



## RHODE ISLAND COLLEGE

### FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

[ELED 534-01 DEVELOPMENTAL READING: PRE K-8, SPRING 2011]

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#### 1. COURSE INFORMATION

Rhode Island College Catalog:

ELED 534: Developmental Reading: Prekindergarten through Grade Eight

Included are emergent literacy, reading and the other language arts, word recognition strategies, comprehension processes, study skills, and literacy evaluation. Emphasis is on recent research and curriculum trends in literacy education.

*3 credit hours. Prerequisite: graduate status and ELED 422 or equivalent, or elementary school teaching experience, or consent of instructor. Offered fall and spring.*

<b>Course Objective</b>	<b>IRA 2010 Standards</b>	<b>RIPT Standards</b>	<b>ACEI 2007 Standards</b>	<b>RIC Con. Frame.</b>	<b>Evidence of Learning</b>
1. Understand and communicate the different dimensions of reading (linguistic, cognitive, socio-cultural, and developmental) and how current research supports these dimensions.	1.1, 1.2, 2.1, 2.2, 6.3	1, 2, 3, 4, 5, 7, 8,	2.1, 3.1, 3.5	Plan, Act  [Know.]	<ul style="list-style-type: none"> <li>• Come prepared with assignments and completed reading response cards</li> <li>• Participate in class discussions/activities</li> <li>• Professional Literature Circles and Notebook</li> <li>• Teaching the Dimensions PD Presentation</li> <li>• Critical Analysis of Beliefs Chart</li> <li>• Literature Unit Genre Project</li> </ul>
2. Understand each of the major components of reading and how these should be taught in order to contribute to effective reading of a variety of texts.	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	1, 2, 3, 4, 5	1.0, 2.1, 3.1, 3.2, 3.3, 3.4	Plan, Act  [Ped., Know., Div.]	<ul style="list-style-type: none"> <li>• Come prepared with assignments and completed reading</li> <li>• Participate in class discussions/activities</li> <li>• Professional Literature Circles and Notebook</li> <li>• Teaching the Dimensions collaborative presentation</li> <li>• Literature Unit Genre Project</li> </ul>

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3. Understand reading acquisition as it relates to text, context, and reader characteristics including cultural and linguistic diversity	1.1, 1.3, 2.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4	1, 2, 3, 4, 6,	1.0, 2.1, 3.1, 3.2, 3.3, 3.4	Plan, Act, Reflect  [Ped., Div., Know.]	<ul style="list-style-type: none"> <li>• Come prepared with assignments and completed reading</li> <li>• Participate in class discussions/activities</li> <li>• Reading Autobiography</li> <li>• Professional Literature Circles and Notebook</li> <li>• Literature Unit Genre Project</li> </ul>
4. Identify personal philosophical beliefs about reading (learning and teaching), their origin, and factors that continuously influence the development of these beliefs.	1.1, 1.2, 1.3, 4.1, 4.3, 6.2	2, 8, 10, 11	1.0, 2.1, 5.1	Reflect  [Know., Ped., Prof.]	<ul style="list-style-type: none"> <li>• Come prepared with assignments and completed reading</li> <li>• Participate in class discussions/activities</li> <li>• Critical Analysis of Beliefs Chart</li> <li>• Professional Literature Circles and Notebook</li> <li>• Reading Autobiography</li> </ul>
5. Understand and communicate how to select and use a variety of literature to teach and inspire readers of various ages and characteristics.	2.3, 4.1, 4.2	2, 3, 4, 6, 8	1.0, 2.1, 3.1, 3.2, 3.4	Plan, Act  [Ped., Know., Div.]	<ul style="list-style-type: none"> <li>• Come prepared with assignments and completed reading</li> <li>• Participate in class discussions/activities</li> <li>• Literature Unit Genre Project</li> </ul>
6. Understand informal assessment techniques used to inform teaching of the major components of reading.	3.1	9	2.1, 4.0	Plan, Act, Reflect  [Know., Ped.]	<ul style="list-style-type: none"> <li>• Come prepared with assignments and completed reading</li> <li>• Participate in class discussions/activities</li> <li>• Professional Literature Circles and Notebook</li> </ul>
7. Demonstrate the ability to work with and support colleagues to understand better how to teach reading and continuously improve one's practice.	6.2, 6.3	8, 10, 11	5.2	Reflect  [Know., Ped., Prof.]	<ul style="list-style-type: none"> <li>• Come prepared with assignments and completed reading</li> <li>• Participate in class discussions/activities</li> <li>• Professional Literature Circles and Notebook</li> <li>• Teaching the Dimensions collaborative presentation</li> </ul>
8. Understand the structure and organization of the course including the content to be presented and discussed, the specific assignments required, and expectations for course completion.	6.2	2, 10, 11	2.1, 5.1, 5.2	Plan  [Prof.]	<ul style="list-style-type: none"> <li>• Come prepared with assignments and completed reading</li> <li>• Participate in class discussions</li> <li>• Conduct introspective self-evaluation and reflection on content</li> </ul>

