1. **COURSE TITLE\*:**  Foundations of Literacy
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**  EDUC 2220
3. **PREREQUISITE(S)\*:** EDUC 1101 & ENGL 1101 **COREQUISITE(S)\*:**
4. **COURSE TIME/LOCATION: (*Course Syllabus – Individual Instructor Specific*)** Online
5. **CREDIT HOURS\*:** 3  **LECTURE HOURS\*:**  3

**LABORATORY HOURS\*: (contact hours)** 0 **OBSERVATION HOURS\*:** 10

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This course is designed to provide students with an understanding of the reading process. Contemporary theories and issues regarding literacy learning will be addressed. Current approaches to reading instruction including skill instruction, word-recognition instruction, ability grouping, whole-language instruction, literature-based instruction, invented spelling, and phonics will be covered. Students will become familiar with influences on the reading process such as cultural, linguistic, and ethnic diversity as well as developmental influences including environmental, emotional, social, and cognitive limitations and experiences. Classroom assessment alternatives will also be addressed. Ten hours of literacy instruction in inclusive settings are also required.

1. **LEARNING OUTCOMS\*:**

Upon successful completion of this course, the student should have the knowledge and skills to:

1. Display knowledge of the reading process.
2. Demonstrate and awareness of the needs of individual learners.
3. Recognize factors that affect the reading process.
4. Recognize various approaches to reading instruction.
5. Develop, implement, and evaluate developmentally appropriate lesson plans for reading instruction.
6. **ADOPTED TEXT(S)\*:**

*Teaching Reading in the 21st Century* (6th Edition)

Authors: Dewitz, P., Graves, M., Graves, B., Juel, C.

Pearson Publishing (2020)

ISBN: 9780135196755 (Different formats of the book may have different ISBN numbers)

**OR**

Inclusive Access (IA) (Follett)

ISBN: 978-0-13-517001-4

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

None

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\*** None
2. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY***  *Total Points* | *% of Grade* |
| Observation Paper (1x20) | 20 | 7% |
| Tests (3x40) | 120 | 40% |
| Discussion Questions (14x5) | 70 | 23% |
| Reflections (14x5) | 70 | 23% |
| Lesson Plan (1x20) | 20 | 7% |
| Total | 300 | 100% |

**Assignments:**

* **Observation Hours (10 hours): (5 hours in a K-3rd classroom and 5 hours in a 4th through 8th grade classroom); Students must complete the Observation Time Sheet and it must be signed by the teacher(s) you are visiting. This Observation Time Sheet must be turned in to me in order to get a grade for the class.**
* **Observation Reflection Paper:** **20 points**

Students will write a minimum 3-page reflection paper on their time observing in the two classroom settings. This reflection must be done in WORD using a 12-pt. Times

New Roman font with 1-inch margins and double-spaced. The 3 pages do not include the title page and reference page. A rubric will be given at a later date.

* **Literacy Lesson Plan: 20 points**
  + Student will choose a grade K-4th grade to write their lesson plan. Faculty will provide the format for the plan and a grading rubric.

**3 Tests (120 points); All tests will consist of essay questions.**

* + Test 1 (40 points; Chapters 1-5)
  + Test 2 (40 points; Chapters 6-9)
  + Test 3 (40 points; Chapters 10-14)
* **14 Responses to Chapter Questions** **(70 points = 5 points for each chapter)**
  + You will answer the discussion question(s) assigned in the chapter found on Canvas. Your response to each question should be at a minimum 200 words. You must respond to another student at a minimum 100 words.
* **14 Chapter Reflections (70 points = 5 points for each chapter)**
  + You will write 200 word reflection of your reading of the assigned chapter. What did the chapter say to you and how will you use the information as an educator of young children? You must write a 100 word response to another student in the class.

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This course is being offered online through Canvas. Students in this class will meet the course objectives by participating in various learning activities specifically designed for an online environment. These activities include but are not limited to the following: discussion boards, videos, video lectures, chapter writing assignments, work projects, research papers, and group exercises. Online quizzes and exams may be used as appropriate to the course objectives and online supplemental instruction. Course content will be laid out in Canvas using Weekly Modules. Students will have access to faculty through email and phone calls. A minimum of 4 Zoom meetings will be held.

