Course Description
Assists prospective elementary teachers in exploring and questioning how reading is taught. Develop skills in a variety of methods and approaches in reading programs in the primary classroom. Field experience required.

This is a fully online, eight-week course. We will not meet face-to-face at any time.

Course Prerequisites
No prerequisites for this course.

Course Objectives
Upon successful completion of this course, students will be able to:
1. recognize a variety of genres in children’s literature
2. explore the components of Balanced Literacy in a primary reading classroom
3. examine at the role of reading, writing, and spelling and the relationship between the three components.
4. understand the components and purpose of Guided Reading.
5. implement Guided Reading in a primary classroom.
6. analyze students’ reading proficiency using running records.
7. recognize the stages of spelling development.
8. discuss methods for teaching and assessing spelling.
9. understanding the role spelling has in the development of reading and writing.
10. investigate ways to integrate technology into spelling instruction
11. develop an effective writing program to increase primary students’ literacy.
12. Prepare to manage the aspects of a Balanced Literacy classroom, including setting up literacy stations, scheduling small-group instruction, and performing progress monitoring.
13. reflect on ways to use assessment data to improve instruction and student learning.
14. Create a literacy block that will include all areas of a Balanced Literacy program, including the use of assessments.

Required Texts
ISBN: 9780137035106
OU Major Outcomes

5b: Evince ethical and caring dispositions while advocating for and responding to individual learner needs.
6a: Develop and exhibit the characteristics of a reflective inquirer and practitioner.

Education Standards

ACEI Standards

2.1 English Language Arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. (AZ 7)

3.4 Active Engagement in Learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments. (AZ 3)
(KS 1-13) (KS EC-LC 1)

Education Mission Statements

Teacher Education Mission:

The Ottawa University Teacher Education Program’s mission is to be a learning community in which committed teachers are **reflective inquirers** with knowledge and skills to **use best practices** in order to **provide every student a quality education**.

School of Education:

The Ottawa University School of Education is committed to education innovative, adaptable, and involved professionals in mind, body, and spirit. These individuals will promote holistic learning, global awareness, and cultural competency as responsible contributors to a diverse, pluralistic world.

Practicum Requirements

This course contains Practicum (school site-based) activities. You will be required to spend a minimum of 20 clock hours in the classroom, **teaching at least three reading lessons**, with the remainder of your time spent completing other related classroom activities. You will arrange **two observations** with your University Supervisor. Your Mentor Teacher will observe your third and any extra lessons you may teach.
If you have not yet joined your education group on the Portal, please do so right away. There are forms on the Portal that you will need to fill out for each course (field placement and diversity forms). You will need to meet with your CAPs Advisor as soon as you know you're taking a course that requires practicum placement. Fill it out and send it to the Office of Field Placement email address. ofp@ottawa.edu. The Office of Field Placement will contact you with your assigned placement. Also, please fill out a diversity form for each field experience you complete. These forms should also be sent to ofp@ottawa.edu.

Log into the Portal at https://myottawa.ottawa.edu/ics. Once you login into the portal, go to the OU life tab, Browse Groups and join the appropriate group: Teacher Education AZ or Teacher Education KS & Online. You should have your fingerprint clearance card or other types of clearances that your state requires before you complete any field experience. If you cannot acquire your clearance before you need to complete a field experience observation, you will need to contact the school district in which you would like to observe in order to determine what types of identification or other documents they need in order for you to observe there.

You will submit three pieces of evidence after completing your field experience observation, two of which will be included as part of your course grade. A Time Log is provided for you in the course materials Please print this form and take it with you to each of your teaching experiences. This form must be completed in its entirety and be signed/dated by the teacher(s) you observed. You will need to scan this form and submit it in Blackboard during this course. You will also be completing assignments regarding what you have learned from your field experience. Lastly you will submit your Field Experience Diversity form to the Office of Field Placement at ofp@ottawa.edu.

Your practicum (teaching experience) will be organized with your University Supervisor. You will submit lesson plans for approval. These are the lessons you will teach. It is highly recommended that you work with your cooperating teaching to determine appropriate content for your lessons to coincide with the curriculum currently being taught in the classroom.

Practicum is mandatory. Students who do not complete their practicum and do not submit the required documentation are subject to failing this course. An NC will only be issued if all requirements of the Ottawa University NC policy are met. Otherwise, students who do not complete their practicum requirement and submit the provided documentation will earn an F for the course and will have to retake the course at another time.

