Originating Course Information

Offering of Education: Teaching & Learning 7340: Writing in Early and Middle Grades Classrooms
Fiscal Unit/Academic Org School of Teaching & Learning - D1275
Requirement/Elective Designation Not A General Education course

General Information

Type of Request Off Campus
Term of Offering Spring 2013 - Regular Academic Term
Level/Career Graduate
Rationale for proposing this offering Outreach and Engagement course with Columbus City Schools
Description for this offering Provides educators an opportunity to construct a theoretical and experiential base for writing instruction by exploring and critiquing the theories and methods underlying the development of a classroom based writing program.

Attachments

- 7340-OneTimeSupplement.doc
  (One Time Form Supplement. Owner: Mercerhill, Jessica Leigh)
- 7340-OE class syllabus.docx
  (Syllabus. Owner: Mercerhill, Jessica Leigh)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Mercerhill, Jessica Leigh</td>
<td>09/14/2012 03:01 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill, Jessica Leigh</td>
<td>09/14/2012 03:01 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg, Cheryl L</td>
<td>09/14/2012 03:01 PM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) ________________
2. Enrollment Capacity ________________
3. Waitlist Capacity ________________
4. Final Exam:
   - ☐ Yes  ☐ No
   - ☐ Last Class (Note: per faculty rules, this option is *NOT* available for the Undergraduate career)
     a. Exam Seat Spacing ________________
5. Special Instructions or Additional Information

---

**Course number: EDUTL 7340**

---

6. Class Search Title (18 character limit) *Teaching & Writing in Elementary and Middle Grades*
7. Display in Class Search:
   - ☐ Yes  ☑ No

8. Credit Hours 3 ________________

9. Course Components (check all that apply):
   - ☑ Clinical
   - ☑ Field Experience
   - ☑ Independent Study
   - ☑ Laboratory
   - ☑ Lecture
   - ☐ Recitation

10. Graded Component (check one):
    - ☑ Clinical
    - ☑ Field Experience
    - ☑ Independent Study
    - ☑ Laboratory
    - ☑ Lecture
    - ☐ Recitation

11. Campus of Offering (check all that apply):
    - ☑ Columbus
    - ☐ Marion
    - ☑ Newark
    - ☐ Lima
    - ☑ Mansfield
    - ☑ Wooster (ATI)
12. Prerequisites and Exclusions: elementary and middle school teachers in CCS

13. Permission to Enroll in this course:  
   [ ] No Consent needed  [x] Department Consent
   [ ] Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

B. Group Studies Request Information (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date: January 7, 2013 - April 22, 2013

2. Previous quarter(s) of offering and enrollment

3. Expected enrollment for proposed quarter of offering

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site: Northgate (Columbus City Schools)

6. Will course be taught in distance learning format:  
   [ ] Yes  [x] No
7. **Complete the following for courses offered for less than term length or for Workshops:**

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Lab Contact Time:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exclusion or Limiting:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Options (Check)</th>
<th>Letter</th>
<th>S/U</th>
<th>Progress</th>
<th>Letter</th>
<th>S/U</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Hours of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>out-of-class preparation required:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total hours of class meetings:</th>
<th>Length of each class:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. **Complete this section for Off-Campus courses only:**

Distribution of contact time (explain differences from on-campus offerings):

______________________________

Instructor **Dr. Melissa I. Wilson**

Rank **Lecturer**

Qualifications (explain any difference in rank/qualification from on-campus instructors)

______________________________

______________________________

______________________________

______________________________

Explain differences in teaching arrangements from on-campus offerings

______________________________

______________________________

Student Services (explain how they will be provided to off-campus students):

Registration **Outreach and Engagement**

Office Hours

Academic Advising

D. **Study Tour Request Information** (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

______________________________

2. Expected enrollment for proposed quarter of offering:

______________________________
3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

- Cover Letter
- Syllabus
- Study Tour Academic Plan
- Study Tour Administrative Plan
- Concurrence Letters / Forms
- GE model curriculum compliance statement
- GE course assessment plan
- Memo of Understanding
- Appeal statement

