Culturally Responsive Pedagogy/
Disciplinary Literacy
Department of Education Studies
SEED 3372.004
Fall 2021

Instructor: Elizabeth B. Gound
Course Time & Location:
ECRC 214    2:00-3:15

Office: ECRC 201 F
Office Hours:
TTH 11-2 *TH 3:30-4:40

Office Phone: 936 468 – *2001
Main Office   2904

Credits: 3 semester hours

Email: **goundeliza@sfasu.edu
Alt. Email: goundbeth@gmail.com

Prerequisites: EPS 3380, SEED 3370, Admission to Teacher Education

I. Course Description:

The study of reading and writing processes, language development, and conventions of writing and content reading. Emphasis will be on instructional and comprehension strategies appropriate for content area literacy instruction and assessment and for working with culturally and linguistically diverse learners to improve communication skills.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course addresses the COE mission and values. The course prepares “competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” Specifically, the course helps student learn to teach to all students and work with diverse families and students. In addition, the course helps to prepare professionals for the public schools. The course promotes academic excellence through critical, reflective, and creative thinking, life-long learning, collaboration and shared decision-making, openness to new ideas, to culturally diverse people, and to innovation and change, integrity, responsibility, diligence, and ethical behavior, and service that enriches the community.

Program Learning Outcomes:
1. The student will develop and adapt instruction and assessment for based on the needs of diverse students.
2. The student will effectively manage a diverse learner centered classroom.
3. The student will implement and modify instruction based for all students incorporating technology as appropriate.
4. The student will understand the purpose of education, philosophical perspectives including professional, legal and ethical issues.
5. The student will use strategies and methods for reading and literacy in various content areas.

**Student Learning Outcomes:**

1. **Course Objectives**- So that students will possess the knowledge base necessary to become a competent practicing professional, by the end of the semester students will be able to:
2. Describe major concepts in reading and writing processes as well as language development.
3. Describe and apply appropriate instructional strategies for literacy instruction and assessment in secondary content classrooms.
4. Describe and apply ways of meeting the content literacy needs of diverse student groups (at-risk, special populations, racial/ethnic/cultural differences, etc.)

The concepts and skills acquired in SED 372 build upon concepts of learning theory found in SED 370, as well as information about curriculum design found in SED 371, and will be applied to lesson design and instructional strategies as part of the internship in SED 460 and Student Teaching in SED 442.

**State**- The content of the course will reflect areas of effective teaching practices addressed by the Pedagogy and Professional Responsibilities test of the Texas Examinations of Educator Standards (TExES). The course content will be examined in the context of how it applies to appropriate professional practice as well as its relationship to the competencies (available at [www.sbec.state.tx.us](http://www.sbec.state.tx.us)). SED 372 will specifically focus upon Competencies 004, 007 and 009:

**Competency 004**- The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessment.

**Competency 007**- The teacher understands and applies principles for communicating effectively in varied teaching and learning contexts.

**Competency 009**- The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

**University Core Values**- In the College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.
ELL Standards

1. I.001.1 Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning the ESL classroom.

2. I.001.3 Understands the interrelatedness of listening, speaking, reading, and writing and uses this understanding to develop ESL students’ English language.

3. I.001.4 Knows the structure of the English language (e.g., word formation, grammar, sentence structure) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction in English.

4. I.002.3 Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition.

5. I.002.4 Analyzes the interrelatedness of first-and second language acquisition and ways in which L1 may affect development of L2.

6. II.004.4 Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students’ oral language proficiency in English.

7. II.004.5 Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 and L2.

8. II.005.1 Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL and knows how to design and implement appropriate instruction to address TEKS related to the reading and writing strands.

9. II.005.2 Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students’ literacy in English.

10. II.005.3 Understands that English is an alphabetic language and applies effective strategies for developing ESL students' phonological knowledge and skills (e.g., phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high-frequency words).

11. II.005.4 Knows factors that affect ESL students’ reading comprehension (e.g., vocabulary, text structures, cultural references) and applies effective strategies for facilitating ESL students’ reading comprehension in English.

12. II.005.5 Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 and L2.

13. II.006.4 Knows personal factors that affect ESL students’ content-area learning (e.g., prior learning experiences, familiarity with specialize language and vocabulary, familiarity with the structure and uses of textbooks and other print resources) and applies effective strategies for addressing those factors.

14. II.007.2 Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses, and limitations.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. **Reading and Writing Processing/Modeling/Reflection Homework Activities (100 pts.)**
   Candidates will create various products that reflect class topics and models of instructional and comprehension strategies they will later use with students in the classroom. They will include, but are not limited to: Bell Ringer Activities, Google Doc Assignments, Admit Slips, Exit Slips, and Socratic Seminars. The activities will be in and out of class and turned in through D2L Dropbox, Discussions, or chosen Apps.
   