**Practicum Overview**

For this class, you will write and teach three reading lessons. One lesson should focus on phonics, one on comprehension, and one on reading strategies. You can teach these three topics in any order that best fits with your cooperating teacher's reading plans. You must use the Lesson Planning Template provided in the sidebar to create your lesson. The following schedule will help you in your planning process.

- Week 1: Begin planning lesson
- Week 2: Submit lesson 1 by midnight, CT in Blackboard
- Week 3: Revise lesson 1 with instructor feedback, begin planning lesson 2
- Week 4: Teach lesson 1, submit lesson 2 by midnight, CT in Blackboard
- Week 5: Revise lesson 2 with instructor feedback, begin planning lesson 3
- Week 6: Teach lesson 2, Submit lesson 3 by midnight, CT in Blackboard
- Week 7: Revise lesson 3 with instructor feedback
- Week 8: Teach lesson 3

**Evaluation Forms**

Please be sure to submit all of your evaluation forms from your University Supervisor and your Cooperating Teacher following each lesson you teach. You will need to scan and submit them to Blackboard in the provided link in the Assignments section of the course. You should complete this as soon as you are given the form and no later than Saturday of week 8 by midnight, CT. These forms are required as part of your practicum experience. If you do not submit these forms by the last day of the course, you will receive a zero in the grade book.

**Descriptions and Schedule At-A-Glance**

You will have several opportunities to demonstrate your knowledge and understanding of the principles taught in this course. The primary means of evaluating your work will be through practical application of the material. In the event that you have difficulty completing any of the assignments for this course, please contact your instructor immediately. Please refer to the **Weekly Materials** section of the cyberclassroom for complete details regarding the activities and assignments for this course. The following is merely a summary.

**Discussion contributions (160 points)**
(six postings per week @ 20 points per week)

**Initial Substantive Posts**: Submit an initial response to each of the prompts provided each week by your instructor. Your initial post should be substantive (approximately ½ of a page in length) and must be posted by midnight, Central Time by Wednesday of each week. In your substantive post you are encouraged to use references (you may use your textbook); show evidence of critical thinking as it applies to the concepts or prompt and/or use examples of the application of the concepts to work and life. Proper punctuation, grammar and correct spelling are expected. Please use the spell-check function.

**Required Replies**: You must reply to at least two different peers per prompt. Your replies should build on the concept discussed, offer a question to consider, or add a differing perspective, etc. Rather than responding with, "Good post," explain why the post is "good" (why it is important, useful, insightful, etc.). Or, if you disagree, respectfully share your alternative perspective. Just saying "I agree" or "Good idea" is not sufficient for the posts you would like graded.

**Posting Guidelines**: Overall, postings must be submitted on at least two separate days of the week. It is strongly recommended you visit the discussion forum throughout the week to read and respond to your peers’ postings. You are encouraged to post more than the required number of replies.

(Please review the Policies section of Blackboard for further details.)

<table>
<thead>
<tr>
<th>Week 1</th>
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<tbody>
<tr>
<td><strong>Readings</strong></td>
</tr>
<tr>
<td>- Review the weekly lesson, videos and readings provided in the course.</td>
</tr>
<tr>
<td>- From Guided Reading: Good First Teaching for All Children by</td>
</tr>
</tbody>
</table>
| Discussion | • Initial post to each prompt due by midnight, CT on Wednesday  
• At least two replies to peers for each prompt due by midnight, CT on Sunday |
|---|---|
| Assignment(s) | **Children's Literature Bibliography**  
To familiarize yourself with the array of children's literature available to teachers, go to the Children's Literature site found at [www.clcd.com](http://www.clcd.com). Create a login profile. You will be directed to a Search Database. Use the database to find examples of children's literature that are fiction, nonfiction, poetry, drama, and folktales (folklore) appropriate for grades K-2. As you do the search, read the reviews and descriptions of the books. You will be responsible for creating your own Children's Literature Bibliography. The bibliography needs to include the following information:  
• It should be sorted into five categories: Fiction, Nonfiction, Poetry, Drama, and Folktales.  
• Each category should have a list of five (or more) children's books appropriate for the grades of K-2.  
• They should be listed in alphabetical order using APA style under each category.  
• Write a short, 2-5 sentence summary of the book under each title. Do NOT copy and paste information from the site. The summary should be written in your own words.  
• Use correct grammar, punctuation, and spelling.  
• The paper should include a title page and page numbers in compliance with APA style.  
Due: Sunday at Midnight, CT  
Points Possible: 25 |
| Readings | • Review the weekly lesson, videos and readings provided in the course.  
• From Guided Reading: Good First Teaching for All Children by Fountas & Pinnell:  
  ▪ Chapter 4: Designing and Organizing the Learning Environment  
• From Reading with Meaning by Miller:  
  ▪ Prologue (It doesn't get better than this) |
| Discussion | • Initial post to each prompt due by midnight, CT on Wednesday  
• At least two replies to peers for each prompt due by midnight, CT on Sunday |
| Assignment(s) | **Checklist Presentation** |
Reread Chapter 4 (Designing and Organizing the Learning Environment) from *Guided Reading* (Fountas, I. & Pinnell, G.). Review the The Checklist for Analyzing the Classroom Environment found on page 51. This list is not in a hierarchy of importance. If you had to choose five areas on the list as being most important to a well-run classroom in regard to developing independent readers and writers, which five would you choose as being the most essential?

