

# EDUC 262 (3 units) - Elementary Language Arts Methods

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**Term:** Quarter Year

**Credits:** # units

**Course Day & Times:** ###

**Location:** ### (for online courses put Zoom link here)

## **Instructor Information**

**Name:** ### (pronouns)

**Contact Phone & Email :** ###; ###

**Office Location:** ###

**Office Hours:** ###

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## **Course Description**

A study of language arts teaching strategies, with a focus on teaching writing to students in grades K-8, including English learners and students with special needs. Focused attention is given to techniques for integrating literature and language arts instruction with science and social studies content.

## **Respect for Diversity**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diverse identities (e.g., those based on gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture). Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

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## **Land Acknowledgment**

Santa Clara University occupies the unceded ancestral homeland of the Ohlone and Muwekma Ohlone people.

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## Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus

2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

## MATTC Program Learning Goals (PLGs)

The PLGs represent SCU's Masters of Arts in Teaching and Teaching Credential (MATTC) program's commitment to individuals who earn their multiple or single subjects credential at Santa Clara University. The MATTC faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

## Course Objectives

This course will develop students' knowledge of or skills related to:		Goals/Standards Addressed			
		DG #	PLG #	TPE #	
1	Guided by the Common Core State Standards (CCSS) and/or Preschool Learning Foundations, an understanding of students' complex communication needs, and available assessment data, students will: develop & critique Language Arts instructional plans with language objectives that create and facilitate opportunities for interaction.	1	5	3.1 7.1 7.9	
2	Identifying, analyzing and implementing evidence-based high leverage practices and strategies to provide students with disabilities and students identified as English learners equitable access to Language Arts content. Knowledge of students' assets, learning needs and the results of diagnostic assessment data will be used to develop supplement Tier 2 and	3	1	1.6; 4.1 7.1 7.2 (I,P) 7.4 7.11 (I,P,A)	

	Tier 3 interventions. Evidence-based literacy instruction will be grounded in a collaborative understanding of UDL; CA Multi-Tiered System of Support; and the CA Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy.				
3	(a) Identify the five stages of the reading and writing process and develop structured, systematic, instructional skills in print concepts, text reading fluency, morphological awareness, and spelling that include accommodations for English learners and students with dyslexia, (b) construct writing assessments that gauge both language and content learning and included appropriate accommodations for students with disabilities that do not fundamentally alter the content of what is being tested.	2	2	1.8 7.5	
4	Demonstrate knowledge of disabilities and literacy practices of students from minoritized backgrounds and their effects on learning by selecting and adapting reading instruction materials that engage students in meaning making by building on prior knowledge and using complex literary and informational texts, questioning, discussions, assistive technology and Augmentative & Alternative Communication (AAC) to develop students' literal and inferential comprehension.	1	3	2.5; 3.4 7.6	
5	Apply knowledge of appropriate uses of different types of assessments used to monitor student progress and achievement in the Language Arts.	2	3	4.3; 5.1 7.8 7.10	
6	Evaluate multicultural literature into Language Arts instruction, incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction. They will also promote students' literacy	4	5	1.1; 1.2; 2.2; 7.3	

	development in languages other than English in multilingual programs.				
7	Discuss how to leverage the Language Arts with attention to students' oral and written language development attending to vocabulary knowledge and use, grammatical structures and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression across disabilities to support content learning including assistive technology and Augmentative & Alternative Communication support unique to students' literacy needs.	2	5	4.3 7.7	
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard					

## Required Resources (including readings)

Tompkins, G. E. (2018). Language Arts: Patterns of Practice. NY: Pearson

Additional readings will be placed on Canvas/Camino (<https://camino.instructure.com/courses>)

## Graded Assignments

Assignment Title	Due Date	Points or %	TPEs Addressed	
<b>Class attendance &amp; participation</b>		33	1.1; 1.2	
<b>Literature Circle (LC)</b>		20	1.6; 2.2; 3.4; 4.1; 4.3; 7.1; 7.3; 7.4; 7.6; 7.7; 7.8; 7.10, 7.11	
<b>Defend the Text: Selecting and adapting reading text</b>		14	2.5, 3.4	

<b>Asynchronous Module: Foundations of Reading and Writing</b>		25	7.5	
<b>Integrated Curricular Assessment</b> <i>(Signature Assignment)</i>		33	1.6; 1.8; 3.1; 4.1; 4.3; 5.1; 7.1; 7.2; 7.3; 7.8; 7.11	

Note: Descriptions and rubrics for major course assignments can be found on Camino.

## Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
2. Attendance and participation in all class meetings is required. If you are going to be absent from class, you must notify the instructor of your absence. You will still be responsible for all missed content and in-class work (see Attendance Policy below for more details).
3. Letter grades are assigned based on overall percentage, as follows:

A	94-100%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D+	67-69%
B-	80-83%	D	63-66%

Your grades will be visible in Camino.

4. For assignments done in groups, all group members will receive the same grade, unless otherwise stated.
5. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.
6. All assignments are expected to be submitted on their due dates. Unless we have made special arrangements beforehand, late assignments will be docked 5% for each day past the due date that they are submitted.

## Course Outline

Week (Date)	Topic	Readings & Relevant Activities	Assignments
1. 1/9	<p>Introduction to the Course</p> <p>Foundations in Reading/Writing the 4-Layered Equity Framework</p> <p>Objective 3(a): Identify the five stages of the reading and writing process. Develop structured, systematic, instructional skills in print concepts, text reading fluency, morphological awareness, and spelling that include accommodations for English learners and students with dyslexia.</p>	<p>Course Overview &amp; Assignments</p> <p><b>Lecture: What are the Language Arts? What are evidence based literacy practices? (TPE 7.5; MMSN 7a)</b></p> <ul style="list-style-type: none"> <li>- WATCH: 4-Layered Equity Framework - Dr. Gholdy Muhammad</li> <li>- LISTEN: What is an Evidence-Based Practice? (3 mins audio)</li> <li>- WATCH: About EBLI and How EBLI Works (5:57) EBLI Mini Courses and Resources</li> <li>- WATCH: Can We Afford to Ignore the Science of Reading? (10:27)</li> <li>- VIEW: evidence-based high leverage practices using IRIS Center's Evidence-Based Practice Summaries resources. (Look through the following tabs: Reading, Literacy, Language Arts, MTSS/RTI, Learning Strategies)</li> </ul> <p><b>Winter Break Reading:</b></p> <p>1. Muhammad, G. (2020). Cultivating Genius. Introduction and Ch. 1: How the 19th Century Black Literary Societies Can Elevate Today's Literacy Learning</p>	<p><b>Camino Quiz:</b> <i>getting to know you (3 points)</i></p>

		<p>2. Asynchronous Module: Foundations in Reading &amp; Writing Print Awareness, Phonological &amp; Phonemic Awareness, Fluency</p> <p><b><u>Asynchronous Module Reading:</u></b></p> <p>1. Tompkins, G. (2016). Language Arts, Patterns of Practice. Ch 3: Emergent Literacy</p> <p>2. Tompkins, G. (2016). Language Arts, Patterns of Practice. Ch 5: Written Language: Reading and Writing</p>	
2. 1/16	<p>Historically Responsive Literacy &amp; Supporting Students with Disabilities</p> <p><i>Objective 4: Demonstrate knowledge of disabilities and literacy practices of students from minoritized backgrounds and their effects on learning by selecting and adapting reading instruction materials that engage students in meaning making by building on prior knowledge and using complex literary and informational texts, questioning, and discussions to develop students' literal and</i></p>	<p>Mini-lecture: Using knowledge of students' assets, learning needs, and the results of collaboratively obtained diagnostic data to develop Tier 2 and Tier 3 interventions maintaining student success in the least restrictive environment and early language and literacy development across disabilities</p> <p><b>Readings</b></p> <p>1. Muhammad, G. (2020). Cultivating Genius. Ch. 2: What is Historically Responsive Literacy?</p> <p>2. Jones, N.K. (2019). How inclusion affects students in the ELA classroom. Master's Theses. Northwestern College, Iowa.</p> <p>3. U.S. Office of Special Education Programs (2020). Meeting the Needs of English Learners With and Without Disabilities</p> <p><b><u>Inclusive Literacy In-Class Jigsaw Readings:</u></b></p> <p>1. Supporting Inclusive Schools: Addressing the Needs of Students with Learning Disabilities.</p> <p>- Module 3: Supporting Students with Reading Disabilities</p>	<p><b>LC: Group A</b></p> <p><b>DUE SUNDAY 1/17: ICA Content area, grade level, content standard and group member names. This is part (a) of the ICA (3 points)</b></p>