   **Ties in to SFASU value of Academic Excellence through critical, reflective, and creative thinking.**
   ** Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 and L2.

2. **Literacy Strategy Workshop/Feedback (3@25pts)**
   Candidates will be working with lesson plan segments, creating pre/during/post activities using literacy strategies in their content area. The purpose of the workshops is to learn to plan small sections with the teaching strategies presented across the course. For the workshops, candidates will teach 3 – mini lessons in class, specific groups, then provide constructive feedback. The workshop will implement the teaching practices/literacy strategies presented in the course readings for the week (pre, during, and post). The 3 strategies created in the workshop will assist in the creation of the Cross Content/Culturally Responsive Lesson Plan.

   Following the workshops, candidates will choose groups to complete a cross-content culturally responsive lesson plan and provide feedback for their group members’ workshop (in class).
   
   **Ties in to SFASU value of Academic excellence through critical, reflective, and creative thinking and Collaboration and shared decision-making.**
   ** Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL and knows how to design and implement appropriate instruction to address TEKS related to the reading and writing strands.

3. **Team Introductions (25 pts)**

   Each teacher candidate will join peers (i.e., team members) for an introduction to specific topics. These topics will be mentioned in class and will be taught by the candidate to their peers. Teacher candidates will apply the app Flipgrid to sign into their topic and work with other members while outside of class.

   **Ties in to SFASU value of Collaboration and shared decision-making as well as creative thinking.**
4. **Cross Content/Culturally Responsive Lesson Plan (100pts)** Candidates will use their Pre/During/Post reading and writing strategies from the workshop to complete a cross-content, culturally responsive, lesson plan. This will be a cross-content lesson with different contents represented. Detailed instructions for the lesson design format will be provided in class. As part of the lesson plan format, students are required to use these strategies as related to the appropriate TEKS, available:


*ELPS, [http://www.tea.state.tx.us/rules/tac/chapter074/ch074a.html](http://www.tea.state.tx.us/rules/tac/chapter074/ch074a.html) or see handout.

**Ties in to SFASU value of Collaboration and shared decision-making as well as creative thinking.**

5. **Field Experience (100 pts.)** Candidates are expected to complete 5 virtual hours of field experience during SEED 3372. These hours will be virtual hours with feedback, responding to the questions provided in the course. The professor will provide guidance on how to complete this requirement. This is the LiveText (Watermark) field experience component. Turn it in D2L – Dropbox and LiveText.

**Ties in to SFASU value of Openness to new Ideas and Culturally Diverse People.**

**Knows factors that affect ESL students’ reading comprehension (e.g., vocabulary, text structures, and cultural references) and applies effective strategies for facilitating ESL students’ reading comprehension in English.**

6. **Professional Growth Opportunities (15 pts. each, maximum 2)** Just as professional educators have the opportunity for continued professional growth, students will be given the opportunity to extend, elaborate, and apply their classroom learning to one educational experience outside of the classroom setting. These experiences will vary with the semester depending upon community and university events. Any observations at camps, community activities, etc. will count towards professional growth. A typed 1-2 page reflection from individual opportunities is required.

**Ties in to SFASU value of Life-long Learning.**

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**Quality of Assignments**

- All assignments are to be submitted in a timely manner. Late work may be accepted at my discretion and will be penalized at my discretion.
- All assignments must be written in a professional manner, which includes proper use of grammar, correct spelling, and appropriate formatting.
- All written assignments must be in 12-point Times New Roman, double-spaced, with 1" margins and in APA style.
- All assignments will be turned in through D2L and checked with the Plagiarism Detection tool – Turn It In, located in D2L.
- Any Quick Classroom Assessment will be turned in for extra credit and students must be present to receive credit (Shades of Meaning, Poster Points, etc.)

**These assignments will be considered as part of your grade on each assignment. As a teacher, you should want only the best for and from your students. As your professor, I want the same from you and will hold you to a standard of excellence. Remember that the quality of work you present reflects the quality of your desire to be an exceptional teacher. Students should always save and back-up their work files. Computer problems are inevitable, but please have a second computer available (school, work, home, library, etc.) so that you can submit your assignments. Always avoid the twenty-first century equivalent of the excuse "The dog ate my homework," which is "My computer/network/internet was down."

*Late assignments will result in a 10-point reduction, not exceeding two class days, unless we have discussed an alternate date. Also, candidates should not expect opportunities to complete assignments that were late or due during the first half of the semester, at the end of the semester to complete the course.

Changes

The instructor reserves the right to make changes or modifications in the above requirements as needed and/or required to meet course goals. Students will be notified of the changes.