Here is your task:

1. Create a PowerPoint presentation describing your five most important elements.
2. When you describe each element, provide evidence from the course texts, additional readings, or web links from Week 2.
3. The PowerPoint should be a minimum of 8 slides: Cover Slide, an introductory slide, at least five additional slides for each element of the checklist, a summary slide, and slide for the references.
4. Keep the slides neat and concise. Avoid long sentences. Remember the rule of 5 for PPTs. Five lines per slide, five words per line. Using bulleted lists and phrases is acceptable for this presentation. Choose your words precisely and concisely.
5. Cite all sources on the slides using APA format with the references provided at the end of the PPT.
6. Although, you do not have to use complete sentences, make sure that spelling, grammar, and punctuation (when appropriate) is correct.
7. Use color and fonts that are clear and easy to read.
8. Graphics that add to the content of the PPT are encouraged; however, do not use graphics that may appear as distracting to the viewer of the project.

Due: Sunday at Midnight, CT
Points Possible: 25

**Lesson Plan 1**

This week, you need to complete and submit your first reading lesson plan for your practicum. For this course, you need to complete one lesson on phonics, one on comprehension, and one on reading strategies. You may do these topics in any order and should attempt to fit this into your cooperating teacher's existing plan as best as able. You are required to use the Lesson Planning Template provided. Please review the Practicum Overview lesson for more information regarding specific requirements for your practicum.

Due: Sunday at midnight, CT
Points Possible: 100

<table>
<thead>
<tr>
<th>Week 3</th>
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<tr>
<td><strong>Readings</strong></td>
</tr>
<tr>
<td>• Review the weekly lesson, videos and readings provided in the course.</td>
</tr>
<tr>
<td>• From Guided Reading: Good First Teaching for All Children by Fountas &amp; Pinnell:</td>
</tr>
<tr>
<td>▪ Chapter 1: What is Guided Reading</td>
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<tr>
<td>Discussion</td>
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<tr>
<td>------------</td>
</tr>
<tr>
<td>● Initial post to each prompt due by midnight, CT on Wednesday</td>
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<tr>
<td>● At least two replies to peers for each prompt due by midnight, CT on Sunday</td>
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<table>
<thead>
<tr>
<th>Assignment(s)</th>
<th>Taking a Running Record</th>
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</thead>
<tbody>
<tr>
<td>If a student reads on an independent level, he or she will read with at least 95% accuracy. If a student reads at an accuracy level below that, it may cause frustration, which impairs reading comprehension. It is time for you to practice doing a running record to determine three students' reading proficiency.</td>
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<tr>
<td>1. Go to <a href="http://eworkshop.on.ca/edu/core.cfm?p=main&amp;modColour=1&amp;modID=2&amp;m=121&amp;L=1">http://eworkshop.on.ca/edu/core.cfm?p=main&amp;modColour=1&amp;modID=2&amp;m=121&amp;L=1</a></td>
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<tr>
<td>2. After reading the information, click on Grade 1 and, if possible, print the text for Soup</td>
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<td>3. Click on Administer the Running Record</td>
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<td>4. Click &quot;PLAY.&quot;</td>
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<td>5. As the student reads, checkmark the words he says correctly and mark out the words that are wrong. Above the words that are marked out, write what the student says exactly like the student says it.</td>
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<tr>
<td>6. Compare your running record to the website's running record by clicking on &quot;See the Running Record and MSV.&quot; Click &quot;PLAY&quot; to hear an interpretation of the student's running record. After you have listened to the information, click on VIEW RESULTS to see if this student is reading on his independent reading level.</td>
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<td>7. Repeat this process for Grade 2 and 3.</td>
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</table>

After practicing taking running records, write a summary about your experience. The summary should include what you discovered about the students as readers and what you discovered about yourself as a teacher assessing students' reading performance. Describe how you could use this information to create instruction to match each student's reading needs. Describe why running records are important. Your summary should be 785-1000 words in length. Be sure to include a title page and cite any references in APA format.  

