Issues in Contemporary Classroom Management EDU554
SUMMER B, 2017 Syllabus

Part 1: Course Information

Instructor Information

Instructor: Julia Agnew
Students are encouraged to contact me by email or leave a message by phone to set up a time for a phone or SKYPE appointment.
Office Telephone: 215-635-7300 x197
E-mail: jagnew@gratz.edu

Course Description

EDU 554 Issues in Contemporary Classroom Management (3 credits)
This course introduces effective principles and techniques of management in contemporary classrooms. Attention is given to strategies and theories of classroom management, as well as the design and organization of classrooms that facilitate developmentally appropriate practices and student motivation.

Textbook & Course Materials

Required Text

- Course readings and videos will be made available on Moodle. A bibliography can be found in this Syllabus, Part 6: Bibliography and Websites.

Recommended Texts & Other Readings

- Charney, Ruth Sidney. Teaching Children to Care: Classroom Management for Ethical and Academic Growth. Massachusetts:

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Part 2: Student Learning Objectives

Upon completion of this course, graduate students will be able to:

#1 Articulate the context in which we teach
(assessed through Forum Discussions, Written Assignment: School Neighborhood Description)

#2 Explain and reflect on different student and educator identities
(assessed through Forum Discussions, Written Assignments: Educational Autobiography, Personal Identity in our Classrooms)

#3 Describe and generate ways to initiate conversations about race, ethnicity, and gender
(assessed through Forum Discussions, Written Assignments: Personal Reflection, Differentiated Booklist, Article Response, “See, Think, Wonder” followup activity)

#4 Design culturally responsive instruction, positive behavioral supports and mindfulness routines that are tied to mandated curriculum
(assessed through Written Assignments: “Where I'm From” activity and Personal Reflection, Final Project)

#5 Evaluate use of classroom management strategies
(assessed through Forum Discussions; Written Assignments: Personal Reflection, Teacher Flexibility and Teacher Evaluation, Mindfulness Routine and Reflection; and Final Project)
Course Requirements for MA levels tied to Learning Objectives listed above, such as:

Satisfactory Class Participation (tied to Learning Objectives #1, #2, #3, #5)

Satisfactory Written Assignments (tied to Learning Objectives #1-5)

Satisfactory Final Project (tied to Learning Objectives #4, #5)

**Grading Percentages**

Forum Discussions = 30% of Final Grade  
Written Assignments = 40% of Final Grade  
Final Project = 30% of Final Grade

Grading Rubrics for Forum Discussions, Written Assignments, and the Final Project can be found in this Syllabus, **Part 4: Grading Policy: Graded Course Activities.**
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Part 3: Topic Outline/Schedule

• Week 01: The Contemporary Classroom
  o Essential Questions:
    How do we define diversity?
    How does our country’s racial/ethnic, cultural, gender, and socioeconomic diversity impact the contemporary classroom?
    How does our student body reflect, or not reflect, the national and state populations? How does this mirroring, or lack thereof, affect our students on individual and social levels?

  o Strategies:
    neighborhood studies
    population studies
    project-learning

  o Readings:
    Online articles and fact sheets explore U.S. student diversity.

  o Assignments:
    Classroom Management Challenges and Successes
    School Neighborhood Description

• Week 02: Teacher Identity
  o Essential Questions:
    Who are our teachers?
How does our own identity affect the lens with which we view our students, school, and school neighborhood? How is “unconscious bias” relevant? How might we combat implicit bias? How can we build positive, productive relationships with students’ families?

- **Strategies:**
  - communicating personal stories
  - connecting with students' families

- **Readings:**
  Online videos, articles and fact sheets explore unconscious bias and building relationships with students and their families across differences.

- **Assignments:**
  - Educational Autobiography
  - Personal Identity in our Classrooms

- **Week 03: Bullying and Diversity**

  - **Essential Questions:**
    - How do personal identity and bullying relate?
    - What is bullying?
    - What are the different types of bullying?

  - **Strategies:**
    - case studies
    - guest speakers
    - video sharing
    - documentation

  - **Readings:**
    Online videos and articles explore the root causes of “othering” and psychology behind bullying.

