate programs are available at https://education.asu.edu/student-forms-policies

Electronic Communication

Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (*http://www.asu.edu/aad/manuals/usi/usi104-01.html*) and in the University's Computer, Internet, and Electronic Communications Policy (*http://www.asu.edu/aad/manuals/acd/acd125.html*).

Technological Services and Support

The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some school sites. The following support services are available to support student computing needs.

Student Purchases:
- o Discounted pricing for students purchasing laptop or desktop computers is available at through the ASU bookstore or online. (http://www.bkstr.com/arizonastatestore/shop/technology)

ASU Campus Classroom Connectivity:
- o In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites. (*https://docs.google.com/a/asu.edu/#all*)

Hardware and Software Support:
- o ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software, operating systems, security, networking, etc. (https://ucc.asu.edu/techstudio/)
- o MyApps provides free software tools including free virus scan software, online applications, and information about discounted software for purchase. (*https://webapp3.asu.edu/myapps/*)

ASU Writing Centers

One Center, Many Places: The Writing Center, located on all four ASU campuses and online, offers free tutoring for all enrolled students.

All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

For more information about ASU's Writing Centers, including how to make an appointment, please visit our website at https://tutoring.asu.edu/writing-centers.

SI (Supplemental Instruction)

SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Canva under the SI Study Group. Students can receive tutoring for various courses through University Academic Success Programs (UASP). Refer to our website: https://tutoring.asu.edu.

Tutoring

Tutoring is available on all ASU campuses and Online for a variety of courses in small groups on a walk-in/drop-in basis. Appointments are not taken. For a full list of sites and courses, visit https://tutoring.asu.edu.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/faqs.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, https://eoss.asu.edu/counseling, is available if you wish to discuss any concerns confidentially and privately.

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