	<p>inferential comprehension.</p> <p>Objective 2: Identifying, analyzing and implementing evidence-based high leverage practices and strategies to provide students with disabilities and students identified as English learners equitable access to Language Arts content. Knowledge of students' assets, learning needs and the results of diagnostic assessment data will be used to develop Tier 2 and Tier 3 interventions.</p> <p>Evidence-based literacy instruction will be grounded in a collaborative understanding of UDL; CA Multi-Tiered System of Support; and the CA Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy.</p>	<p>- Module 4: Supporting Students with Learning Disabilities in Written Expression</p> <p>2. Visual Impairment, Including Blindness from the Center for Parent Information &amp; Resources</p> <p>3. Website article: Supports, Modifications &amp; Accommodations for Students from the Center for Parent Information &amp; Resources</p> <p>4. Guest lecture.</p>	
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	Objective 7: Discuss how to leverage the Language Arts with attention to students' oral and written language development attending to vocabulary knowledge and use, grammatical structures and discourse level understandings as students read, listen, speak, and write with comprehension and effective expression across disabilities to support content learning		
3. 1/23	<p>The Pursuit of Identity &amp; Oral Language</p> <p><i>Objective 1:</i> Guided by the Common Core State Standards (CCSS) and/or Preschool Learning Foundations and an understanding of students' complex communication needs, students will develop &amp; critique Language Arts instructional plans with language objectives,</p>	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Muhammad, G. (2020). Cultivating Genius. Ch. 3: Toward the Pursuit of Identity</li> <li>2. Tompkins, G. (2016). Language Arts, Patterns of Practice. Ch. 4: Oral Language: Listening &amp; Talking.</li> <li>3. <a href="#">Language Impairment: Understanding Expressive Language</a></li> <li>4. <a href="#">Language Impairment: Understanding Pragmatics</a></li> </ol>	<p><b>Camino Quiz (6 points)</b></p> <p>-critique &amp; develop language objectives in Quiz</p>

	<p>particularly as this pertains to Translanguaging opportunities.</p>	<p>5. <a href="#">Language Impairment: Understanding Receptive</a></p> <p>6. Read website article: <a href="#">Supports, Modifications &amp; Accommodations for Students</a> from the Center for Parent Information &amp; Resources</p> <p><b>Watch &amp; Listen</b></p> <p>Language Objectives mini-lecture video</p> <p>Young and Indigenous podcast: <a href="#">Ep. 004/Smak P'ya'/Stories from our People</a> (34 mins)</p> <p><a href="#">COELL video 57 chants, poems and songs</a> (4 mins)</p> <p><a href="#">COELL video 14 explicitly teaches vocabulary</a> (8mins)</p>	
4. 1/30	<p><i>Writing &amp; Building Vocabulary</i></p> <p><i>Objective 2: Identify, analyze, and implement evidence-based high leverage practices and strategies to provide students with disabilities and students identified as English learners equitable access to Language Arts content. Knowledge of students' assets, learning needs and the results of diagnostic</i></p>	<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. Muhammad, G. (2020). Cultivating Genius. Ch. 4: Toward the Pursuit of Skills</li> <li>2. Tompkins G. (2019). Teaching Writing: Balancing Process &amp; Product. Ch. 2: Writing Workshop</li> <li>3. Tompkins, G. (2016). Language Arts, Patterns of Practice. Ch.7: Building Vocabulary</li> </ol> <p><b>Watch</b></p> <p><a href="#">The Power of Literacy: Writing Workshop</a> (6 mins)</p>	<b>LC: Group B</b>

	<p><i>assessment data will be used to develop Tier 2 and Tier 3 interventions. Evidence-based literacy instruction will be grounded in a collaborative understanding of UDL; CA Multi-Tiered System of Support; and the CA Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy.</i></p> <p><i>Objective 7: Discuss how to leverage the Language Arts with attention to students' oral and written language development attending to vocabulary knowledge and use, grammatical structures and discourse level understandings as students read, listen, speak, and write with comprehension and effective expression across disabilities to support content learning</i></p>	<p><a href="#">What is an Evidence-Based Practice?</a> (3 mins audio)</p> <p><b>In Class Activities:</b> Learning Stations - evidence-based high leverage practices using <a href="#">IRIS Center's Evidence-Based Practice Summaries resources</a> and CQELL.</p> <p>Practice with platforms to support digital story telling: Adobe Spark, Canva, and Book Creator.</p>	
5. 2/6	<p>The Pursuit of Criticality &amp; Diversity in Literature</p> <p><i>Objective 4: Demonstrate knowledge of disabilities and literacy practices of</i></p>	<p>Mini-lecture (continued from week 1): disabilities and their effects on literacy skills development, social-emotional development, mental health and behavior</p> <p><b>Readings</b></p>	<p><b>DUE SUNDAY 2/7: <i>In Camino</i>, upload your completed mini-lesson plan.</b></p>