  - **Assignments:**
    - Personal Reflection
    - Differentiated Booklist

- **Week 04: Critical Conversations**
o **Essential Questions:**

How do we set the stage for dialogue around issues of race, ethnicity and gender?
How do we initiate intercultural communication?

o **Strategies:**

“Thinking Routines”
glossaries
Socratic sentence starters
case studies
guest speakers
video sharing

o **Readings:**

Online videos and articles explore different strategies for initiating critical conversations and incorporating social-emotional learning into classroom instruction.

o **Assignments:**

Personal Reflection
“See, Think, Wonder” Followup Activity

- **Week 05: Building Positive and Culturally Responsive Communities**

o **Essential Questions:**

How do we generate ideas for culturally responsive lessons (and integrated units of study)?

How can culturally responsive lessons be aligned with state standards and prepare students for standardized testing?

o **Strategies:**

building on “funds of knowledge“ and ”second classroom” knowledge community-based projects and service learning
self-expression
buddy programs

o **Readings:**

Online videos and articles explore different strategies, such as community meetings and buddying, for community-building.
o **Assignments:**
  “Where I’m From” poem, graphic organizer, and extension

**Week 06: Positive Behavioral Support: Classroom Layout and Scheduling**

o **Essential Questions:**
  What types of behavioral management systems lead to the most positive outcomes?
  What is Positive Behavioral Support? What PBS strategies do I already implement in my classroom?
  How do classroom structure and scheduling affect our students' behavior?

o **Strategies:**
  Alter Classroom Environment
  Increase Predictability and Scheduling

o **Readings:**
  Online videos and articles explore positive behavioral supports, and different strategies for setting up a classroom and creating a schedule that supports engagement and learning.

o **Assignments:**
  Personal Reflection

**Week 07: Positive Behavioral Support: Teacher Flexibility**

o **Essential Questions:**
  How might student choice and adaption of assignments affect our students’ behavior?
  How does teacher voice and flexibility relate to the Danielson Framework and teacher assessment?
  How do we communicate information and collaborate with our students' families?

o **Strategies:**
  teacher expression
  choice making
  curricular adoptions
- **Readings:**
  Online videos and articles explore different strategies that require teacher flexibility. These include strategies for setting classroom expectations and routines, incorporating choice-making, and communicating with students' families.

- **Assignments:**
  Teacher Flexibility and Teacher Evaluation

- **Week 08: Positive Behavioral Support: Positivity, Replacement Skills and Mindfulness**

  - **Essential Questions:**
    How do we maintain a sense of safety and community in the classroom throughout the school year?
    
    What are the benefits of mindfulness in educational settings?

  - **Strategies:**
    appreciation of positive behaviors
    teaching of replacement skills
    integrating social emotional learning
    brain breaks
    practicing mindfulness

  - **Readings:**
    Online videos and articles explore how different strategies such as rewarding positive behaviors, use of dialogue circles, and incorporating mindfulness training exercises serves to engage learners and develop their intrinsic motivation.

  - **Assignments:**
    Mindfulness Routine and Reflection
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Part 4: Grading Policy

Graded Course Activities

Weekly Forum Discussions:

Students will lead and guide discussion relating to the weekly readings and video. Instructor and students will share ideas, resources and experiences. Students will respond to readings/videos and peers' comments a total of 4 times per week. Comments should be 3-4 sentences in length. The following grading rubric will be used to score forum discussion responses and scores will be calculated into percentage points.
<table>
<thead>
<tr>
<th></th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Submission</strong></td>
<td>Meets all required deadlines</td>
<td>Meets deadlines, with the possible exception of minor lateness; circumstances that led to lateness are communicated professionally and in advance of due date</td>
<td>Misses deadlines, with the possible exception of minor lateness; circumstances that led to lateness are communicated professionally and in advance of due date</td>
<td>Misses deadlines and does not communicate circumstances in advance of due date</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Post is original and contributes a new idea or example that adds value to the discussion</td>
<td>Post has some originality and contributes at least one new idea or example of elaborates on an idea that adds value to the discussion</td>
<td>Post paraphrases the ideas of others</td>
<td>Post lacks clear ideas</td>
</tr>
<tr>
<td><strong>Mindset &amp; Perspective</strong></td>
<td>Author approaches feedback with growth mindset and embraces a strength-based perspective</td>
<td>Author approaches feedback with growth mindset orientation, is mostly receptive to feedback, and usually applies a strength-based perspective</td>
<td>Author is minimally responsive to feedback and, at times, applies what could be characterized as a deficit-based perspective</td>
<td>Author is unreceptive to feedback and applies a deficit-based perspective</td>
</tr>
<tr>
<td><strong>Content &amp; Organization</strong></td>
<td>Post is detailed and thorough, and shows evidence of close reading and viewing</td>
<td>Post shows evidence of close reading and viewing could be strengthened with more details</td>
<td>Post needs more details and shows minimal evidence of planning</td>
<td>Post appears incomplete</td>
</tr>
<tr>
<td><strong>Grammar &amp; Mechanics</strong></td>
<td>Writing is free of errors in grammar, punctuation, word choice, spelling, and format</td>
<td>Writing contains minimal errors in grammar, punctuation, word choice, spelling, and format</td>
<td>Writing contains numerous errors in grammar, punctuation, word choice, spelling, and format which distract the reader</td>
<td>Writing contains numerous errors in grammar, punctuation, word choice, spelling, and format which distract the reader and interfere with meaning</td>
</tr>
</tbody>
</table>
Written Assignments:

Students will write 500-700 word responses to prompts. The following grading rubric will be used to score written assignments and scores will be calculated into percentage points.

Week 1: Classroom Management Challenges and Successes
   School Neighborhood Description
Week 2: Educational Autobiography
   Personal Identity in our Classrooms
Week 3: Personal Reflection
   Differentiated Booklist
Week 4: Article Response
   “See, Think, Wonder” followup activity
Week 5: “Where I’m From” poem and activity
Week 6: Personal Reflection
Week 7: Teacher Flexibility and Teacher Evaluation
Week 8: Mindfulness Routine and Reflection
<table>
<thead>
<tr>
<th>Grading Rubric for Written Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 points</strong></td>
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<tr>
<td><strong>Submission</strong></td>
</tr>
<tr>
<td><strong>Compliance</strong></td>
</tr>
<tr>
<td><strong>Mindset &amp; Perspective</strong></td>
</tr>
<tr>
<td><strong>Content &amp; Organization</strong></td>
</tr>
<tr>
<td><strong>Grammar &amp; Mechanics</strong></td>
</tr>
</tbody>
</table>
**Final Project:**
Lesson or Unit of Study: Design, Implementation, Reflection

The following grading rubric will be used to score the final project and scores will be calculated into percentage points.

<table>
<thead>
<tr>
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<th>1 point</th>
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<tbody>
<tr>
<td><strong>Submission</strong></td>
<td>Meets all required deadlines</td>
<td>Meets deadlines, with the possible exception of minor lateness; circumstances that led to lateness are communicated professionally and in advance of due date</td>
<td>Misses deadlines, with the possible exception of minor lateness; circumstances that led to lateness are communicated professionally and in advance of due date</td>
<td>Misses deadlines and does not communicate circumstances in advance of due date</td>
</tr>
<tr>
<td><strong>Compliance</strong></td>
<td>Complies fully with the assignment and responds to all required questions</td>
<td>Complies adequately with the assignment and responds to most required questions</td>
<td>Complies with some of the assignment or provide responses to some of required questions</td>
<td>Does not comply with assignment or provide responses to required questions</td>
</tr>
<tr>
<td><strong>Mindset &amp; Perspective</strong></td>
<td>Author approaches feedback with growth mindset and embraces a strength-based perspective</td>
<td>Author approaches feedback with growth mindset orientation, is mostly receptive to feedback, and usually applies a strength-based perspective</td>
<td>Author is minimally responsive to feedback and, at times, applies what could be characterized as a deficit-based perspective</td>
<td>Author is unreceptive to feedback and applies a deficit-based perspective</td>
</tr>
<tr>
<td><strong>Content &amp; Organization</strong></td>
<td>Content is exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence</td>
<td>Content is well-presented; ideas are developed and supported with evidence and could be strengthened with more details</td>
<td>Content is sound; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature; shows minimal evidence of planning</td>
<td>Content is unsound; ideas are unsupported and undeveloped; lack of evidence; shows lack of planning</td>
</tr>
<tr>
<td></td>
<td>Content shows evidence of thoughtful understanding and consideration of course material, forum discussion topics, and peer feedback</td>
<td>Content shows some evidence of understanding and consideration of course material, forum discussion topics, and peer feedback</td>
<td>Content shows minimal evidence of understanding and consideration of course material, forum discussion topics, and peer feedback</td>
<td>Content lacks evidence of understanding and consideration of course material, forum discussion topics, and peer feedback</td>
</tr>
<tr>
<td><strong>Grammar &amp; Mechanics</strong></td>
<td>Writing is free of errors in grammar, punctuation, word choice, spelling, and format</td>
<td>Writing contains minimal errors in grammar, punctuation, word choice, spelling, and format</td>
<td>Writing contains numerous errors in grammar, punctuation, word choice, spelling, and format which distract the reader</td>
<td>Writing contains numerous errors in grammar, punctuation, word choice, spelling, and format which distract the reader and interfere with meaning</td>
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Forum Discussions = 30% of Final Grade  
Written Assignments = 40% of Final Grade  
Final Project = 30% of Final Grade