1. **COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

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**Week 1**

**Chapter 1: Reading and Learning to Read**

Chapter Overview: Chapter 1 begins with a discussion of the reading proficiency of American students and I did so through a historical analysis. I have asked the reader to consider both national data on reading proficiency but also data that compares the performance of American students to those of other countries. This picture is complex and everyone should wrestle with the conflicting data. At the end of the first section of the chapter the readers of the book should consider what it means to be literate in today’s world. The next section of the chapter provides the theoretical foundation for the teaching of reading. It explores the cognitive-constructivist view of reading and the concepts that elaborate and complement this view. Developing a theoretical perspective is vital because it will guide all of the decisions that a teacher makes in the classroom. We describe the current literacy demands placed on students and define a literacy curriculum for today and tomorrow’s world. We focus on motivation, selecting texts for reading instruction, emergent literacy, word recognition, fluency and independent reading, vocabulary, comprehension and critical thinking. In the last section we provide an overview of the book and its features.

**Chapter Learning Objectives**

After reading and studying this chapter the students will be able to:

1. Discuss and debate the reading proficiency of students in the United States and identify the major problems that educators face.
2. Explain how the cognitive view of the reading process influences instructional decisions and why it is important to understand this model of reading.
3. Describe the essential components of a reading curriculum and the knowledge teachers need to teach the curriculum well.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Responses to Chapter Questions
  + Complete Chapter Reflection

**Week 2**

**Chapter 2: Reading Instruction**

Chapter Overview: Chapter 2 provides an explanation of instructional principles that have been developed over the past four decades. The chapter begins with a brief history of reading instruction in the United States from the colonial period through the most recent federal intervention including the Common Core State Standards. This history is important because understanding the past gives clues about what to embrace and avoid when new instructional ideas take the center stage. The next part of the chapter examines the principles of effective reading instruction deriving many of these principles from studies of effective classrooms and influential research studies. We discuss traditional principles of effective instruction and the constructivist and sociocultural perspectives on instruction. The ideas in this book are built around an understanding of constructivist theory and here we consider the principles of direct instruction, the gradual release of responsibility model and scaffolding. In the final part of the chapter, we describe three major approaches to reading instruction – basal readers, guided reading and the reader’s/writer/s workshop. We examine each of these approaches to see how they incorporate whole group instruction, small group instruction and independent reading. Students should have a foundation in these approach as they consider how to teach the various components of reading.

**Chapter Learning Objectives**

After reading and studying this chapter the students will be able to:

* 1. Describe the history of reading instruction in the United States from the mid-19th century to the present and use that history to understand how the current approaches to reading reflect the tensions of the past.
  2. Understand the cognitive constructive principles of instruction and apply them to the design of effective reading instruction.
  3. Compare and contrast the three major approaches to reading instruction – basal programs, guided reading, and reader’s workshop.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Responses to Chapter Questions
  + Complete Chapter Reflection

**Week 3**

**Chapter 3: Motivation and Engagement**

Chapter Overview: Chapter 3 begins with a discussion of the role of motivation and student engagement in reading achievement along with the critical importance of student success. This is followed by a description of the various components that contribute to a literate classroom environment, such as the importance of modeling, providing the time and materials for students to read, and creating a physical space and classroom climate that promotes reading. Next, the chapter focuses on the importance of intrinsic motivation and how to foster it in all students. The chapter will explore how to build interest, the importance of academic tasks that are valued by students, appropriate challenges and need for students to build positive attributions. Next, the chapter explores the extrinsic motivation, points, praise and pizza looking at both the upside and the downside. At the end of the chapter, we will present some ways of assessing the motivation of students.

**Chapter Learning Objectives**

After reading and studying this chapter the students will be able to:

* 1. Understand why motivation and the creation of a literate environment is a top priority in any classroom.
  2. Describe the components of intrinsic motivation and make decisions about how to implement these factors in the classroom.
  3. Understand the limits of extrinsic motivation but indicate how and when they might be deployed in the classroom.
  4. Assess students’ motivation to read and use the results to craft a motivation program in the classroom.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Responses to Chapter Questions
  + Complete Chapter Reflection

**Week 4**

**Chapter 4: Organizing Instruction So All Will Succeed**

Chapter Overview: In this chapter you will find systems for organizing instruction so that all students succeed. The chapter begins by discussing the sources of individual differences in reading. We consider both cultural, psychological and educational causes of reading difficulty. Next, we describe the structure of a strong core reading program including the physical organization of the classroom, the management of time and the differentiation of instruction. One size does not fit all students. The last part of the chapter discusses intervention or assistance for students who struggle with reading. Here we will describe the characteristics of successful intervention programs and then focus on intervention for English learners.