	<p>students from minoritized communities and their effects on learning by selecting and adapting reading instruction materials that engage students in meaning making by building on prior knowledge and using complex literary and informational texts, questioning, and discussions to develop students' literal and inferential comprehension.</p> <p>Objective 6: Evaluate and include multicultural literature into Language Arts instruction, incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction. They will also promote students' literacy development in languages other than English in multilingual programs.</p>	<ol style="list-style-type: none"> <li>1. Muhammad, G. (2020). Cultivating Genius. Ch. 6: Toward the Pursuit of Criticality</li> <li>2. Pennel, Wollak &amp; Koppenhaver (2017). Respectful Representations of Disability in Picture Books</li> <li>3. Logan, Watson, Hood, &amp; Lasswell (2016). Multicultural Inclusion of Lesbian and Gay Literature Themes in Elementary Classrooms</li> </ol> <p><b>Watch</b>  <a href="#">The Danger of a Single Story</a> by Chimamanda Ngozi Adichie (18 mins)</p> <p><b>Optional:</b>  Hermann-Wilmarth &amp; Ryan (2018). Navigating Parental Resistance: Learning from Responses of LGBTQ-Inclusive Elementary School Teachers</p> <p><b>In Class Activities:</b> Socratic Seminar + Evaluating Children's Literature</p>	<p><i><b>This is part (b) of the ICA. (10 points)</b></i></p>
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6. 2/13	<p>Reading Comprehension</p> <p>Objective 2: Identify, analyze, and implement evidence-based high leverage practices and strategies to provide students with disabilities and students identified as English learners equitable access to Language Arts content. Knowledge of students' assets, learning needs and the results of diagnostic assessment data will be used to develop Tier 2 and Tier 3 interventions. Evidence-based literacy instruction will be grounded in a collaborative understanding of UDL; CA Multi-Tiered System of Support; and the CA Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy.</p>	<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. Tompkins, G. (2016). Language Arts, Patterns of Practice. Ch.8: Comprehending &amp; Composing Stories</li> <li>2. Jones, N. K. (2019). How Inclusion Affects Students in the ELA classroom.</li> <li>1. McElvain, C. (2010). Transactional literature circles and the reading comprehension of English learners in the mainstream classroom. Journal of Research in Reading.</li> </ol> <p><b>Explore</b></p> <p><a href="#">Lesson on Community Through Photography from Teaching Tolerance</a></p> <p><a href="#">Understanding Other Religious Beliefs</a> lesson plan from Teaching Tolerance</p>	LC: Group C
7. 2/20	Assessment		

	<p>In Language Arts</p> <p><i>Objective 3b: <b>Developing &amp; critiquing writing assessments</b> to gauge both language and content learning</i></p> <p><i>Objective 5: Develop students' effective expression as they write, discuss, present, and use language conventions.</i></p> <p><b>Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit and produce their own writing.</b> Apply the knowledge and appropriate uses of different types of assessments and disability screening instruments used to monitor student progress and achievement.</p>	<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. Muhammad, G. (2020). Cultivating Genius. Ch. 8: Using Historically Responsive Lesson Plans</li> <li>2. Tompkins, G. (2016). Language Arts, Patterns of Practice. Ch.2: Teaching &amp; Assessing Language Arts (ONLY pgs. 44 – 55)</li> <li>3. Tompkins G. (2019). Teaching Writing: Balancing Process &amp; Product. Ch. 5: Assessing Writing</li> </ol> <p><b>Watch</b></p> <p><a href="#">Ms. Noonan: Making Students into Better Writers</a> on Teaching Channel (5 mins)</p> <p><b>In Class Activities:</b> Assessment Learning Stations</p>	<p><b>LC: Group D</b></p> <p><b>DUE IN CLASS 2/16:</b> <i>In Camino, upload or share the same document from (a) &amp; (b) with the writing prompt and rubric added. This is part c of the ICA. (10 points)</i></p>
8. 2/27	Integrating the Language Arts	Calkins, L, Ehrenworth, M. & Lehman, C. (2012). Pathways to the Common Core—Chapter 4: Reading Literature: Standards 2-9. (On Camino)	