Late Work Policy
Please pay close attention to deadlines—there will be no make up assignments or late work accepted without a serious and compelling reason and instructor approval.

Viewing Grades in NetClassroom (optional)
Your instructor will update the online grades each time a grading session has been complete—typically one week following the completion of an activity.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Performance</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>Excellent Work</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>Nearly Excellent Work</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>Very Good Work</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>Good Work</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>Mostly Good Work</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>Above Average Work</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>Average Work</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>Mostly Average Work</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>Below Average Work</td>
</tr>
<tr>
<td>D</td>
<td>60-66%</td>
<td>Poor Work</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>Failing Work</td>
</tr>
</tbody>
</table>

Important note: For more information about grading at Gratz College, visit the academic policies and grading section of the college catalog.
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Part 5: Course Policies

Attend Class

Guidelines for Online Forum Discussions

1. Forum Participation Requirements
a. Students are expected to participate in a minimum of 75% of online Forums

b. If a student participates in less than 75% of the Forums, it will affect the final grade

c. Forums will be open for at least two weeks from the start of each session

d. NO credit will be given for a course if a student misses 50% or more of the Forums

e. EXCEPTION: Consideration will be given for those students who experience a dramatic personal emergency during the semester, such as illness in the family or disruption due to weather or other issues that impede Internet access. In the event of an emergency, it is the student’s responsibility to notify the instructor as soon as possible.
Assessing Participation

*Monitoring, tracking, and/or scoring of student participation should be assessed through a Rubric, and you must use one of the Rubric Templates which are attached. If appropriate, also mention what Moodle tracking tools you will be using, as well as other discussions, chat sessions, and group work assessments that will be graded.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

Complete Assignments

All assignments for this course will be submitted electronically through Moodle unless otherwise instructed.

Students must complete written assignments and forum discussions by the end of the week, before beginning the next week's assignments. Unless an extension is granted, late or missing Forum discussions or assignments will affect the student's grade.

Extensions will not be given beyond the next assignment except under extreme circumstances.

Understand When You May Drop This Course

Withdrawal from a Course
Students who wish to drop a class after the drop/add period has ended must contact their academic advisor in writing by email.

Withdrawal from the College
Students wishing to withdraw from Gratz College must notify their academic advisor in writing by email.

Students who withdraw from courses later than the Withdrawal deadline found in the College Academic Calendar will receive an “F” for the course.

Incomplete Policy
Under emergency/special circumstances, students may petition for an incomplete grade.
Each instructor must provide clear guidelines on the course syllabus as to what minimal work (i.e., 60% of all Forums or Written Assignments) a student must do to be eligible to request an Incomplete in the course.

If granted an Incomplete, students will have one semester to complete their Incompletes. Beyond that one-semester deadline, students must petition in writing to their academic advisor for a further extension. Faculty will no longer be authorized to grant individual extensions beyond the deadline. If no written request is given, students who do not complete their Incompletes by the end of the following semester will receive an F.

Inform Your Instructor of Any Accommodations Needed

Gratz College is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Any students needing accommodation should contact disabilities@gratz.edu. All requests for accommodations need appropriate advance notice by the student and require supporting documentation from appropriate professionals testifying to the disability. If approved, you are responsible for discussing approved accommodations with faculty.

Commit to Integrity

As a student in this course (and at this college) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Academic Dishonesty Policy

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever
action (subject to student appeal) they deem appropriate.

3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unplanned, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.

4. The Vice President for Academic Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.

5. Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."

6. The Academic Appeals Board shall consist of faculty and at least one student.

7. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.