Due: Sunday at Midnight, CT

Points Possible: 25

<table>
<thead>
<tr>
<th>Week 4</th>
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<tbody>
<tr>
<td><strong>Readings</strong></td>
</tr>
<tr>
<td>● Review the weekly lesson, videos and readings provided in the course.</td>
</tr>
<tr>
<td>● From Guided Reading: Good First Teaching for All Children by Fountas &amp; Pinnell:</td>
</tr>
<tr>
<td>▪ Chapter 13: Learning About Letters and Sounds</td>
</tr>
<tr>
<td>● From Reading with Meaning by Miller:</td>
</tr>
<tr>
<td>▪ Pages 49-52: What About Phonics and Word</td>
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<tr>
<td>Identification (Part of Chapter 3)</td>
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<tr>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• From Words Their Way by Bear, Templeton, &amp; Johnston:</td>
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<tr>
<td>▪ Chapter 1: Developmental Word Knowledge</td>
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<table>
<thead>
<tr>
<th>Discussion</th>
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<tbody>
<tr>
<td>• Initial post to each prompt due by midnight, CT on Wednesday</td>
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<tr>
<td>• At least two replies to peers for each prompt due by midnight, CT on Sunday</td>
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<table>
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<tr>
<th>Assignment(s)</th>
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<tbody>
<tr>
<td><strong>Technology for Spelling Instruction Advertisement</strong></td>
</tr>
<tr>
<td>There are many Internet resources to help students develop proficiency in spelling. Search the Internet to find interactive sites for students in grades K-2 that focus mainly on spelling and phonics instruction.</td>
</tr>
</tbody>
</table>

Here is your task:

1. Choose three Internet sites that will help build your students’ orthographic knowledge (spelling).
2. Create a research-based advertisement that showcases the top three Internet sites that can help primary grade students increase their spelling and phonics knowledge. Use at least five sources from this week’s reading, links, and additional resources to validate your three choices.
3. The advertisement can be in the form of a word document, PowerPoint presentation, brochure through Microsoft Publisher, etc.
4. Use appropriate font and graphics.
5. Make sure that all texts are cited per APA requirements. Use correct grammar, punctuation, and spelling.

Due: Sunday at Midnight, CT
Points Possible: 25

**Lesson Plan 2**

This week, you need to complete and submit your second reading lesson plan for your practicum. For this course, you need to complete one lesson on phonics, one on comprehension, and one on reading strategies. You may do these topics in any order and should attempt to fit this into your cooperating teacher’s existing plan as best as able. You are required to use the Lesson Planning Template provided. Please review the Practicum Overview lesson for more information regarding specific requirements for your practicum.

Due: Sunday at midnight, CT
Points Possible: 100

<table>
<thead>
<tr>
<th>Readings</th>
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<tbody>
<tr>
<td>• Review the weekly lesson, videos and readings provided in the course.</td>
</tr>
<tr>
<td>• From Reading with Meaning by Miller:</td>
</tr>
<tr>
<td>▪ Chapter 3: Readers’ Workshop: Real Reading from the Start</td>
</tr>
<tr>
<td>• From Words Their Way by Bear, Templeton, &amp; Johnston:</td>
</tr>
<tr>
<td>▪ Pages 101 - 106 (Part of Chapter 4): The Literacy Diet</td>
</tr>
</tbody>
</table>
### Discussion
- Initial post to each prompt due by midnight, CT on Wednesday
- At least two replies to peers for each prompt due by midnight, CT on Sunday

### Assignment(s)
**Home/School Connection Letter**

Including time for students to read independently at school is extremely important in the development of reading stamina and good reading habits. Reading at home is equally important. How can we make sure our kindergarten, first, and second grade students receive the support they need at home that promotes independent reading?

