Course Description: This course emphasizes knowledge and skills secondary teachers need to (1) understand reading, writing, and thinking processes at various instructional levels, and (2) make connections between assessment and instruction. Practical application is stressed in delivery of content-specific literacy instruction; preparation, use, and interpretation of teacher-made assessment; and, use of standardized tests and interpretation of results.


Course Objectives: Upon completion of this course, you should be able to do the following:

1. develop the beginnings of a philosophy toward content literacy in regard to the eventual role it will play in your own teaching (EHHP Standard IV);
2. explain the role of prior knowledge and purpose in reading and the role of intention in writing (EHHP Standard III);
3. describe an approach to assessing your own teaching and the literacy demands it places on your students (EHHP Standards IV, VI);
4. make effective decisions about global planning (EHHP Standard III)
5. select and use the following: appropriate techniques of building background (Standard III); techniques of activating existing prior knowledge (EHHP Standards III, VI);
6. discuss diverse learning styles, character education and the elements of the Career Guidance Model (EEDA)
7. construct and use graphic organizers of various kinds (EHHP Standard III);
8. pose questions at the literal, inferential, and critical levels (EHHP Standard III) and describe and use alternative methods of purpose setting, including hypothesizing, stating objectives, completing graphic organizers and charts, solving problems, writing summaries, and outlining (EHHP Standard III) while at the same time identifying the strengths and limitations of these techniques that may make them more suitable to some global plans than others (EHHP Standard III);
9. defend the use of guides or a wide range of reading selections for students of high reading ability as well as weaker readers (EHHP Standard III);
10. describe the basic factors that affect motivation while creating a literate classroom climate conducive to positive attitudes (EHHP Standard III);
11. undertake thematic planning as a means of stressing the interconnectedness of content (EHHP Standard III);
12. discuss the “knowledge, skills, and dispositions [necessary] to identify and prevent bullying, harassment, and intimidation in schools (Safe Schools Climate Act)
13. demonstrate how they will incorporate technology into their own teaching and their students’ learning (ISTE)

**Student Expectations:** Each student is expected to follow all School of Education policies and procedures as well as to:

- **a.** attend class for the entire scheduled time; be prompt and bring necessary materials and assignments. *Students will be dropped from the class after five absences.*
- **b.** actively participate and contribute during whole-class discussions and in cooperative groups.
- **c.** obtain the telephone number of at least one other person in class in order to get notes and assignments; this person should be responsible for getting copies of handouts if you are not present in class.
- **d.** be responsible for getting any missed notes, class reviews, handouts or assignments from another student, *not* the professor. **Do not contact the professor for notes missed because of tardiness or an absence. Do not call or email to ask, “Did we do anything when I was absent?”**
- **e.** obtain an email account from the college if you do not already have one; learn your password and familiarize yourself with sending and receiving email as well as making paper copies of email messages. Be sure to check your email account regularly. Using email will be the most efficient way for you to contact the instructor and other students in the class. Through the school email system, the instructor may send you announcements, information, reminders, and feedback. The instructor will communicate with students **only** via their CofC accounts.
- **f.** read and study any readings listed for a particular date and review any prior notes before each class.
- **g.** space your study time for this class. Don’t try to read and prepare in one sitting. Read a portion of the assigned readings each day and review the day/evening before class.

**Quizzes** will be given on readings and material covered in class discussions and lectures; be sure to take notes during class. Any quiz missed because of a tardy or absence cannot be made up.

**Due dates** for assignments may be subject to change. Due date reminders given during class are a courtesy, not a requirement. The syllabus is your reminder; read due dates carefully.

A **comprehensive final examination** during the posted examination period will be given. Do not ask for the final exam time to be changed; it will **not** be changed.

Include the following information on each assignment submitted: your name, date submitted and corresponding assignment name/title. Every assignment should follow
all directions and should be word processed, neat, and free from spelling, mechanical, and usage errors. Assignments are to be submitted at the beginning of class; work turned in after class begins is late.

**Late work** turned in after class should be submitted to the department’s administrative assistant at 86 Wentworth Street (2nd floor) or hand delivered to the professor in room 322. If you hand in the work to the administrative assistant, the assignment must include the administrative assistant’s signature and the time the work was received. Assignments can be sent to class with another student (or faxed to 843-953-8109) if absence or tardiness is anticipated. If you happen to see the instructor in the hallway or anywhere else on campus, do not take the opportunity to hand in work because it will not be accepted. Do not leave work under the professor’s door or in her mail slot. One letter grade will be deducted for each day work is turned in late. If an assignment is due on Tuesday and it is turned in either after class on Tuesday or the next day, an A turns into a B, a B into a C, etc. No explanations or excuses are necessary or expected.