9. 3/5	<p>The Pursuit of Intellect &amp; Investigating Dyslexia</p> <p><i>Objective 2:</i> Identify, analyze, and implement evidence-based high leverage practices and strategies that are active, motivating, engaging, and responsive to students' age, language, and literacy development, and that provide students with disabilities and students identified as English learners equitable access to Language Arts content. Knowledge of students' assets, learning needs and the results of diagnostic assessment data will be used to develop Tier 2 and Tier 3 interventions. Evidence-based literacy instruction will be grounded in a collaborative understanding of UDL; CA Multi-Tiered System of Support; and the CA Dyslexia Guidelines, including the definition</p>	<p><b>Readings</b></p> <ol style="list-style-type: none"> <li><b>1. Muhammad, G. (2020). Cultivating Genius. Ch. 5: Toward the Pursuit of Intellect</b></li> <li><b>2. Johnston, V. (2019). Dyslexia: What reading teachers need to know. The Reading Teacher.</b></li> <li><b>3. Elder, T.E., Figlio, D. Imberman, S., Persico, C. (2021). Segregation and Racial Gaps in Special Education. Education Next, Research Report.</b></li> </ol>	<p><b>LC: Group E</b></p> <p><b>DUE SUNDAY 2/28: Defend the Text: Selecting and adapting reading text (14 points)</b></p>
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	and characteristics of dyslexia and structured literacy		
10. 3/12	<p>Visual Literacy &amp; Poetry</p> <p><i>Objective 4:</i> Demonstrate knowledge of disabilities and literacy practices of students from minoritized communities and their effects on learning by selecting and adapting reading instruction materials that engage students in meaning making by building on prior knowledge and using complex literary and informational texts, questioning, discussions to develop students' literal and inferential comprehension.</p>	<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. Tompkins, G. (2016). Language Arts, Patterns of Practice. Ch.6: Visual Language: Viewing &amp; Visually Representing.</li> <li>2. Tompkins, G. (2016). Language Arts, Patterns of Practice. Ch.10: Exploring Poetry</li> <li>3. Read website article: <a href="#">Visual Impairment, Including Blindness</a> from the Center for Parent Information &amp; Resources</li> </ol> <p><b>Watch</b>  <a href="#">The Poet X Live Performance</a> by Elizabeth Acevedo</p>	<p><b>DUE SUNDAY 3/14:</b> <i>In Camino, upload or share the same document from (a), (b) and (c) and add a ~3 page write up containing: (1) who did what and brief information on your students (school, program name, how the students were selected), (2) what went well and what could be improved if you were to teach the lesson again and (3) the results from the student writing prompt. Also, attach scans/photos of student writing and scored rubric for each writing sample. (10 points)</i></p>

## Professional Conduct Expectations

### **Attendance & Punctuality**

Regular attendance at all class meetings is a requirement in this program. Ten percent will be deducted from your final grade for the course for each unexcused class session you missed. Each student will be granted one Emergency Release (ER) per course. Your ER excuses you from one class session. To use your ER you must notify the instructor by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, etc.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give the instructor advance notice of these absences so they can make the necessary accommodations.

Coming to class (and returning from breaks) on time is another course requirement. Your first unexcused lateness will have no consequences, and subsequent unexcused lateness may result in a 1% reduction in overall grade for each instance.

Note: Points lost due to poor attendance and/or lack of punctuality will be deducted from your final grade. A student with excellent grades on assignments and other aspects of professional conduct can earn a poor course grade as a result of excessive absence or chronic tardiness.

### **Participation**

Your participation in whole class discussions and group work is essential for the success of this course. We, as educators committed to equitable education, will engage in respectful, thoughtful participation in class activities and discussion. To fully participate in the course activities, the assignments must be completed before the class session in which they are due. The quality of our class sessions and the depth of your learning depend directly on your prepared participation.

While class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class's learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact your instructor for further information.

### **Communication**

Email using our SCU email address will be our primary means of communication outside of class. You must check your SCU email and our course's Camino site every day to ensure you maintain a connection with the course content, your classmates, and your instructor

### **Academic Integrity**

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of—and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic integrity -- including the use of AI tools such as ChatGPT and course sharing sites for all assignments and exams in this course. If you have questions about what is appropriate on any assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, see this [LibGuide on Academic Integrity](#).

[If applicable: Your Professional Conduct grade will be determined through my ongoing observation and documentation throughout the quarter.]

If an instructor has reason to feel you are not meeting all the expectations as outlined in the syllabus, they will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer their support in helping you reach those expectations. If your instructor does not contact you with a concern, you can assume you are satisfying these requirements. However, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact your instructor at any time and s/he will be glad to share their assessment with you.