Evaluation and Assessments (Grading):

To determine your grade, take your points earned and divide by the number of points possible. Grades will be posted through D2L with total points. Letter grades for the course will be determined as follows:

A = 100-90%
B = 89-80%
C = 79-70%
D = 69-60%
F = 59% or lower

**Note- Candidates in the secondary and all level of education programs (undergraduate and PBIC) must earn a “C” or better in each pedagogy course before progressing to the next course/level. Students earning a grade less than “C” in a pedagogy course must repeat the course and earn a “C” or better before the course counts toward certification.

IV. Tentative Course Outline/Calendar: Calendar will be provided in class. Calendar can be to change at the discrepancy of the instructor; students will be notified.
V. Readings (Required — including texts, websites, articles, etc.):


2. Access to copy of TEKS in your content area and ELPS. Texas Essential Knowledge and Skills – [TEKS](https://www.tea.state.tx.us/) or the App. English Language Proficiency Standards - [ELPS](https://www.texaseducation.gov/elp). Also, the next phase of learning for students - College Career and Readiness Standards - [CCRS](https://www.texaspubliceducation.gov/ccrs).

3. **Technology/Apps - Gmail account** for GoogleDoc Assignments, [Twitter](https://twitter.com) account for Team Introductions, [Polleverywhere, Kahoot](https://www.kahoot.com), Socrative Seminar, and other social media sites. **This course is technology embedded.** Please bring a device with internet capability every day. Other apps are on the calendar and in the references.

4. **LiveText**: This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class.

   You will be required to register your LiveText account, and you will be notified how to register your account. Watch for an email after the 2nd week of class. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have any questions about LiveText, call ext. 1267 or e-mail [SFALiveText@sfasu.edu](mailto:SFALiveText@sfasu.edu).

5. **TPA**

   Learning targets, academic language, language supports, technology, digital literacy

   - **Academic Language**
     - Introducing language function
     - Writing Learning Targets
     - Break academic language into three categories and implement those into the lesson plans through the course
• Language support:
  Language supports are scaffolds, representations, and instructional strategies that teachers intentionally provide to help learners understand and use the language they need to learn within disciplines.
  Students will write a reflection with instructor designed reflection model.
  Integrating literacy in the content are
• Schema theory, Bruner, CRP, Gay, Ladsing-Billings, Dewey, Vygotsky
• Teach Content Lesson in Literacy; APA; CFK, 5 hours virtual for video analysis practice Focused on ELL

6. References

JOURNALS
Exceptional Children, Council for Exceptional Children.
Instructor, Scholastic, Inc.
Journal of Adolescent and Adult Literacy, International Reading Association.
Language Arts, National Council of Teachers of English.

Reading Research Quarterly, International Reading Association.
The Elementary School Journal, University of Chicago Press.
The Reading Teacher, International Reading Association.
National Council of Teachers of English.

OTHER RESOURCES
Literature (7th ed.). Columbus, OH: Pearson Prentice Hall.
Texas Education Agency. Texas essential knowledge and skills (TEKS).

ONLINE RESOURCES
Education Resources Information Center (ERIC) — www.eric.ed.gov
GovSpot, StartSpot Mediaworks, Inc. — www.govspot.com
International Reading Association — www.reading.org
National Council of Teachers of English — www.ncte.org
readwritethink — www.readwritethink.org
Searchlight, The University of Texas at Austin — http://searchlight.utexas.org
Texas Education Agency — www.tea.state.tx.us
Vaughn Gross Center for Reading and Language Arts, The University of Texas at Austin — www.meadowscenter.org/vgc

Technology Apps

- Piktochart
- PowToon
- Emaze
- Moovly
- Prezi
- Pear Deck
- Glogster
- Infograph
- Animoto
- Sliderocket
- Popplet
- Canva Posters
- Kahoot
- SlideShare
VI. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at SFA Policies

Class Attendance and Excused Absence: Policy 6.7

Face-to-Face

1. Participation/Personal Days-You are expected to attend all classes, arrive on time, and actively participate in class. Active participation involves discussions, movement around class, group work, etc.
2. If you know you are going to be out, please let me know. This is a professional courtesy that must become part of your routine. You may notify me by phone or email or advise me during class time. Work due on the day you are absent must still be submitted ON THAT DAY electronically.
   ** If you miss more than 2 unexcused absences, that will result in a drop in letter grade. If you are tardy or leave class early more than twice, that will result in an absence. If you miss 5 class days, you could fail the class.
3. Excused Absences-You also have officially excused SFASU days available to you that are covered under SFASU policy. University policy lists the following reasons for excusing a student: Health-related issues, family emergencies, and student participation in university-
related activities. Sick days and university-related activities require appropriate documentation so that any missed work may be completed.

4. **Unexcused Absences**—Absences other than those listed above will be considered unexcused, after **2 unexcused absences**, this will result in a drop in letter grade for the semester. For example: A student that earns an A and has 3 unexcused absences will receive a B for the semester; a student that earns an A and has 3 unexcused absences will receive a C for the semester, etc. Vacations, work camps, or any absences not related to SFA activities are considered unexcused.