**Chapter Learning Objectives**

After reading and studying this chapter the students will be able to:

1. Compare and contrast the reasons why some children have difficulty learning to read and others do not.
2. Understand how to organize a classroom and create a strong core program that enables all students to read and love reading
3. Differentiate instruction within a strong core reading program.
4. Implement a variety of intervention activities that assist children who struggle with reading to overcome their difficulties.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Responses to Chapter Questions
  + Complete Chapter Reflection

**Week 5**

**Chapter 5: Classroom Assessment**

Chapter Overview: In this chapter we begin by reviewing the state of assessment in our nation’s schools. Decisions about assessment are largely in the hands of politicians and school administrators who strive for accountability. This has led to some devasting outcomes. Next in the chapter, we review what assessment should be like if teachers exercised their prerogative and develop a strong system of formative procedures. Specifically, the chapter discusses assessment as a professional inquiry process, one in which the teacher frames the problem or question, designs a plan of action, collects evidence using a variety of approaches and from a variety of sources, analyzes and summarizes the data, interprets the results, and makes decisions based on those results. In the third part of the chapter, we delve into diagnostic assessment and explain how to effectively use an informal reading inventory. At the last section of the chapter, we circle back to commercially developed assessments including progress monitoring tools and high stakes assessments. We end by showing you how to prepare students for these tests.

**Chapter Learning Objectives**

After reading and studying this chapter the students will be able to:

1. Have a clear understanding of the current assessment climate in the nation, its roots and its consequences.
2. Develop a formative assessment program in your classroom that supports students and guides instruction.
3. Be able to use an informal reading inventory and its various components to acquire a deeper understand of how your students read.
4. Be able to understand the strengths and limits of commercially developed assessments and how to prepare your students for high stakes testing.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Responses to Chapter Questions
  + Complete Chapter Reflection

**Week 6**

**Test: Chapters 1-5**

**Week 7**

**Chapter 6: Choosing Texts for Reading Instruction**

Chapter Overview: Selecting texts for reading instruction is crucial decision teachers make in designing reading instruction. In this chapter we help build a foundation of knowledge for selecting texts and helping students select texts. In most cases the texts read in school are read for the same purpose that texts are read out of school – information, enlightenment and entertainment. Selecting texts requires a knowledge of their quantitative characteristics their readability level, and the qualitative characteristics including length, language, structure and knowledge. In the chapter we present the criteria for selection texts for beginning reading instruction stressing that teachers should consider several factors including decodability, repetition of high frequency words, and literary value. and repetition. In the last part of the chapter we consider how to select texts for developing students’ comprehension and how to help students select websites for their research work.

**Chapter Learning Objectives**

After reading and studying this chapter the students will be able to:

1. Understand why the purposes of reading in school are the same as reading out of school, for enjoyment, knowledge and enlightenment.
2. Determine the difficulty of a text using a readability formula, a book leveling system or the criteria for complexity outlines by the Common Core State Standards.
3. Understand the criteria necessary for selecting texts for beginning reading instruction.
4. Select appropriate texts for developing comprehension of fiction and non-fiction and help your students select appropriate Internet sites.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Responses to Chapter Questions
  + Complete Chapter Reflection

**Week 8**

**Chapter 7: Emergent Literacy**

Chapter Overview:Chapter 7 examines the development of young children’s initial understandings of reading and writing. The chapter begins with an emphasis on the impact of phonemic awareness and knowledge of the alphabetic principle on future reading performance.  It goes on to discuss emergent abilities to spell and identify words, as well as comprehend text and identify and use text structure. The chapter then describes instruction that facilitates children’s literacy development, including creating a literate environment and reading, writing, listening, and speaking opportunities within such an environment. Finally, the chapter presents a scenario of a kindergarten, exemplary in the emergent literacy opportunities it provides.

**Chapter Learning Objectives**

After reading and studying this chapter the students should be able to:

1. Describe how young children come to understand how our writing system works and implement classroom activities that spur this development.
2. Understand phonemic awareness, and discuss its importance and how it is necessary for spelling and reading words.
3. Describe how a young child’s comprehension develops, particularly the understanding of text structure.
4. Implement a variety of instructional activities that assist young children in developing their knowledge of words, books, vocabulary and writing.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Responses to Chapter Questions
  + Complete Chapter Reflection

**Week 9**

**Chapter 8: Word Recognition**

Chapter Overview: This chapter begins with a rationale for the importance of automatic word recognition for reading, as well as a description of the challenges of the written word as opposed to spoken language.  The authors then describe the structure of the spoken and printed word and introduce critical concepts regarding the structure of the English language. The authors then support their position regarding the necessity of appropriate phonics instruction with research, followed by a description of children’s development and processes with learning to read words. Finally, the chapter closes with an overview of the principles of effective word study instruction followed by specific strategies for teaching word recognition, including the importance for wide, contextualized reading.