## Policies, Resources & Accommodations

### **Discrimination, Harassment, and Sexual Misconduct (Title IX)**

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law SB 493 requires me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU [Equal Opportunity and Title IX Office](#) (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the [Student Resources](#) page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a confidential resource who is not required to report, please contact one of the following SCU resources for support:

- [SCU Wellness Center](#)
- [CAPS](#)
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law

I am happy to help connect you with any of these resources.

### **Accommodations for Pregnant and Parenting Students**

Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Accessible Education (OAE) or from the Office of Equal Opportunity and [Title IX Office](#). This [resource page](#) from Title IX provides information for students and faculty regarding pregnancy rights.

### **Office of Accessible Education**

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education [oae@scu.edu](mailto:oae@scu.edu), <https://www.scu.edu/oae> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your my OAE portal and discuss them with me during my office hours within the first two weeks of class. To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology.

Students with approved accommodations of time and a half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks' notice recommended) to schedule proctored examinations or to arrange other accommodations.

In light of shifting health advisories related to COVID-19, exams may be administered online. Students with approved testing accommodations should contact me (at least two weeks' notice recommended) prior to the exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

### **Safety Measures**

In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. University policy allows faculty to require the use of face coverings in their classrooms. I may request that students wear face coverings occasionally or throughout the academic term. Failure to comply with my request is a violation of the [Student Conduct Code](#), which I will need to report.

### **Use of Classroom Recordings**

All online class meetings will be recorded and made available on Camino. As is stated in the [Student Conduct Code](#): "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies

may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

### **Copyright Statement**

Materials in this course are protected by the United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

### **Technology Support**

Course materials and online activities will be available on SCU's Canvas learning management system (also known as Camino). Course reminders, readings, and assignments will be available through Camino. SCU can provide you with technical assistance, and you can also reach out to our providers directly for questions. For Camino support, contact [caminosupport@scu.edu](mailto:caminosupport@scu.edu) or call 408-551-3572.

You can also find support resources via the help button within the Camino platform (on the left-hand navigation) to access after-hours support via email, chat, or phone.

For Zoom assistance, contact Media Services at [mediaservices@scu.edu](mailto:mediaservices@scu.edu) or 408-554-4520. You can also get support from the [SCU website](#) or the [Zoom Help Center](#) website.

For SCU network and computing support, contact the SCU Technology Help Desk at [techdesk@scu.edu](mailto:techdesk@scu.edu) or 408-554-5700. They can provide support for MySCU Portal, Eduroam, Duo, hardware and software issues, and more.

### **Wellness**

I know you will do the best you can in this class (and all of your classes); however, it should never be at the expense of your own mental and physical health and your overall well-being. Jesuit education is grounded in *cura personalis*, concern for the whole person—mind, body, and spirit. What does this mean for you? Be kind to others, and more importantly, be kind to yourself. Attend to your sleep (quantity and quality); drink lots of water; move; get outside; and pay attention to beauty that isn't coming to you on a screen. Eat good food, laugh, enjoy friends and family, look for opportunities to connect with others in new ways, pray, meditate, or otherwise attend to your spirit. And ask for help, even if you don't think you need it. Lots of folks, including me, are here to support you. It's never too late to reach out, and I am committed to helping you.

SCU has many resources and programs to support you. These resources may be especially helpful:

#### ***Wellness Center***

The Wellness center (<https://www.scu.edu/wellness>) provides resources to aid and promote student well-being across the eight dimensions of wellness, including student peer groups for healthful living, violence prevention, and recovery.

#### ***CAPS***

Santa Clara students are provided confidential counseling sessions at no cost through Counseling and Psychological Services (CAPS);

<https://www.scu.edu/cowell/counseling-and-psychological-services-caps/>). Students have access to clinically appropriate, short-term therapy; group therapy; and other resources for care. A new 24/7 support line is also available: 408-554-5220.

### *SCU Culture of Care*

If you are concerned for the mental or physical welfare of one of your peers, the [Office of Student Life Culture of Care](#) website provides resources for recognizing and helping someone in distress.

### *Academic Concerns*

If you are concerned with your progress in this class, please contact me so that we can find solutions together.

SCU also has options for free academic tutoring. Students can make appointments to discuss work in a range of courses:

- [The HUB Writing Center](#) (Writing and Public Speaking)

### **Gender Inclusive Language**

This course affirms people of all gender expressions and gender identities. If you go by a name different from what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see [www.mypronouns.org](http://www.mypronouns.org)