5. **Late to Class/Leaving Early**—Two tardies or two leaving early results in one absence. You need to be in class the full 1 hour and 15 minutes to participate in all the activities we create and work on, being late or leaving early will result in confusion and misplaced dates for assignments.

6. **Sleeping** in class is not an acceptable behavior and will be evaluated as an absence. As a teacher educator, you will be responsible for other people’s children – choose to be responsible and/or motivated enough to partake in every learning opportunity in your pre-service training.

7. **Teacher-Student Emails**—Emails from students will receive a response within 48 hours between Monday – Thursday, 9-5. Weekend responses will be limited. Please view the ‘Professional Email’ page in the module. Practice professional emails now.

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**Online** –

1. **Participation** are expected within this course beginning on the first day of the semester and continuing through the end of final exams week. Attendance for this online course includes logging on to the D2L course several (3 +) times per week and visiting course content.

2. **Participation** involves logging in to the course several times per week, completing and submitting all course work (including Bell Ringers, Discussions, Quizzes, and Dropbox assignments), and reading course-related emails and announcements.

3. Please be aware that SFA policy requires attendance/participation reporting; teacher candidates who do not attend and/or do not demonstrate course participation within a given course will be dropped from financial aid for that course. Please refer to the missing work policy within the syllabus for additional information regarding course participation and final course grade. I will check in D2L.

4. **Emails** from students will receive a response within 48 hours between Monday – Friday, 9-5. Weekend responses will be limited.

5. **Teacher-Student Emails**—Emails from students will receive a response within 48 hours between Monday – Friday, 9-5. Weekend responses will be limited.

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**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For
additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/). Location: Human Services Building, room 325. Phone: (936) 468-3004.

**Student Academic Dishonesty: Policy 4.1**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to:
- using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
- the falsification or invention of any information, including citations, on an assigned exercise;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are:
- submitting an assignment as if it were one’s own work when it is at least partly the work of another person
- submitting a work that has been purchased or otherwise obtained from an Internet source or another source
- incorporating the words or ideas of an author into one’s paper without giving the author due credit.

All assignments are due by 11:30 p.m. on the due dates, usually Sunday nights. If there is a Discussion you must respond to peers, you will need to post on Saturday and respond to peers by Sunday. These assignments will be turned in - Turn It It - for copyright details. If you are using someone's lesson plans and/or information that you did not create, but you are making it your own, you must cite the resource. Copying someone's work without specific citation is considered plagiarism.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Failure Clause**

You can immediately earn an F in this course due to the following reasons:

- Your placement site asks for you to be removed
- You have more than 5 absences or 5 late arrivals/early departures
- You fail to engage in online course work for over two weeks
- You have violated school policy
- You have violated university policy
• You have violated the Texas Code of Ethics
• You have violated any state or federal law
• Failure to complete Intern Supervisor Assignments
• Any other egregious acts of non-professional behavior

Students Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

Additional Information:

To complete a certification requirement related to public education in Texas you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public-school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or
clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>)

YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Synder at http://coe.sfasu.edu/students/education-certification

IX. Other Relevant Course Information:

**Expectations:**

1. Future teachers are held accountable for correct spelling and grammar usage. Spelling and correct grammar are always expected, on all assignments. Points will be deducted for incorrect spelling and poor grammar. If you are having trouble with standard English and the conventions of speaking and writing, you should seek assistance at the campus Academic Resource Center. Call 468-4108. You may also visit the following website for assistance in writing: www.columbia.edu/acis/bartleby/strunk

2. All submitted work must be typed and turned into D2L, unless the instructor provides a (i.e. class assignments). Handwritten work will not be accepted.

3. In order to pass this course ALL WORK must be completed and submitted to the instructor.

4. Students are expected to read all assignments and be prepared to participate in all class discussions. Participation will be noted according to the depths and comprehension of your responses on the discussion boards. Participation will contribute to your final grade.

**Professionalism:**

Enthusiastic completion of the course activities is of utmost importance in demonstrating commitment to becoming a responsible teacher. Mastery and professional products reflect quality work and reflect on the work you will produce as a teacher. Attitude and confidentiality are essential in determining the teacher’s potential as a successful educator.

Completing assignments in a timely manner and meeting deadlines also reflect on your professionalism. Late assignments will receive a reduction of grade at the discretion of the instructor and all assignments must be completed to pass the course. Late assignments will also impact your professionalism grade. Attendance at face-to-face meetings is also mandatory. Please contact the instructor immediately if problems arise.
Remember: you are developing **professional dispositions** that will define you for the course of your career. **Missed quizzes/exams** may only be rescheduled in cases of documented personal illness or family emergency.

**COVID-19**