**Absence verifications** are submitted to the Dean of Undergraduate Studies who will forward verification to all instructors involved. Note: a notice from the Dean of Undergraduate Studies does not automatically constitute an excused absence.

**Exam policy:** The class will follow the CofC calendar for final exams. All other assessments will be given on the dates outlined in the syllabus.

**Participation in clinical experiences (practicum; classroom observation):** You will be expected to complete a 15-hour ESOL field experience. Included in this syllabus are two pages: letter for your cooperating teaching and your time log. You are expected to write a letter of appreciation to your cooperating teacher(s).

**Honor Code:** An Honor Code violation will result in an XF for the class. Visit the following site for additional information: http://studentaffairs.cofc.edu/honorsystem/studenthandbook/index.php

*All multiple-page work must be stapled. Work that is not stapled will not be accepted.*

**Grade Distribution:** See School of Education Guidelines (attached)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>10 pts. each. No set number</td>
</tr>
<tr>
<td>3 Article Summaries</td>
<td>20 pts. each</td>
</tr>
<tr>
<td>Mini Lesson</td>
<td>30 pts. (Presentation and lesson plan)</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100 pts. (5 – 6 pages.)*</td>
</tr>
<tr>
<td>Participation</td>
<td>20 pts.</td>
</tr>
<tr>
<td>ESOL Practicum</td>
<td>30 pts (Practicum completion required for course credit)</td>
</tr>
<tr>
<td>Homework</td>
<td>10 pts. each. No set number</td>
</tr>
<tr>
<td>Cultural/Literacy Bio Project</td>
<td>30 pts.</td>
</tr>
<tr>
<td>Final Examination</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Letter to cooperating teacher(s)</td>
<td>Required for course credit</td>
</tr>
</tbody>
</table>
* Yes, writing and grammar are important! Make your papers concise and informative. The title and reference pages do not count as part of the 5-6 pages. Use 12 pt. font type and standard margins. A rubric is provided for you at the end of this syllabus.

**Grade Calculation:** running average

**Explanation of Assignments**
You will receive more information during the term.

<table>
<thead>
<tr>
<th><strong>Final Examination</strong></th>
<th>We will decide as a class what type of exam you shall receive.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quizzes</strong></td>
<td>Announced and unannounced</td>
</tr>
</tbody>
</table>

**Mini Lesson**
These lessons are to give you an opportunity to stand in front of your peers and demonstrate the knowledge you have learned in this class and in your content area. We will be your supporters, telling you your strong points and what you need to strengthen. You will hand in an evaluation form to the instructor and you will give feedback to all your peers. Your presentation is to be five minutes long. With those five minutes, you are to include the basic parts of a good lesson. You will hand in a lesson plan before you deliver your lesson. A template is found at the end of this syllabus. You will be stopped at five minutes. This means that if you did not conclude the five-minute lesson with a proper conclusion, you will not receive credit for a closure. If your lesson is up to 30 seconds too short, you will not be penalized, but points will be deducted for a lesson that is shorter. Remember: if you deliver a one-minute lesson, you have completed one-fifth of your assignment. If you deliver a two-minute lesson, you have completed two-fifths of your assignment, and your grade will reflect that. You will receive a grade for both your lesson plan and your presentation.

**Culture/Literacy Bio Project**
You will create a project to share with your classmates about who you are as a cultural and literary being. You may develop a PPP, a Storybook presentation, or a cultural capsule binder. More information will be forthcoming.

**Class Discussion**
You will be responsible for leading a class discussion for at least one section of a class. This will give you an opportunity to speak to an audience and receive feedback.

**Content Area Article Summaries**
All three summary papers are due before your research paper. Your articles must be about literacy in your content area. Examples: Literacy and Math; Literacy and Science; Literacy and English; Literacy and Social Studies. Include the following:
1. APA cover page
2. Two summary pages. In addition, address the following
<table>
<thead>
<tr>
<th>What was the most important thing you learned from this article? Was this article well researched and written? What idea found in this article will you use in your class?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Reference page</td>
</tr>
</tbody>
</table>

**Research Paper**

You will write a research paper based on topics covered in class. Possible topics include the following: literacy, advocating literacy, migrant literacy, the reading process, reading and students with reading disabilities, assessment, study skills, motivation, lesson plans, etc. Use the APA style of writing. Keep the following in mind:

- 5-6 pages of content
- Cover page. This is in addition to the 5-6 pages of content.
- Reference page.
- 5 references must be from peer reviewed articles. You may, though, use as many articles as you would like.