Your task this week is to write a letter to the parents/guardians of your students in a primary classroom. In this letter, you will need to use parent-friendly terms to describe the importance of a regular nightly reading routine that includes time for the parent/guardian to read aloud to his or her child and time for the child to read to the parent as part of a scaffolded independent reading activity.

In your letter include the following:

1. Research that validates the importance of adults reading to children
2. Research that validates the importance of a child practicing reading at home
3. Suggestions for parents to make the read-aloud experiences more engaging for the child to increase literacy
4. Suggestions for setting goals for nightly reading and ways to track it
5. The letter should be no longer than one page, 12 font, single-spaced.
6. The letter should include an introduction and conclusion describing the purpose of the letter
7. The letter should be concise and in parent-friendly terms.
8. You can choose to write a very general letter for the primary grades or you can pick either kindergarten, first, or second grade.
9. Make sure to provide citations in the letter for the research. Provide a separate reference page for your course instructor. Use APA format.

Due: Sunday at Midnight, CT
Points Possible: 25

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### Week 6

**Readings**
- Review the weekly lesson, videos and readings provided in the course.
- From Guided Reading by Fountas & Pinnell:
  - Chapter 2: Building on Early Learning
• From *Reading with Meaning* by Miller:
  ▪ Chapter 6: Creating Mental Images

| Discussion | • Initial post to each prompt due by midnight, CT on Wednesday  
• At least two replies to peers for each prompt due by midnight, CT on Sunday |
| --- | --- |

| Assignment(s) | **Lesson Plan 3**  
This week, you need to complete and submit your third and final reading lesson plan for your practicum. For this course, you need to complete one lesson on phonics, one on comprehension, and one on reading strategies. You may do these topics in any order and should attempt to fit this into your cooperating teacher’s existing plan as best as able. You are required to use the Lesson Planning Template provided. Please review the Practicum Overview lesson for more information regarding specific requirements for your practicum.  
Due: Sunday at midnight, CT  
Points Possible: 100 |
| --- | --- |

**Week 7**

| Readings | • Review the weekly lesson, videos and readings provided in the course.  
• From *Guided Reading* by Fountas & Pinnell:  
  ▪ Chapter 5: Managing the Classroom |
| --- | --- |

| Discussion | • Initial post to each prompt due by midnight, CT on Wednesday  
• At least two replies to peers for each prompt due by midnight, CT on Sunday |
| --- | --- |

**Week 8**

| Readings | • Review the weekly lesson, videos and readings provided in the course.  
• From *Guided Reading* by Fountas & Pinnell:  
  ▪ Chapter 7: Using Running Records  
• From *Words Their Way* by Bear, Inverizzi, Templeton, & Johnston:  
  ▪ Chapter 2: Getting Started: The Assessment of Orthographic Development |
| --- | --- |

| Discussion | • Initial post to each prompt due by midnight, CT on Wednesday  
• At least two replies to peers for each prompt due by midnight, CT on **Saturday** |
| --- | --- |

| Assignment(s) | **Literacy Block Plan**  
You have a class of 16-second grade students. Below is the classroom list of students, their demographics, and reading levels as measured using a computerized reading assessment program.  
1. Javier: Hispanic male, proficient in English, reads at a level 1.6  
2. Sam: White male, special education student in reading and math, reads at level 0.8  
3. Sherry: White female, in the gifted program, reads at level 3.5  
4. Toby: White male, reads at level 2.2  
5. Trina: African American female, reads at level 1.9 |
6. Eric: Hispanic male, receives one hour of ELL services each day, reads at level 1.2
7. Rachel: African American female, reads at level 2.6
8. Gavin: White male, receives special education services for speech/language, reads at level 1.3
9. Hairo: Hispanic Male, proficient in English, reads at level 1.8
10. Brandon: African American male, reads at level 2.1
11. Tyler: White male, reads at level 2.3
13. Daisi: Hispanic female, receives one hour of ELL services each day, reads on level 1.2
15. Reona: African American female, receives special education services in reading reads on level 1.1
16. Erica: Hispanic female, proficient in English, reads on level 1.6

Use this information to develop a reading block for your classroom. The reading block should include the following:
1. Leveled reading groups and daily rotation schedule for the groups, including the names of the students and the rationale for developing each group
2. A list of Literacy Stations for use when students are not meeting with you in groups or individually
3. A list of materials needed for the Literacy Stations as well as instructions for each station
4. Class schedule for the literacy block, which includes time for whole-group mini-lessons, read-aloud, writer's workshop (whole group, modeling writing, and independent writing), independent reading time, and word work (or spelling activities).
5. Include a list of appropriate formative and summative assessments that you will use throughout the year to monitor your students' achievement periodically. Also include a timeline for administering the assessments.
6. Include the use of technology such as projectors/ELMOS, Internet sites for learning, etc.