## 2. COURSE TEXTS AND MATERIALS

Kucer, S. B. & Silva, C. (2006). *Teaching the Dimensions of Literacy*. Mahwah, NJ: Lawrence Erlbaum Associates.

Routman, R. (2003). *Reading Essentials: The specifics you need to teach reading well*. Portsmouth, NH: Heinemann.

Self-selected professional literature from academic (research based) journals (See Assignment 4 below).

Self-selected award winning children's and/or adolescent literature (See Assignment 5 below).

4x6 notecards – please bring these to *every* class session (See Course Reading Response Cards below)

1" three-ring binder (See Assignment 4 below)

### 3. COURSE CALENDAR

Please use the tentative schedule below to help you prepare, manage your time, and seek assistance when needed throughout the semester. Changes in this tentative schedule will be announced in class and often posted on Blackboard.

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNED READING (DUE ON DATE LISTED)</b>	<b>WHAT'S DUE</b>
<b>1/24</b>	<ul style="list-style-type: none"> <li>▪ Introductions: The Symphony</li> <li>▪ Course/Syllabus overview</li> <li>▪ Cognitive/Affective domains of reading</li> <li>▪ Determining and describing your beliefs</li> </ul>		<b>Have texts for class!</b>
<b>1/31</b>	<ul style="list-style-type: none"> <li>▪ Class discussion of K&amp;S reading and responses</li> <li>▪ Linguistic Dimension of Reading</li> <li>▪ Intro. Teaching Phonological Awareness and Phonics</li> </ul>	<ul style="list-style-type: none"> <li>➤ Kucer &amp; Silva [K&amp;S] pgs. 1-20, Ch. 1 and part of Ch. 2</li> <li>➤ Routman [R] pgs. 3-10 Ch. 1</li> </ul>	Critical Analysis of Beliefs Chart (Columns 1 & 2)
<b>2/7</b>	<ul style="list-style-type: none"> <li>▪ Class discussion of K&amp;S reading and responses</li> <li>▪ Cognitive Dimension of Reading</li> <li>▪ Intro. Teaching Vocabulary and Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>➤ [K&amp;S] pgs. 20-36 Ch.2</li> <li>➤ [R] pgs. 11-22 Ch. 2 and pgs. 23-37 Ch. 3</li> </ul>	
<b>2/14</b>	<ul style="list-style-type: none"> <li>▪ Class discussion of K&amp;S reading and responses</li> <li>▪ Sociocultural and Developmental Dimensions of Reading</li> <li>▪ Prep for in-class work time next week</li> </ul>	<ul style="list-style-type: none"> <li>➤ [K&amp;S] pgs. 36-47 Ch.2, pgs. 49-65 Ch.3</li> <li>➤ [R] pgs. 39-62 Ch. 4</li> </ul>	Reading Autobiography