Other supporting documentation
Components (Sections): Complete as needed

Begin Component 1

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON   [X] TUE   [ ] WED    [ ] THR     [ ] FRI   [ ] SAT   [ ] SUN

4. Meeting start time: 4:30 PM
5. Meeting end time: 6:48 PM

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>wilson.370</td>
<td>Primary</td>
<td>instructor</td>
<td>Yes</td>
</tr>
</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Notes: ______________________________________________________________
_____________________________________________________________________
_____________________________________________________________________  

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
1. Component (Section) Type (Choose 1):

<table>
<thead>
<tr>
<th></th>
<th>Clinical</th>
<th>Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Field Experience</td>
<td>Recitation</td>
</tr>
<tr>
<td></td>
<td>Independent Study</td>
<td>Seminar</td>
</tr>
<tr>
<td></td>
<td>Lab</td>
<td>Workshop</td>
</tr>
</tbody>
</table>

2. Instruction Mode. (Choose only ONE):

<table>
<thead>
<tr>
<th></th>
<th>Clinic Field Experience</th>
<th>Flexibly Scheduled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Computer taught</td>
<td>In Person</td>
</tr>
<tr>
<td></td>
<td>Distance Learning</td>
<td>Video Taught</td>
</tr>
</tbody>
</table>

3. Meeting Pattern

<table>
<thead>
<tr>
<th></th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THR</th>
<th>FRI</th>
<th>SAT</th>
<th>SUN</th>
</tr>
</thead>
</table>

4. Meeting start time: ___________  5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name, n</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Notes: ______________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Begin Component 3

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON [ ] TUE [ ] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: ___________  5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Notes: ______________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 3
EDUTL 7340 Teaching and Writing in Elementary and Middle Grades, 3 semester hours
Designed to help students reflect critically, both orally and in writing, on the social, political, and cultural contexts that influence education in today's society.

G, 3 credits

Course Rationale

The emphasis for this course will be on building a writing community that will help us understand ourselves as writers and as students of learning. Through various activities, we will consider multiple perspectives, examine and value communities that are not like our own, and develop resources for our own writing and the teaching of writing. Our experiences together will be framed around a constructivist approach to teaching and learning, focusing both on how we write and teach writing and why we do so. With a clear recognition that writing is a multifaceted activity, we'll critically examine:

Course Objectives/Learning Outcomes
Who am I as a writer?  
How do I want to push or challenge myself as a writer?  
What are the functions of writing?  
What are the promising practices in writing pedagogy?  What does this mean for teaching?  
Where are the resources to support my growth as a writer?  The growth of student writers?  
What assumptions do I have about the world?  Schooling?  
How does this apply to my own philosophy and teaching pedagogy?

Course Texts

The required text for this class is *Pathways to the common core: Accelerating achievement* by Lucy Calkins, Mary Ehrenworth and Christopher Lehman.  
Other weekly class readings will be posted on CARMEN.

Materials you need to bring to each class
According to Ralph Fletcher, a writer’s notebook gives you a place to live like a writer; not just in school but where ever you are, whenever you get the inspiration. You will need some form of writer’s notebook that will be a place for you to write and collect your writing throughout the
quarter. This may take the form of a loose-leaf binder, a spiral notebook or even your laptop. Please bring whatever is the most comfortable way for you to compose.