**Chapter Learning Objectives**

After reading and studying this chapter the students should be able to:

1. Discuss why the process of learning to read words presents unique challenges to children who are already proficient oral language users.
2. Describe the structure of oral and written English and why understanding the alphabetic principle is the key to successful reading.
3. Discuss our position on phonics and learning to read and its implications for beginning reading instruction.
4. List the stages of learning to read and use this knowledge to understand a child’s current level of functioning.
5. Understand the general principles of word study and be able to implement lessons that will develop the word recognition skills of young children.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Responses to Chapter Questions
  + Complete Chapter Reflection

**Week 10**

**Chapter 9: Fluency and Independent Reading**

Chapter Overview: This chapter begins with a discussion of the importance of fluency and how it relates word recognition and comprehension. We argue that comprehension depends on fluent reading. Most students become fluent readers by reading often and widely. A strong independent reading program is essential. We then describe individual approaches to building fluency described, followed by small-group and whole-class approaches to fluency development. At the end of the chapter, we discuss the assessment of fluency. Finally, the focus turns to teacher decision-making in choosing approaches appropriate for classes and students and matching students to texts.

**Chapter Learning Objectives**

After reading and studying this chapter the students should be able to:

1. Define fluency and explain why it is an important underpinning of reading comprehension.
2. Describe how most children become fluent readers and list the classroom conditions that bring about fluent reading.
3. Select and implement individual and small group approaches to developing reading fluency.
4. Assess students’ reading fluency and use data to make instructional decisions.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Responses to Chapter Questions
  + Complete Chapter Reflection

**Week 11**

**Test: Chapter 6-9**

**Chapter 10: Vocabulary Development**

Chapter Overview: This chapter begins by describing the tremendous task of fostering students’ vocabularies given the complexity of word learning as well as the range of abilities with which students begin school. The remainder of the chapter outlines the critical components of a comprehensive vocabulary program: providing frequent, extensive, and varied language experiences; teaching individual words; teaching independent word-learning strategies; and fostering word consciousness.

**Chapter Learning Objectives**

After reading and studying this chapter the students will be able to:

1. Explain why a multifactor approach to vocabulary instruction is needed.
2. Describe the frequent, extensive and varied language experiences component of the approach in your own words, and note several activities that you would engage students as part of that component.
3. Contrast the teaching of individual words and teaching word learning strategies components, and discuss the strength and weaknesses of each.
4. Define word-consciousness, not some word-consciousness activities that you personally have engaged your students in in the past, and not some word-consciousness activities that you are likely to engage your students in in the future.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Responses to Chapter Questions
  + Complete Chapter Reflection

**Week 12**

**Chapter 11: Teaching Reading Comprehension: Focusing on Narrative Text**

Chapter Overview: This chapter begins by describing the complex task of developing students’ reading comprehension. We outline the components of comprehension instruction and these serve as a foundation for what the students will be reading in Chapter 11 and Chapter 12. We then discuss how a comprehension curriculum might be organized and consider three different approaches. Next, we focus on how the teachers support or guide students’ comprehension considering the scaffolded reading experience, guided reading, close reading and newer idea Collect-Interpret-Apply. Finally, we turn our attention to the comprehension of narrative, primarily literary texts.

**Chapter Learning Objectives**

After reading and studying this chapter the students will be able to:

1. List the essential components of comprehension instruction and be able to include all of them when designing a comprehension lesson.
2. Select and design a reading curriculum that meets the need of your students.
3. Compare and contrast four frameworks for scaffolding or guiding students’ reading comprehension and describe the strengths of each.
4. Help students respond to and discuss a narrative text using several different discussion techniques.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Responses to Chapter Questions
  + Complete Chapter Reflection

**Week 13**

**Chapter 12: Comprehending Informational Text**

Chapter Overview: This chapter continues our discussion of teaching reading comprehension but we shift our focus to informational text. Informational text means books, biographies, articles and almost everything on the internet. In the first two parts of the chapter, we discuss the role of prior knowledge and comprehension strategies in reading informational next. Next, we present multiple strategy instruction. Readers do not use one strategy at a time and reciprocal teaching is a procedure for helping students use several strategies flexibly as they need them. In the last part of the chapter, we turn our attention to the internet. Here we present some ideas to help students locate information, evaluate its trustworthiness and synthesize what they have learned.