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNED READING (DUE ON DATE LISTED)</b>	<b>WHAT'S DUE</b>
2/21	<ul style="list-style-type: none"> <li>▪ Teaching with an Optimal Learning Model</li> <li>▪ Children's Literature Genre Overview</li> <li>▪ Collaborative work time for Teaching Dimensions project</li> </ul>	<ul style="list-style-type: none"> <li>➤ [R] pgs. 63-81 Ch. 5</li> <li>➤ [K&amp;S] pgs. 371-378 Ch. 7, and Ch. 4, 5, or 6 depending on your group</li> </ul>	Come prepared to work with your Teaching Dimensions presentation group
2/28	<ul style="list-style-type: none"> <li>▪ Teaching Dimensions Presentations (Day 1)</li> <li>▪ Becoming the "Book Whisperer"</li> <li>▪ What have we done to ensure that kids do NOT (and will NOT) read?</li> <li>▪ Effective and Essential: Independent Reading</li> </ul>	<ul style="list-style-type: none"> <li>➤ [R] pgs. 82-97 Ch. 6</li> </ul>	Be prepared for Teaching Dimensions presentation
3/7	<ul style="list-style-type: none"> <li>▪ Teaching Dimensions Presentations (Day 2)</li> <li>▪ Professional Literature Circle #1: Motivation, Engagement, Attitude</li> <li>▪ Enlisting Engagement: What does it take?</li> </ul>	<ul style="list-style-type: none"> <li>➤ [R] pgs. 201-220 Ch. 12</li> <li>➤ Two professional journal articles: Motivation, Engagement, Attitude</li> </ul>	Be prepared for Teaching Dimensions presentation  Be prepared for PLC #1
3/14	<ul style="list-style-type: none"> <li>▪ Read something for YOU! ☺</li> </ul>		
<b>NO CLASS</b>  <b>SPRING BREAK</b>			
3/21	<ul style="list-style-type: none"> <li>▪ Professional Literature Circle #2: Vocabulary, Comprehension</li> <li>▪ Teaching listening and reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>➤ [R] pgs. 117-129 Ch. 8</li> <li>➤ Two professional journal articles: Vocabulary, Comprehension</li> </ul>	Be prepared for PLC #2
3/28	<ul style="list-style-type: none"> <li>▪ Teaching Vocabulary</li> <li>▪ Professional Literature Circle #3: Fluency</li> <li>▪ The complex relationship between reading fluency, comprehension, and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>➤ [R] pgs. 130-149 Ch. 9</li> <li>➤ Two professional journal articles: Fluency</li> </ul>	Be prepared for PLC #3

DATE	TOPIC	ASSIGNED READING (DUE ON DATE LISTED)	WHAT'S DUE
4/4	<ul style="list-style-type: none"> <li>▪ Professional Literature Circle #4: Phonological Awareness, Phonics</li> <li>▪ Using shared reading to teach fluency and phonics</li> <li>▪ Teaching developmental word study</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reading is posted on Bb: [Bear, Invernizzi, Templeton &amp; Johnston] Developmental Word Knowledge</li> <li>➤ Two professional journal articles: Phonological Awareness, Phonics</li> </ul>	Be prepared for PLC #4
4/11	<ul style="list-style-type: none"> <li>▪ Professional Literature Circle #5: Reading Assessment</li> <li>▪ Building a Rationale for Assessment(s)</li> </ul>	<ul style="list-style-type: none"> <li>➤ [R] pgs. 99-113 Ch. 7</li> <li>➤ Two professional journal articles: Reading Assessment</li> </ul>	Be prepared for PLC #5
4/18	<ul style="list-style-type: none"> <li>▪ Professional Literature Circle #6: Teaching/Learning of reading and writing for ELLs</li> <li>▪ Differentiating reading instruction</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reading is posted on Bb: [Opitz &amp; Ford] How Readers Differ and Teachers Matter</li> <li>➤ Two professional journal articles: Teaching/Learning of reading and writing for ELLs</li> </ul>	Be prepared for PLC #6  Professional Literature Circle Notebook
4/25	<ul style="list-style-type: none"> <li>▪ Share Literature Unit Genre Projects in small groups</li> <li>▪ Using Flexible Grouping to Reach Readers <ul style="list-style-type: none"> <li>○ Guided reading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ [R] pgs. 150-182 Ch. 10</li> </ul>	Literature Unit Genre Project
5/2	<ul style="list-style-type: none"> <li>▪ Discuss Critical Analysis of Beliefs Chart</li> <li>▪ Developing the Courage to Teach</li> <li>▪ Course Closing – ENJOY!</li> </ul>	<ul style="list-style-type: none"> <li>➤ [R] pgs. 185-200 Ch. 11 and pgs. 220-221</li> </ul>	Critical Analysis of Beliefs Chart (Columns 3 & 4)
5/9 <b>Final Exam</b>	You've done plenty! Enjoy NOT having an exam.		