**Course Requirements**

**Class Participation, Attendance and Professionalism**
During class you will be involved in whole class dialogue, small-group discussions of readings and a writing group. Because in-class activities will be so important to your learning in this course, your presence, positive participation, and professional disposition will count heavily toward your grade. The following will be considered in this category:

- On-time, regular attendance to class meetings
- Thoughtful and regular contributions to class discussions including sharing some of your writing during whole class sharing time in order to practice and apply skills in oral expression and oral communication.
- Participation in writing group and/or small/large group discussion activities in order to practice and apply skills in written and oral expression and oral communication
- Preparation for class, including completing readings, submitting assignments on time, and preparing for writing group
- Openness to feedback from peers and instructor and its application to your writing

**Attendance will be taken each class period. More than one absence will impact your grade. If you are absent, you need to follow up with the instructor about what you missed.**

**Required pieces of writing developed from class assignments**

Throughout the semester a variety of writing activities will be modeled and prompts will be used as the basis for focusing both on how we write and teach writing and why we do so. Time in class, individually and in writing groups, will be devoted to working on and generating pieces during class. You will be asked to turn in five of these pieces after working on them individually and using feedback received from your writing group during class or online. You are also asked make use of digital tools as part of one of the composition. We will talk more about this project in class.

**Writing Groups/Peer Response**

The class will be broken up into smaller writing groups that will have time to meet on a regular basis so class members can share pieces that they are working on and get *critical* feedback from their writing group peers. You are also encouraged to work with each other online to edit and give feedback on your writing projects. Writing groups are safe places to take *risks* and the role of each writing group member is to help everyone else in the group move ahead on writing projects and to be willing to share as well. *Evidence of written and oral writing group feedback and use of feedback will accompany all your writing assignments.*

**End of Quarter Projects**

The multigenre project may take many forms including a portfolio, a multi-genre piece, digital storytelling, etc. We will talk about the requirements for this project in class. Please feel
free to plan a project that you will find helpful as a writer and as a teacher of writing. I will need to meet with each student briefly to discuss the form of the project.

The pedagogy project is a group project that you design collaboratively to address one of the issues discussed as part of the class and/or to address issues that you face in your classrooms. Again, this project may take many forms including a lesson that you will teach to the class, a statement of action that you are going to pursue, a proposal for an action research project that you wish to pursue, etc.

Both final projects will be due during our last week of regularly scheduled classes. Each student will present their final projects during the last scheduled class sessions.

Letter Grade with Percentage Correspondence

A = 95-100%  A- = 90-94%  B+ = 87-89%  B = 84-86%
B- = 80-83%  C+ = 77-79%  C = 74-76%  C- = 70-73%
D+ = 67-69%  D- = 60-66%

Homework Policy
• All assignments should use grammatical conventions, be stylistically appropriate and typed unless specifically noted on the syllabus. All assignments must be turned in during class on the date they are due.
• If you have special needs or circumstances that may affect your performance in the course, please identify yourself to me at the beginning of the course or as soon as the need arises.

Evaluation
Participation (in class, in reading groups with prepared responses, and writing group feedback) 25
5 pieces of writing with evidence of writing group/peer feedback (each piece = 5 points) 25
End of quarter pedagogy project 25
End of quarter multigenre project (20 for the project and 5 for the presentation) 25

Course Overview:

<table>
<thead>
<tr>
<th>Date</th>
<th>Focus</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Week 1 January 8 | Introductions<br>Writing and sharing an early literacy memory<br>Review of the syllabus<br>Short forms and haiku assignment<br>Set up writing groups and rubric<br>Giving Feedback<br>Prompted Writing with mentor texts<br>Observational writing exercise and free writing (kid-watching)<br>Pathways to the Common Core by Calkins, et al. (Chapters 1 and 6)<br>Dilemmas and Discourses of “Learning to write: Assessment As
| Week 3 | January 22 | Prompted Writing with mentor texts  
Narrative writing exercise and free writing (metonymy)  
Meet with writing groups  
Discussion of readings  
Response to the readings  
Ten Minutes of Theory—Abduction | *Pathways to the Common Core* by Calkins, et al. (Chapters 7)  
Tom Romano chapters on multigenre projects |
|---|---|---|
| Week 4 | January 29 | Prompted Writing with mentor texts  
Argument writing exercise and free writing  
Meet with writing groups  
Discussion of readings  
Response to the readings  
Ten Minutes of Theory—Different models and types of learners | *Pathways to the Common Core* by Calkins, et al. (Chapter 8)  
Hillocks chapters |
| Week 5 | February 5 | Prompted Writing with mentor texts  
Informational writing exercise and free writing (They Say-I Say)  
Meet with writing groups  
Discussion of readings  
Response to the readings (graphic organizer)  
Ten Minutes of Theory—What is nonfiction? | *Pathways to the Common Core* by Calkins, et al. (Chapter 9)  
“A new way to look at literature: A visual model for analyzing fiction and nonfiction texts” by Penny Colman  
“The information book genre: Its role in integrated science literacy research and practice” by Chris Pappas  
“Nonfiction literature for children” by Barb Kiefer and Melissa Wilson |
| Week 6 | February 12 | Prompted Writing with mentor texts  
Digital composition writing exercise and free writing  
Meet with writing groups  
Discussion of readings  
Response to the readings (wordle)  
Ten Minutes of Theory—Issues | “Social Critique and pleasure: Critical media literacy with popular culture texts” by Jesse Gainer and “New literacies in a material world” by Randy Bomer et al. |
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Prompted Writing with mentor texts</th>
<th>chapters from Shirley Brice Heath’s <em>Words at work and play</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>February 19</td>
<td>Dialogue writing exercise and free writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meet with writing groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion of readings (diamante or take five)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Response to the readings (representing your ideas with writing and a visual)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ten Minutes of Theory—Education in and out of schools</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Prompted Writing with mentor texts</td>
<td>Ruby Payne article and “Children writing ‘Hard Times’: Lived experiences of poverty and the class-privileged assumptions of a mandated curriculum” by Elizabeth Dutro</td>
</tr>
<tr>
<td>February 26</td>
<td>Writing openings exercise and free writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meet with writing groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion of readings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Response to the readings (dialogue with the text)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ten Minutes of Theory—Teacher Expectation and Student Achievement</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Prompted Writing with mentor texts</td>
<td>writing communities for students</td>
</tr>
<tr>
<td>March 5</td>
<td>Writing short forms exercise and free writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meet with writing groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion of readings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Response to the readings (short form)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ten Minutes of Theory—Providing space for multiple perspectives</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Prompted Writing with mentor texts</td>
<td>Calkins, Chapters 10 and 11</td>
</tr>
<tr>
<td>March 19</td>
<td>Writing montage/collage exercise and free writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meet with writing groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion of readings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Response to the readings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ten Minutes of Theory—brainstorming for pedagogy projects</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Prompted Writing with mentor</td>
<td></td>
</tr>
</tbody>
</table>
| March 26 | texts  
| Writing two voice poems exercise and free writing  
| Meet with writing groups  
| Discussion of readings  
| Response to the readings  
| Work on pedagogy projects |
| Week 12 April 2 | Prompted Writing with mentor texts  
| Free writing  
| Meet with writing groups  
| Discussion of readings  
| Response to the readings  
| Work on pedagogy projects |
| Week 13 April 9 | Presentation of pedagogy projects |
| Week 14 April 16 | Presentation of multigenre projects |

**Course Policies**  
I expect the final projects to be turned-in by the last class session. Incompletes are given in only extreme circumstances. You are expected to complete all work on the dates given above. Failure to do so may result in a “U.”

If you have more than two absences, your grade will be lowered or you can meet with the instructor to discuss options for making up these absences. Any time you are absent, you need to follow up with the instructor about what you missed during the class meeting.

**Academic Misconduct Statement**  
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct.

**Disability Statement**  
Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/).

**Statement on Diversity.** The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural
society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Bibliography


Colman, P. A new way to look at literature: A visual model for analyzing fiction and nonfiction texts. Language Arts, 84(3), 257-268.