8. The decision of the Academic Appeals Board will be forwarded to the President of Gratz College, whose decision is final.
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Part 6: Bibliography and Websites

Week 01:


"State Health Facts: Demographics and the Economy." In Kaiser Family Foundation. 

"Student Mobility." (2004, August 4). In Education Week. 
Retrieved from 
http://www.edweek.org/ew/issues/student-mobility/

"U.S Farmworkers Factsheet." In Student Action with Farmworkers. 

Week 02:

"5 Steps for Using Trip to the Grocery Store to Talk about Race." In World Trust. (2015, October). 
Retrieved from 
http://blog.world-trust.org/blog/5-steps-for-using-trip-to-the-grocery-store-to-talk-about-race

Berchini, C. (2015, April 28) Why are all the teachers white? 
Retrieved from 
http://www.edweek.org/tm/articles/2015/04/28/why-are-all-the-teachers-white.html

Retrieved from 
http://world-trust.org/shop/films/cracking-codes-system-racial-inequity/ https://www.youtube.com/watch?v=F05HaArLV44

Retrieved from 

Retrieved from 
http://nationalseedproject.org/white-privilege-unpacking-the-invisible-knapsack

"Unconscious Bias." In Vanderbilt University: Office for Equity, Inclusion and Change. 
https://www.vanderbilt.edu/equity-diversity-inclusion/unconsciousbias/

Week 3:

"Alex from the film BULLY." In Facing History. 
Retrieved from 
https://www.facinghistory.org/videos/alex-film-bully

Retrieved from 
http://www.edutopia.org/teaching-tolerance-gay-straight-alliance

Campano, G. (2007) "I Will Tell You a Little Bit About My People" (pp. 52-71). Immigrant
Students and Literacy: Reading, Writing, and Remembering. New York: Teachers College Press.


Week 4:


**Week 5:**


"Introduction to Culturally Relevant Pedagogy." In Youtube. Retrieved from https://www.youtube.com/watch?v=nGTVjJuRaZ8

"Mix It Up Activities.” In Teaching Tolerance.  
Retrieved from  
http://www.tolerance.org/mix-it-up/activity


"Morning Meeting Ideas (Videos).” In Responsive Classroom.  
Retrieved from  
https://www.responsiveclassroom.org/morning-meeting-ideas

Retrieved from  
http://www.responsiveclassroom.org/blog/how-well-do-your-students-know-each-other

Week 6:

Retrieved from  
http://www.edutopia.org/blog/8-tips-and-tricks-redesign-your-classroom

Borovoy, A. (2014, July 18). 5-Minute Film Festival: Classroom Makeovers to Engage Learners.  
Retrieved from  
http://www.edutopia.org/blog/film-festival-learning-spaces-classroom-makeovers

"Bringing Classroom Rules to Life." In Responsive Classroom.  
Retrieved from  
https://www.responsiveclassroom.org/article/bringing-classroom-rules-life

"Creating and Implementing Effective Rules and Consequences." In Teaching as Leadership.  
Retrieved from  

Retrieved from  
http://www.edutopia.org/practice/exit-tickets-checking-understanding

Harry Wong’s "Three-Step Approach to Teaching Classroom Procedures." In Nebraska Department of Education.  
Retrieved from  

Retrieved from  

“Positive Behavior Supports in Chicago's Schools.” (2013). In Youtube. Retrieved from https://www.youtube.com/watch?v=MZ1kDWv-uv0

“Respect Rap With Prologue.” In Youtube. Retrieved from https://www.youtube.com/watch?v=DOvZLOL9zd0


**Week 7:**


Energizers in Action (Video). In Responsive Classroom. Retrieved from


Transition Times (Video). In Responsive Classroom. Retrieved from https://www.responsiveclassroom.org/transition-times

Week 8:


http://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels


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Part 7: Pre and Post Course Ungraded Surveys

As part of our accreditation with Middle States, we have continual assessment of student learning. One of the ways we demonstrate this is through Pre and Post Course Ungraded Surveys. Students complete the Survey at the beginning of the course to assess their level of knowledge before taking the course and take the Survey again after taking the course. Demonstrating that students have gained knowledge by the end of the course is one way that we can demonstrate effective student learning.

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of academic affairs.

**Course policies are subject to change.** It is the student’s responsibility to check Moodle for corrections or updates to the syllabus. Any changes will be posted in Moodle.