#### 4. REQUIREMENTS

**Attendance and Participation (10 pts/ Ongoing):** Attendance is **REQUIRED** at all class sessions. The learning community established in this course depends upon the **active** participation of all. Therefore, absence from any class session and/or lack of preparation for class discussions and activities may have a negative impact on your learning, your colleagues' learning, and your final grade.

**Course Reading Response Cards (10 pts/ Ongoing):** You are expected to read all assigned texts in this course as delineated in the tentative schedule above. To assist you in your active participation in class discussions, and in order to expose you to best practices in the teaching of reading, various reading response activities (completed on 4x6 notecards) will be assigned with your course readings. These brief response activities will be explained and/or demonstrated in class, with evidence of completion expected at the beginning of the following class session

addressing the reading. These response cards may or may not be collected as necessary to inform my teaching and evaluation of your learning.

**Assignments:** There are five assignments to be completed throughout this course. These assignments serve a variety of purposes (see Course Outcomes table above) and are expected to be completed on time, with professionalism, and to the best of your ability. Assignments will often be shared within small groups, used as foci for discussions, and as evaluation tools in determining your acquisition of course objectives.

All written assignments should be word processed, 12 point font, single spaced, with 1" margins, and stapled in the left corner unless otherwise directed in class. Assignments will be read primarily for content, with the expectation that all grammar, usage, spelling, and mechanics represent professional graduate level quality work. I reserve the right to return work ungraded should writing quality interfere significantly with interpretation of your meaning. You will have one week to revise and resubmit the assignment for possible full credit. I highly suggest using the RIC Writing Center in Craig-Lee Hall (<http://www.ric.edu/writingcenter/>) to assist you in meeting these expectations.

**Assignment 1: Critical Analysis of Beliefs Chart (15pts/ Jan. 31 and May 2)** – Create a record of your current and developing beliefs about the teaching and learning of reading. First describe in list format your current beliefs (Column 1-Beliefs). Then, analyze the origins of these beliefs, determining and briefly describing what led you to believe as you do (Column 2-Origins). Then, at the end of the semester, revisit your beliefs and determine which, if any, need revising AND add new beliefs you have established (Column 3-Revisions/Additions). Finally, analyze the origin of your revisions AND additional beliefs (Column 4-Origin). The final Critical Analysis of Beliefs Chart should represent your personal philosophical beliefs about teaching reading and learning to read based on your course learning throughout the semester. Please see the example below for further explanation:

Beliefs	Origin	Revisions/Additions	Origin
Children must learn their letter sounds before they are taught to read words	I was taught my letter sounds in preschool and did not learn to read words until kindergarten	???	*article (title/author) *textbook readings *observation of children, teachers, etc. *lecture/discussion (date) *personal experiences as a reader/writer

To complete this assignment, first access and download the chart template on Blackboard. Complete the first two columns of this chart and hand this in Jan. 31. Complete the third and fourth columns of this chart and hand in the **complete document** on May. 2. You should add rows to this chart as needed to communicate your beliefs and your revisions and additions of beliefs as you progress through the semester.

**Assignment 2: Reading Autobiography (10 pts/ Feb. 14)** – Write an autobiographical account of your life as a reader, taking into consideration both the cognitive domain (i.e., knowledge and skills) and affective domain (i.e., attitudes and emotions) of reading.

Begin with your early pre-school years as best you (or a family member) can recall. Describe your earliest experiences with printed text, including who was involved in initiating your early reading experiences, what these early experiences looked like, and how you reacted to these experiences.

Next, write about your school years. Please provide descriptions of academic and personal reading experiences during three time periods: a) Elementary years, b) Middle School/Junior High School years, and c) High School years. Describe learning experiences, learning moments, texts and materials read that impressed you as well as created problems for you, etc. What experiences do you feel influenced your cognitive domain of reading at that time and what experiences do you feel influenced your affective domain of reading at that time?

Finally, describe and discuss your academic/professional and personal reading experiences since you left high school. What is the role of reading in your current life? Describe yourself as a reader during this time period of your life and currently, focusing on your cognitive and affective domains of reading.

The more details and descriptions you can provide, the more complete your autobiographical statement becomes, and the more you will learn about the various stages of developmental reading.

**Assignment 3: Teaching the Dimensions PD Presentation (15pts/ Feb. 28 or March 7)** – Collaborate with two to three of your colleagues in our class to study the teaching of one of the three dimensions of literacy (Linguistic, Cognitive, or Sociocultural) as defined in the Kucer & Silva text. Then plan a professional development session for our class.

Your group must collaboratively complete the following:

- a) Select an appropriate strategy from the assigned section of the Kucer & Silva text
- b) Create an engaging professional development presentation of the dimension and strategy
- c) Create a clear and concise tool for our class to evaluate and provide feedback to your group on the professional development presentation
- d) Present on either Feb. 28<sup>th</sup> or March 7<sup>th</sup>

Presentations must:

- a) Demonstrate equal participation of all group members
- b) Be approximately 30 minutes long
- c) Include an explanation of the purpose of the strategy and how the strategy represents the dimension
- d) Involve the **ACTIVE** participation of our class (they are not here to “sit and get”)
- e) Provide evidence of good teaching and professionalism (i.e., visuals/materials that are engaging, organization that is easy to follow and provides adequate support to us as learners, preparedness that prevents mishaps and confusion, etc.)

A rubric for the group and individual scoring will be provided in class and posted online. Your grade will be comprised of individual performance, group performance (on the collaborative process *and* presentation), class member feedback, and instructor judgment. Your group will be provided some time to work on this project in class on Feb. 21<sup>st</sup>. You are encouraged to use online communication to support your successful completion of the planning necessary for your professional development presentation.

**Assignment 4: Professional Literature Circles and Notebook (15 pts/ Ongoing and April 18)** – Read and analyze twelve self-selected professional journal articles, two articles corresponding to six categories representing key components of reading instruction. You will be expected to create a brief written analysis (the “PLC Prep Sheet”) for each article you read, and will provide copies of six of these analyses to share with a small group of your colleagues. Meet six times (according to the schedule above) with a small group of your colleagues to share articles and discuss your analysis of six of the twelve articles. These meetings are called Professional Literature Circles (PLC). The format for the PLC Prep Sheet follows. In addition, there is an example and a template posted online:

- a) APA formatted Citation of the article (See <http://owl.english.purdue.edu/owl/resource/560/01/> for assistance in following APA format)
- b) Abstract (this can be copied from the article or written by you)
- c) Critical Reflection (Respond to the three questions below)
  - i. How does this article enhance your understanding of the reading content area?
  - ii. Why is this research valuable to you as a future teacher of reading?
  - iii. What would make this research more valuable to practitioners, administrators, policy makers, etc.?
- d) One thinking question for your PLC members to reflect on following the small group discussion

Create a notebook in a 1" three-ring binder as a record of your professional reading and that of your colleagues. Your notebook will be comprised of six sections, representing each of the reading content areas:

1. Motivation/Engagement/Attitude
2. Vocabulary/Comprehension
3. Fluency
4. Phonological Awareness/Phonics
5. Reading Assessment
6. Teaching/Learning of reading and writing for English Language Learners

Within each of these sections in your notebook, you will place your PLC Prep Sheets analyzing each of the articles you read as well as the PLC Prep Sheets provided for you from your colleagues in the PLC meetings. In addition, after each PLC meeting, you will need to respond to the thinking questions posed by your colleagues. The first four PLC Prep Sheets will be handed in to ensure adherence to expectations. **All** completed PLC Prep Sheets should be kept in your notebook to be handed in on April 18<sup>th</sup> and serve as evidence of your participation in each PLC meeting and reflections following the meetings.

There are a variety of professional journals that fit the needs of various educators at various levels. Many journals can be accessed through our library website, providing full text articles online. Some recommended journals you may be interested in are:

- \* The Reading Teacher
- \* The Journal of Adolescent and Adult Literacy
- \* Language Arts
- \* Research in the Teaching of English
- \* Reading Horizons
- \* Reading Research Quarterly
- \* Literacy Research and Instruction (Formerly Reading Research and Instruction)
- \* Reading Improvement
- \* Journal of Reading Behavior
- \* Journal of Research in Reading

**Assignment 5: Literature Unit Genre Project (25pts/ April 25<sup>th</sup>)** - Create a themed unit using children's and/or adolescent literature. This unit and literature study will exemplify your understanding of theories learned in this course, the various genres represented in award winning texts, and how children's literature can be used to teach reading effectively. A thorough description of expectations for this culminating project are attached to this syllabus and provided online. In addition, the lesson plan template, the explanation of the template, and the rubric for this project are all available online.

## 5. COURSE EVALUATION

The course grade will be determined in the following manner:

Course Element	Point Value
Attendance and Participation	10
Course Reading Response Cards	10
Assignment 1: Critical Analysis of Beliefs Chart	15
Assignment 2: Reading Autobiography	10
Assignment 3: Teaching the Dimensions Collaborative Presentation	15
Assignment 4: Professional Literature Circles and Notebook	15
Assignment 5: Literature Unit Genre Project	25
<b>Total</b>	<b>100</b>



## Grading Scale

<b>Grade</b>	<b>Numerical Equivalent</b>	<b>Grade</b>	<b>Numerical Equivalent</b>	<b>Grade</b>	<b>Numerical Equivalent</b>
A	95-100	B-	80-83	D	65-69
A-	90-94	C+	77-79	F	Below 65
B+	87-89	C	74-76	I	Incomplete
B	84-86	C-	70-73		

### **Grade Definitions**

A, A- Carefully completes all assignments. Demonstrates frequent active and valuable participation in class discussions, experiences/activities. Communicates clearly in writing and speaking. Demonstrates excellence in collaboration, acquisition of new ideas and theory, and reflection upon the teaching/learning process. Exemplifies eagerness and strong ability to understand research and application of research in effective classroom teaching. Shows a willingness to take beneficial risks and a strong commitment to education. Behaves in an extremely professional manner.

B+, B Completes all assignments at a satisfactory level. Participates in most class discussions, experiences/activities. Communicates clearly in writing and speaking. Demonstrates competence in collaboration, acquisition of new ideas and theory, and reflection upon the teaching/learning process. Exemplifies adequate ability to understand the research and application of research in effective classroom teaching. Shows a commitment to education and behaves in an expected professional manner.

B-, C+ Completes all assignments at a satisfactory level. Participates in some class experiences/activities. Demonstrates competence in most areas. Behaves in minimally acceptable manner.

C, C- Does not demonstrate the competencies necessary for the remaining courses in the professional sequence. Infrequent participation in class discussion/experiences. The student does not complete all assignments and does not demonstrate a commitment to education.

D, F Complete failure early in the term will signal a grade of D or F. The student will be counseled to drop the class.

You will be assessed continuously throughout the semester using observation and review of assignments as indicated above.

### 6. RIC POLICIES

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.): [http://www.ric.edu/administration/pdf/College\\_handbook\\_Chapter\\_3.pdf#28](http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28)
- Request for Reasonable Accommodations for Students with Disabilities: <http://www.ric.edu/disabilityservices/faq.php>
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class and/or via e-mail and Blackboard of any changes.
- Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.