Due: **Saturday** at Midnight, CT
Points Possible: 150

** All online weeks run from Monday to Sunday, except the last week, which ends on Saturday.
** All assignments are due at midnight Central Time. (All submissions to the Blackboard system are date/time stamped in Central Time).

### Assignments At-A-Glance

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Qty.</th>
<th>Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1-8: Discussion*</td>
<td>-</td>
<td>20 per week</td>
<td>160</td>
</tr>
<tr>
<td>Weeks 2, 4, &amp; 6: Lesson Plan</td>
<td>3</td>
<td>100</td>
<td>300</td>
</tr>
<tr>
<td>Week 1: Children’s Literature Bibliography</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Week 2: Checklist Presentation</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>
Week 3: Running Record 1 25 25
Week 4: Technology for Spelling 1 25 25
Week 5: Home/School Connection 1 25 25
Week 8: Literacy Block 1 150 150
Week 8: Evaluation Forms 3 5 15
TOTAL POINTS 750

*Please refer to the Policies menu for more information about requirements for Discussions.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90 to 100%</td>
<td>675 - 750</td>
</tr>
<tr>
<td>B</td>
<td>80 to 89%</td>
<td>600 - 674</td>
</tr>
<tr>
<td>C</td>
<td>70 to 79%</td>
<td>525 - 599</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69%</td>
<td>450 - 524</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
<td>&lt;449</td>
</tr>
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</table>

To access your scores, click on Grades in the Student Tools area in Blackboard.

Important Policies

All course-specific policies for this course are spelled out here in this syllabus. However, additional university policies are located in the Policies section of Blackboard. You are responsible for reading and understanding all of these policies. All of them are important. Failure to understand or abide by them could have negative consequences for your experience in this course.

Editorial Format for Written Papers

All written assignments are to follow the APA writing style guidelines for grammar, spelling, and punctuation. This online course includes information regarding the APA style under “Writing and Research Resources” in the Resource Room on the course menu in Blackboard.

Ottawa Online Late Policy

With instructor approval, assignments may be accepted for up to one week after the due date, but a minimum automatic deduction of 10% of the points will be assessed. The instructor also has the option of increasing this deduction percentage up to a maximum of 20%. Extenuating circumstances may be determined on rare occasions and an extension allowed without a deduction, but only at the sole discretion of the instructor.

Discussion board postings will not be accepted for credit when posted after the close of the discussion week. There are no exceptions to this rule; however, solely at the discretion of the instructor, the student may be allowed to submit an alternative assignment to make up for the points under extenuating circumstances. If granted, this should be an exception to the rule.

No assignments will be accepted after the last day of the course (end of term) unless arrangements have been made and “approved” by the instructor at least one week in advance.
Saving Work
It is recommended that you save all of your work from this course on your own computer or flash drive. The capstone course you take at the end of your program may require you to have access to this work for culminating assignments and/or reflections.

Academic Integrity
Plagiarism and cheating will not be tolerated at any level on any assignment. The reality of cyberspace has made academic dishonesty even more tempting for some, but be advised that technology can and will be used to help uncover those engaging in deception. If you ever have a question about the legitimacy of a source or a procedure you are considering using, ask your instructor. As the University Academic Council approved on May 29, 2003, “The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred. Students who commit academic dishonesty can be dismissed from the university by the provost/director.”
Please refer to Academic Honesty in the Policies section of the online course menu for important information about Ottawa University’s policies regarding plagiarism and cheating, including examples and explanations of these issues.

Student Handbook
Please refer to your student handbook for all university regulations. The Resource Room on the course menu in Blackboard contains information about where to find the student handbook online for your campus.

Please see Policies in Blackboard for additional university policies.

Blackboard Technical Support
The Resource Room in Blackboard contains links to student tutorials for learning to use Blackboard as well as information about whom to contact for technical support. Ottawa University offers technical support from 8 a.m. to midnight Central Time for all students, staff, and faculty at no cost. See www.ottawa.edu/ouhelp for contact information.

Ottawa University Mission Statement
The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace which integrates faith, learning and life. The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs.