Course & Section Nos.	40953
Course Title	Multiple Subject MULTILINGUAL EDUCATION
Class Roster No.	EDMS 555 (1)
Course Day(s)	Friday
Time	8:45-3:15
Course Location	San Marcos Elementary 1 Tiger Way San Marcos, Ca., 92069
Semester / Year	Fall 2016
Instructor	Christina Cambra-Adamson
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Office Hours	By appointment and before/after class

WELCOME

Welcome to EDMS 555. We will spend our time learning how to create a classroom where all children's backgrounds are respected, valued, and children are treated equitably. We will also design and modify lesson plans to meet the varying levels of second language learners.

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education. We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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COURSE DESCRIPTION

Focuses on developing an understanding of culturally responsive theory, methodology, and assessment of second language acquisition in integrated and inclusive elementary and middle level classrooms. May not be taken for credit by students who have received credit for EDML 552. Requires participation in the public schools.

This course addresses the needs of elementary school teachers faced with the growing diversity in today's classrooms. It will focus on bilingual sociolinguistic/sociocultural competence and implications for learning and instruction, application of effective alternative instructional practices, cultural aspects of English learners, as well as effective and appropriate English language development (ELD) techniques and successful bilingual, multilingual education for Language minority students.

Course Prerequisites

Admission to the Single Subject/CLAD Teacher Credential Program.

Course Objectives

1. Explain the basic terms, philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US and knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States.
2. Demonstrate understanding of the most important goals of bilingual/multicultural education. Understand and apply research and its effects on the dimensions of learning in bilingual education program models.
3. Explain the theoretical framework upon which bilingual education is founded and demonstrate understanding of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on program design and educational achievement.
4. Demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California.
5. Explain the connections between bilingual education, English as a second language, and SDAIE, SDAIS/CALLA methodologies. Apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice
6. Demonstrate understanding of models of multicultural intercultural education and their implications for curriculum, instruction, and educational policy. Become cognizant of the fact that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.
7. Gain knowledge and understanding pertaining to similarities and differences between, contributions of, exchanges between, and varying perspectives of the populations referenced in the Non-Discrimination Policy of the State of California.
8. Demonstrate knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages.
9. Promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy and understanding of the family as a primary language and cultural resource.

Unique Course Requirements

Students will be required to do classroom observations in schools and have access to elementary students to conduct some class assignments.

Syllabus is subject to change.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

- Echevarria, J., Vogt, M.E., & Short, D. (2013) *Making content comprehensible for elementary English language learners: The
  SIOP model, 2nd Edition.* Boston: Peason. ISBN: 978-0-13-336260-2

- Honigsfeld, A. & Dove, M. G. (2013) *Common core for the not-so-common learner: English language arts strategies, Grades
  K-5. Thousand Oaks, CA:* Corwin. ISBN: 9781452257822

Cougar Courses

- You can download the ELD standards from the CDE website (www.cde.ca.gov)
- Download: 2012 English Language Development Standards for California Public Schools K-12. You can download the ELD standards from the CDE website (http://www.cde.ca.gov/sp/el/er/eldstandards.asp)
- Download: California's Common Core State Standards from California Department of Education Common Core website (www.cde.a.gov/re/cc).
- Download: Appendices A-D and Glossary from 2012 ELD Standards (http://www.cde.ca.gov/sp/el/er/eldstandards.asp)

TaskStream Account

You will need one.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to (SWBAT):

- **SWBAT** to explain the basic terms, philosophies, goals, problems, issues, history, research, theoretical frameworks, and practices related to the education of language minority students, program design and educational achievement in California and the US through reading reflections and TPE 15 – Action Plan / Reflective Statement.
- **SWBAT** to demonstrate understanding of existing student identification, assessment, and language re- designation requirements for the state of California through reading reflections.
- **SWBAT** to apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice (bilingual education, English as a second language, and SDAIE, SDAIS/CALLA methodologies) through lesson plan development.
- **SWBAT** to demonstrate understanding of models of multicultural intercultural education and their implications for curriculum, instruction, and educational policy through lesson observations and write-up.
- **SWBAT** to become cognizant of the fact that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community through English Learner Questionnaire and Multicultural Book and Multimedia Tool Presentation.
- **SWBAT** to demonstrate knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages through reading reflections and lesson development.
- **SWBAT** to promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy and understanding of the family as a primary language and cultural resource through TPE 15 Action Plan / Reflective Statement.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for single subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

TPE 15: Social Justice and Equity

Teacher candidates will be able to identify issues of social justice and equity in the classroom and can apply appropriate instructional strategies to ensure equal outcomes for diverse students. They will be familiar with ideas, definitions, and major theorists in the fields of multicultural education, social reconstruction, and democratic education. Pluralism and divergent perspectives on educating students will be the foundation of designing effective lessons and instructional practices for diverse students. Candidates will understand when and how to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds.

TPE 7: Teaching English Learners

Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.[1] They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

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[1] Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

Syllabus is subject to change.

Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:
http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment (if any)
Session 1 9/2	**Seeing Multiculturalism** • Introduction / Overview / Syllabus • Team Building • Who are English Learners (ELs)? Who are Long Term English Learners (LTELs)? • Second Language Acquisition - L2 Theories and Research • Identification of EL students – CELDT & ELPAC Assessments • Assignment Exploration	**Readings (Read prior to this class):** _SIOP Ch1 Sheltered Instruction _SIOP Ch2 Lesson Preparation _Dove Ch1 Not-So Common Learners (NSCL) - Intro **Assignments Due:** • Readings and be prepared to discuss • Bring copy of syllabus or have it electronically available • Sign-up for MC Book/Multimedia presentations in class
Session 2 9/9	**Second Language Development** • What is Sheltered Instruction? • SIOP Components/Checklist • Language and Content Objectives • Building Background • Comprehensible Input & Strategies • **Explain** & develop EL Questionnaire	**Readings (Read prior to this class):** _SIOP Ch3 Building Background _SIOP Ch4 Comprehensible Input _SIOP Ch5 Strategies _Cougar Course: *Forbidden Language* (Gándara & Hopkins, 2010) **Assignments Due:** • Readings and be prepared to discuss • MC Book/Multimedia Presentations
Session 3 9/16	**ELs at the core** • 2012 ELD Standards and PLDs • Differentiating Instruction • Common Core S/L Strategies • Lesson Development: Student Interaction • Discuss ELD/CCSS Standards • **Explain** SDAIE/ELD Lesson Observation and Write-up	**Readings(Read prior to this class)**: _SIOP Ch6 Interaction _SIOP Ch7 Practice/Application _Dove Ch7 - NSCL Core Speaking/Listening Strategies **Assignments Due:** • Download ELD Standards, CDE Website; and Common Core State Standards • MC Book/Multimedia Presentations • Readings and be prepared to discuss
Session 4 9/23	**Engagement and Comprehension** • Lesson Delivery • Formative and Summative Assessments, DOK • Academic Language/ Language Forms and Functions • 2012 ELD Standards Appendix B: Learning About How English Works • Scaffolding • 2012 ELD Standards Appendix C: Theoretical Foundations • **Explain** SIOP/SDAIE Multicultural Lesson	**Readings (Read prior to this class)**: _SIOP Ch8 Lesson Delivery _SIOP Ch9 Review & Assessment _Dove Ch2 NSCL Strategies Academic Lang. Dev. _Cougar Course: *Building Academic Vocabulary* (Short & Echevarria, 2016) **Assignments Due:** • MC Book/Multimedia Presentations • Readings and be prepared to discuss

Syllabus is subject to change.

Date	Topic	Assignment (if any)
Session 5 9/30	**Culturally Responsive Teaching** • GLAD • 2012 ELD Standards Appendix A: Foundational Literacy Skills for ELs • ELA/ELD Framework • How to use textbooks with ELs • Share EL Questionnaire Outcomes • **Explain** TPE 15 Action Plan • Workshop – lesson plan	**Readings (Read prior to this class)**: _ Dove Ch4 NSCL Informational Texts _ Dove Ch5 NSCL Foundational Skills Strategies **Assignments Due:** • **English Learner Questionnaire** • Bring your lesson draft from EDMS 511 or 521 so we can add our components for ELs • Bring necessary materials to develop lesson plan • MC Book/Multimedia Presentations • Readings and be prepared to discuss
Session 6 10/7	**Special Concerns, Considerations and Situations** • Special Education Issues Re: ELs • Making content accessible to ELs • Transferable Skills between Spanish/English • Teaching with the Brain in Mind • Workshop – lesson plan • History & Politics of Bilingual Education	**Readings (Read prior to this class):**: __SIOP Ch10 RTI, Special Ed. and ELs __Dove Ch6 NSCL Writing Strategies _ Cougar Course: *Distinguish Disability from Linguistic Differences* (Echevarria, Richards-Tutor & Vogt, 2015) **Assignments Due:** • **Final Lesson Plan** • MC Book/Multimedia Presentations • Bring necessary materials to work on lesson plan • Readings and be prepared to discuss
Session 7 10/14	**Putting All In Perspective** • Feedback on lesson plans • Involving Parents, Families, and Communities of ELs • Becoming Bilingual – dual language education • Debrief ELD/SDAIE Observations • Final conferences with instructor about lesson plans • Workshop – lesson plan	**Readings (Read prior to this class):** Cougar Course: *Latino Parents* (Quezada, et. al, 2003) **Assignments Due:** • **TPE 15 Action Plan** • MC Book/Multimedia Presentations • Readings and be prepared to discuss • Multicultural Experiences
Session 8 10/21	**Thinking Globally** • Project Based Learning (PBL) and English Language Learning • 21st Century learning – Global Learning Networks • Sharing action plans and lesson plans • Course Evaluations & celebration	**Assignments Due:** • MC Book/Multimedia Presentations • **Celebration** • **Final Multicultural Project**

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COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

<u>Course Assignments</u>

- Attendance, Participation, Reflections & Professional Disposition   50 points
- Multicultural Book and Multimedia Tool Presentation   10 points
- EL Questionnaire – Learning About Your English Learners   10 points
- ELD/SDAIE Lesson Observation & Write-up   10 points
- TPE 15 – Action Plan / Reflective Statement   10 points
- Final Lesson Plan - Multicultural Resources & SIOP   10 points

                                                  _____
                                                  Total 100 points

<u>Grading Standards</u>

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Assignments should be typed and double-spaced. Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. **Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).** A minimum of a C+ is required to pass this course.

95 – 100	A	90 – 94	A-
87 - 89	B+	83 – 86	B
80 – 82	B-	77 – 79	C+ (minimal passing grade)
73 – 76	C	70 – 72	C-

<u>Electronic Submissions of Assignments</u>

This course is mostly paperless. Assignments are to be turned to Cougar Course on time. Points will be deducted for late submissions as the work you do is essential to the discussions conducted in this course. Make sure you turn in the assignments in Word, 12 font, in Times New Roman. Resources and/or citations will be referenced using APA format.
NOTE: Full assignment guidelines can be found on Cougar Courses. Rubrics for assignments and checklist are at end of this syllabus.

<u>Course Assignments</u>

* Attendance, Participation, & Professional Disposition   50 points
* Multicultural Book and Multimedia Tool Presentation **(Due throughout course)**   5 points
* EL Questionnaire – Learning About Your English Learners **(Due TBD)**   10 points
* SIOP based lesson plan component **(Due TBD)**   5 points
* TPE 15 – Action Plan / Reflective Statement **(Due TBD)**   10 points
* Multicultural classroom project **(Due TBD)**   10 points
* Multicultural experience menu **(Due TBD)**   10 points

<u>Assignment Descriptions</u>

<u>Multicultural Book & Multimedia Tool Presentation - 5 points</u>
Due: Presentations due throughout course

Working with a partner (for mid level in a different discipline than yours) create and present a cross curricular multicultural presentation that will illustrate how you will either
- Build community in your classroom
- Teach a lesson with a multicultural emphasis (using literature, a cultural hero, alternate math strategy, etc)

Syllabus is subject to change.

- Honor diversity in your classroom
- Touch on a real life or global issue

Please be resourceful in researching your idea and creating your plan. Your presentation should be no more than 20 minutes and include a tech supplement. We will decide as a class if would like the lessons posted on cougar course or in Google docs so that all classmates have future access.

English Learner Questionnaire – Learning about Your English Learners – 10 points
Due: TBD

In class, teaching candidates will work in groups to write lists of questions to ascertain information about their English Learners (ELs) in the following areas:
- Linguistic background
- Academic language abilities
- Content knowledge
- Home life and skills
- Physical, social and emotional development
- Cultural and health considerations
- Interests and aspirations.