This assignment is to be sent to the OAKS dropbox.

**Participation**

Your peers and I want to hear your comments. Feel free to ask questions and contribute to our knowledge. I will not stand at the podium and write down every time you make a comment, but if days pass and you do not participate, your grade will suffer.

**ESOL Practicum**

Completion of the ESOL practicum is required. You will be expected to write a two-page reflection about your experiences. Address the following: What did you do during your visits? Did you work one-to-one, with groups, or did you work with the whole class? What were you expecting? What did you find and experience? What did you learn about the children’s cultures and how they impact schooling and learning? You must complete your hours by no later than the day of the final exam. I

### Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 20(T)</td>
<td>Introductions; Review of Syllabus and Overview of course</td>
</tr>
</tbody>
</table>
| August 22 (TH) | Opening Activities  
*The Importance of Literacy in Content Areas:* Chapter I, |
<p>| August 27 (T) | <em>Literacy Processes:</em> Chapter II                                      |
| August 29 (TH) | <em>Getting to Know Your Students, Your Materials, and Your Teaching:</em> Chapter III |
| September 3 (T) | <em>Getting to Know Your Students, Your Materials, and Your Teaching:</em> Chapter III |
| September 5 (TH) | <em>Teaching for Diversity:</em> Chapter IV                                  |
|            | Due: 1st Content Area Article Summary: Bullying                        |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 10 (T)</td>
<td>Building Prior Knowledge: Chapter V</td>
</tr>
</tbody>
</table>
| September 12 (TH) | Introducing Technical Vocabulary: Chapter V1  
Due: 2\textsuperscript{nd} Content Area Article Summary: ESOL Strategies |
| September 17 (T) | Making Reading Purposeful: Chapter VII                                                              |
| September 19 (TH) | Reading Guides: Chapter VIII  
Due: 3\textsuperscript{rd} Content Area Article Summary: Arts in the Classroom |
| September 24 (T) | Providing Time to Read: Chapter IX  
Assessments: Teacher-made assessments                                                                 |
| September 26 (TH) | Effective Questioning: Chapter X  
Due: Cultural/Literacy Bio Project                                                                |
| October 1 (T)   | Reinforcing and Extending Content Knowledge: Chapter XI                                              |
| October 3 (TH)   | Study Skills: Encouraging Independence in Content Literacy  
Chapter XII  
Due: Research Paper                                                                 |
| October 8 (T)   | Student Attitudes: Encouraging Content Literacy: Chapter XIII                                       |
| October 10 (TH)  | Addressing ESOL Myths                                                                              |
| October 15 (T) | Fall Break                                                                                         |
| October 22 (T) | Assessments: Creating Assessment Components                                                         |
| October 24 (TH) | ESOL Myths                                                                                         |
| October 29 (T) | Writing Lesson Plans: Focus will be goals and objectives                                            |
| October 31 (TH) | Writing Lesson Plans: Focus will be introductions and sequencing of lessons                         |
| November 5 (T) | Writing Lesson Plans: Focus will be closure and modifications                                       |
| November 7 (TH) | Mini Lessons                                                                                       |
| November 12 (T) | Mini Lessons                                                                                       |
| November 14 (TH) | Mini Lessons                                                                                      |
| November 19 (T) | Mini Lessons                                                                                       |
| November 21 (TH) | Mini Lessons                                                                                       |
| November 26 (T) | Final Review                                                                                        |
| November 28 (TH) | Thanksgiving Break                                                                                 |
| December 4 (T) | Reading Day                                                                                         |
| December 5 (TR) | Final Exam: 8:00 – 11:00 (Room 212)                                                                |
TEDU 455
Literacy and Assessment in the Content Areas
Mini-Lesson Evaluation Form
(Hand in this evaluation form before you make your presentation.)

Name_________________________________________________

Lesson Plan
Are all the parts filled in? Does the content match the standards? Have goals and objectives been included? Has attention been paid to English Language Learners or other students with special needs? (6 pts.)

Content
Have you presented information suitable for your audience? Think about your objectives for the lesson. (1 pt.)

Clarity/Speech
Can we follow what you are saying? Are you speaking clearly and do we understand your concept? Is your speech sprinkled with “um”s and “you know”s? (1 pt.)

Questions and Wait time
Do you wait after you pose a question? Do you pose questions? Remember: You must pose at least two questions. (1 pt.)

Set/Intro
Is your introduction lively? Do you capture your audience’s attention? (1 pt.)

Closure
How do you close your presentation? Do you include a quick review? (1 pt.)