**Chapter Learning Objectives**

After reading and studying this chapter the students will be able to:

1. Explain why prior knowledge is vital for comprehending informational text and how to develop its several components.
2. Understand the role of comprehension strategies in understanding informational text and the instructional procedures that help students acquire and employ these strategies.
3. Discuss the importance of multiple strategy instruction and understand how to implement it in the classroom.
4. Understand the importance and difficulties of reading digital text and how to assist students to make the best use of these new literacies.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Responses to Chapter Questions
  + Complete Chapter Reflection

**Week 14**

**Chapter 13: Writing and Reading**

Chapter Overview: This chapter explores the connection between reading and writing, ways to promote a positive reading-writing environment, and approaches to capitalize on reading-writing connections. It examines both the process and genre approaches to writing, as well as a selection of informal writing forms and purposes, including writing to learn and understand, writing to communicate, and imaginative writing. Finally, the chapter concludes with descriptions of the writing workshop, responding to students’ writing, and publishing and celebrating writing.

**Chapter Learning Objectives**

After reading and studying this chapter the students will be able to:

1. List and understand the classroom components that will create a climate where students will write and enjoy it.
2. Describe how writing boosts reading ability and select writing activities that will enhance reading comprehension.
3. Compare and contrast the writing process and a genre approach to writing, and consider how each enables students to construct extended pieces – stories, composition, essays – and understand the skills that are part of each process.
4. Explain why revising, responding, and publishing are necessary to create strong and willing writers.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Responses to Chapter Questions
  + Complete Chapter Reflection

**Week 15**

**Chapter 14: Reading Instructions for English Learners**

Chapter Overview: The chapter begins with the state of English learners in the United States: geographical density, predominant languages, a brief history of language diversity in the country. The authors then address the challenges for an English learner learning to read English as well as for the teachers of such students. This is followed by an exploration of findings from the research, including the importance of literacy in one’s first language. Finally, in the final section of the chapter, instructional principles and instructional procedures for working with English language learners are presented. The chapter focuses on accommodations that need to be made for teaching word recognition and comprehension.

**Chapter Learning Objectives**

After reading and studying this chapter the students will be able to:

1. Describe the number of English learners in the United States, the percentage of U.S. classrooms that include English learners, and the reading proficiency of English learners compared to that of English-only students.
2. Describe what research says are the major approaches for educating English learners in general education classrooms.
3. Explain and apply the general principles of working with English learners including issues of teaching children who come from economically disadvantaged backgrounds.
4. Discuss and implement some specific instructional techniques for developing word recognition and comprehension for English learners.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Responses to Chapter Questions
  + Complete Chapter Reflection

**Week 16**

**Test: Chapters 10-14**

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

* **Observation Hours (10 hours): (5 hours in a K-3rd classroom and 5 hours in a 4th through 8th grade classroom); Students must complete the Observation Time Sheet and it must be signed by the teacher(s) you are visiting. This Observation Time Sheet must be turned in to me in order to get a grade for the class.**

**Technology:**

Students will use various forms of technology to support learning, such as using Canvas, Microsoft Word, photography, and PowerPoint presentations, etc.

**Diversity:** Candidates will learn about diversity and diversity issues to support the learning of children and their own learning by:

* Recognizing their personal biases
* Gaining new appreciation and insights toward recognition of the range of human

differences

* Understanding how biases may influence the relationship an educator may have

with children, families, and colleagues

**16. FERPA:\***

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at [rhall21@sscc.edu](mailto:rhall21@sscc.edu) or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

**Code of Conduct:** SSCC expects that all students will act as responsible adults, however, action may be taken against a student when his or her conduct interferes with the mission of the institution and its additional responsibility to provide a safe environment for others. The Student Code of Conduct contains regulations for dealing with the alleged student violations of the code of conduct in a manner consistent with the requirements of due process. (Student Code of Conduct information may be found in the SSCC catalog.)

**Academic Honesty:** For this course, academic honesty includes cheating, plagiarism, forgery, and furnishing false information. Plagiarism includes, but is not limited to, submitting work that is not a product of your own, copying word for word someone else's work, as well as unacknowledged paraphrasing of the structure and language of another person's work. All references used in papers must be correctly cited. If a student engages in course-related academic dishonesty, his or her grade on the work in question or in the course may be lowered by the instructor of this course.

**Classroom Privacy:** Recording of classroom activities or lecture by any electronic means by students requires permission of the instructor of this course.

**Communication Devices:** Cell phones, beepers, beeping watches, and personal communication devices are not allowed to be used during class time. In addition, all hand-held PDA’s and game devices are not allowed. Small talk and “side-bar” conversations that do not relate to class discussions and course should be left for after class.

**Specific Management Requirement:** Southern State Community college is committed to providing educational opportunities that promote academic, professional, and personal growth in students. To these ends all members of the college are expected to uphold the highest academic and ethical standards. Academic misconduct cannot be tolerated.

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.