From these lists, each teaching candidate will create a questionnaire that can be utilized with your EL. Final questionnaires can be done in groups or individually. Try to think of questions that elicit language from your EL students, not just "yes" or "no" answers, as well as helps you create connections with your student. Think about the language proficiency of your students. Indicate the grade level and possible ELD level of the students.

You will work through the questionnaire with your EL student. Consider how to make them confortable during the interview. For example; let them know you are helping them, answer some of their questions, etc. You will reflect on your questions & student responses.

What did you find valuable about this process?
How would you improve your questionnaire?
How did you elicit information to help you plan for instruction and get to know your EL students better?
What surprised you?

After administering your questionnaire to your EL student, upload your questionnaire with a paragraph reflection on our Cougar Course by the due date. You will have time to share your findings in class groups.

TPE 15 – Action Plan / Reflective Statement - 10 points

Fairness is everyone gets shoes; equity is everyone gets the right size…

In this course, you are specifically responsible for demonstrating that you have met TPE 15: Social Justice and Equity, in your coursework. Each student will create a personalized diversity/social justice action plan/project designed specifically for his/her English learners and/or their parents. You can work individually or in pairs. Your plan will discuss how you, as a future teacher of English Learners, will address an issue of diversity, social justice and/or equity in your school classroom, school, district or the community. The emphasis is on the educational world. Your plan/project should include the following;

- Identifying / defining the issue you have chosen to address,
- Description of the English Learners and/or parents your plan is designed for
- Reflection of the reasons you chose the issue, and a description of the personalized action plan (specific activities) you have created.
- Your action plan and reflective statement MUST reference TPE 15 so that you are demonstrating how you have met the TPE through this assignment.

ELD / Sheltered Instruction Lesson Observation - 10 points

For this assignment you will observe an English Language Development or Sheltered Instruction [Specially Designed Academic Instruction in English (SDAIE) or Sheltered Instruction Observation Protocol (SIOP)] lesson at your student teaching school site or online. Your observation can be in any classroom with English Learners (ELD, SDAIE / Sheltered, or "mainstream"). You will first predict (hypothesize) what SIOP strategies you believe you will be observing during the lesson. Your observation write-up should include a description of the classroom, the SIOP techniques the teacher used, and how the students interacted with the lesson and peers. You will use the SIOP Protocol located in your textbook on pp. 292-293 as a checklist (data collection) and guideline for what to look for in an effective lesson for English Learners. More information will be provided in class.

Sheltered Instruction LP (SIOP) - 10 points

In order to answer the essential question, "How do I create lessons that meet the needs of all language learners?" Apply the Sheltered Instruction Observation Protocol (SIOP)] methodologies and principles you have learned in class, you will supplement the lesson plan assignment from one of your courses.   The plan should include an accurate assessment plan, instructional strategies, and interactive activities that are appropriate for English Learners at all three proficiency levels. (In the real world you would modify for the students actually in your class.) You will write and share a lesson plan that clearly delineates how every student will have the opportunity for success by providing universal access to diverse students (e.g., gifted, English Learners, special needs, struggling learners). This is a group task (2-4 students) and members will need to coordinate unit lessons around a central theme.

In addition, you will have the opportunity to *collect multicultural resources* (books, websites, articles, videos, apps, etc.) that are rooted in multicultural education/social justice and equity for students. The term "multicultural" includes the following categories; race or ethnicity, gender, religion, sexual orientation, socioeconomic status, age, and physical or mental ability and language.

There will be opportunities to work on lesson plans during some class sessions and receive feedback from instructor. Students will apply what they have learned from the readings, class discussions, and their classroom experiences. Final lesson plans will be submitted to Cougar Course.

Final Exam Statement

There is no final exam in this course.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Policy on Late/Missed Work

I feel that your work is representative of your commitment to this course and the future children you will serve. All work is due on assigned dates. Late work is accepted until the end of the 8 week course and is graded down by 10%. Finishing the workd is important and relevant to your career so I expect it will be turned in so we can collaborate on the assignment.

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy: Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For this course with three weekly hours of instruction, you should plan on spending an additional six hours engaged in study, review, and planning.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. The requirement is met in this class through the signature assignments as described below.

Course Format

This course is offered in a traditional face to face format over an eight week cycle.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.