Physical Attributes
Are you chewing gum? Are your hands in your pockets? Are you fidgeting? Are you pacing? Do you make eye contact? (1 pt.)

Handouts
Do you have lesson-appropriate handouts? (1 pt.)

Visuals
Do you have or use pictures, maps, manipulatives, etc.? (1 pt.)

Technology
Did you use an overhead, computer, Elmo, etc.?

Total Points: 15 You must turn in this template on the date outlined in the syllabus.
### Research Paper Rubric

If you have problems with writing, please visit the Skills Lab before you turn in your paper. You will not have the opportunity to rewrite your paper if you receive a poor grade. Again, visit the Lab before you turn your paper in to the instructor. Dr. Cozart has contacted the Skills Lab and informed them you will be visiting them. When you go there, take a typed, rough draft of your work. Keep in mind that the Skills Lab is there to help you with your paper, but finding each and every error you may have on your paper is not their responsibility. You, not the Skills Lab, will receive a grade.

<table>
<thead>
<tr>
<th>Development</th>
<th>On Target</th>
<th>Close to Target</th>
<th>Off Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis statement is clear, typed in bold font, thought provoking, and positioned towards beginning (though not first sentence) of paper.</td>
<td>Thesis statement is clear and positioned correctly and typed in bold.</td>
<td>Thesis statement is trite, unclear, or absent.</td>
<td></td>
</tr>
<tr>
<td>Thesis statement is thoroughly supported by examples and citations.</td>
<td>Thesis statement is supported by some examples and citations.</td>
<td>Thesis statement is not evenly supported or not supported at all.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Paper demonstrates an understanding of rhetorical conventions, thus facilitating understanding of topic.</td>
<td>Demonstrates awareness of rhetorical conventions</td>
<td>Shows little attempt to guide the reader through the document</td>
</tr>
<tr>
<td>Language</td>
<td>Paper is fluid, fluent, with varied syntax.</td>
<td>Demonstrates some problems with word choice and sentence structure</td>
<td>Word choice and syntax interferes with meaning</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Compares ideas and perspectives</td>
<td>Considers multiple viewpoints and ideas tentatively or overstates the conflict</td>
<td>Does not consider multiple points of view</td>
</tr>
<tr>
<td>Conclusions are based on evidence presented.</td>
<td>Conclusions loosely follow from evidence presented.</td>
<td>Conclusions presented are simplistic or absolute.</td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>Grammar, punctuation, and spelling are correct</td>
<td>Some grammar, punctuation or spelling errors are evident throughout.</td>
<td>Grammar, punctuation, and spelling errors are prominent.</td>
</tr>
</tbody>
</table>

When proofreading your paper, look for, and make sure you do not have the following:

- Run-ons
- Fragments
- Comma splices
- First and Second person references
- Cliches, slang, trite language

Paper should be 5-6 pages in length. This does not include the cover or reference pages; when you include these last two pages, you should have 7-8 pages. Do not include an abstract page. Instructor will stop reading after page nine.
Research Paper Peer Critique

Name of Author:                                                                                           Name of Reviewer:

Circle the number that applies. 1= Strongly Agree     5=Strongly Disagree

1. The title is clear, concise, one that draws the reader’s attention and matches the content found in the paper.
   1 2 3 4 5

2. Introduction is an attention grabber, one that arouses curiosity or interest and makes the reader want to continue reading.
   1 2 3 4 5

3. Thesis statement is clear. It is one sentence, not two or three.
   1 2 3 4 5

4. Content information supports a central argument.
   1 2 3 4 5

5. Reasoning is clear, easy to follow.
   1 2 3 4 5

6. Tone is professional.
   1 2 3 4 5

7. References (at least five) are from professional, peer critiqued journals.
   1 2 3 4 5

8. Length is within syllabus instructions.
   1 2 3 4 5

9. Does this paper have the following?
   No      Yes      No      Yes
   □  □  Run-ons   □  □  Subject/Verb Agreement Problems
   □  □  Fragments □  □  Inappropriate Gender Pronouns
   □  □  Comma Splices □  □  Punctuation Errors
   □  □  1st Person References □  □  Trite Phrases, Clichés, Idioms and
   □  □  2nd Person References             Slang

   If you find any of the above problems in your peer’s paper, circle the problems and discuss them with the author.

10. On the back of this paper, write at least one short paragraph detailing what the author can do to improve this paper.

   Author: You are to turn in this critique with your paper. Staple it to the back of your research paper.
ESOL Field Experience

Dear ESOL Teacher,

Thank you for your generosity and willingness to work with our EDFS 455 student(s) from the College of Charleston. Our hope is that our student(s) will learn from you and that you and your students will learn from our student(s).

EDFS 455 students are required to

- Complete 15 hours in an ESOL classroom.
- Keep a time log indicating the times they have visited an ESOL classroom.
- Observe for no more than one or two hours.
- Work one-on-one and with small groups, and if appropriate, with a whole class.
- Develop at least one short lesson and deliver it.

In order to help our students, we ask that teachers fill out the short questionnaire found below and send it back to the course instructor via the student in a sealed envelope. Write an X or insert a check mark where appropriate.

Student’s Name: ________________________ Teacher’s Name: ________________________

<table>
<thead>
<tr>
<th>Student</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. came to class on agreed-upon dates. If student did not come to class, he/she called to inform the teacher of the intended absence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. was usually on time. If student was not on time, he/she called to inform the teacher of the intended tardiness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. requested my signature (for time log) at the end of each visit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. developed at least one short, well-thought-out lesson and delivered it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. displayed a willingness to work with students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. followed directions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. dressed professionally.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. demonstrated respect for cultural differences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. demonstrated knowledge of his/her content area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. was a respectful “guest” in your classroom.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: __________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
# EDFS 455 Time Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Hours</th>
<th>Teacher’s Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/10</td>
<td>Worked with small group teaching vocabulary</td>
<td>9:00 – 10:30</td>
<td></td>
</tr>
</tbody>
</table>
School of Education, Health and Human Performance

Mission Statement
The mission of the School of Education, Health, and Human Performance is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

Conceptual Framework
Making the Teaching-Learning Connection.

Our vision is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can MAKE THE TEACHING - LEARNING CONNECTION through:

- Understanding and valuing the learner.
- Knowing what and how to teach and assess and how to create an environment in which learning occurs;
- Understanding ourselves as professionals.

TEACHING AND LEARNING STANDARDS

Standard I:
Evidence theoretical and practical understanding of the ways learners develop.

Standard II:
Demonstrate understanding and application of the critical attributes and pedagogy of the major content area.

Standard III:
Evidence a variety of strategies that optimize student learning.

Standard IV:
Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession.

Standard V:
Communicate effectively with students, parents, colleagues and the community.

Standard VI:
Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning.

Standard VII:
Show an understanding of the culture and organization of schools and school systems and their connections to the larger society.
POLICIES AND PROCEDURES FOR COURSES
IN THE SCHOOL OF EDUCATION*

1. GRADING SCALE:

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.0</td>
<td>Superior</td>
</tr>
<tr>
<td>B+</td>
<td>88-92%</td>
<td>3.5</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>78-82%</td>
<td>2.5</td>
<td>Fair</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
<td>2.0</td>
<td>Acceptable</td>
</tr>
<tr>
<td>D**</td>
<td>70-73%</td>
<td>1.0</td>
<td>Barely Acceptable</td>
</tr>
<tr>
<td>F</td>
<td>0-69%</td>
<td>0.0</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

** A grade of 73 or below is considered a failing grade for all Graduate courses.

2. PROFESSIONAL BEHAVIOR/DISPOSITIONS: Students are responsible for all content and assignments for each class. They will be expected to demonstrate professionalism by demonstrating the following dispositions:
   - The belief that all students can learn.
   - Value and respect for difference.
   - Value of positive human interaction.
   - Intellectual curiosity and willingness to learn new knowledge.
   - A commitment to inquiry, reflection and self-assessment.
   - Value of responsible, collaborative, and cooperative work.
   - Sensitivity to community and cultural context.
   - Responsible and ethical practice.

3. ATTENDANCE: Class attendance and punctuality are expected professional behaviors. Specific attendance requirements for each course are outlined in the syllabus. A student may be dropped from a course for excessive absences, based on the class attendance requirements specified in the syllabus.

4. MAKE-UP EXAMINATIONS AND QUIZZES: If a quiz or examination (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up examination. It is the responsibility of the student to make arrangements for the make-up. This is to be done as soon as possible after the missed examination/quiz.

5. DUE DATES: Due dates for course assignments, as well as scheduled quizzes and assignments, are listed in the course calendar or are announced in class. Consequences related to late materials are determined by the professor.

6. FINALS: The final for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final for that course. (Students who have more than two finals scheduled on the same day may arrange for an alternate time for one final through the Office of the Undergraduate Dean).

7. RESEARCH PAPERS: Papers will be typed (word processed) using the style of the Publication Manual of the American Psychological Association.

*Applies to all EHHP courses above the 200 level.