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# Fall 2020 ED 315 Language and Literacy II

**Monday/Wednesday 8:00-9:20**

**Harbert Room 126**

**PROFESSOR: Dr. Gay Barnes Office: 119 Harbert E-Mail Address: gfbarnes@bsc.edu**

**Personal Telephone: 256-651-5864 Office Hours: Virtual Office Hours**

**College Catalog Description:** Provides a framework to make appropriate decisions regarding the planning, implementation, and the assessment of instruction in the teaching of reading and the language arts for all learners in K-6 classrooms. Teacher candidates will carefully examine components of a balanced literacy program based on best practices rooted in research and current thinking about how children become literate. Instruction will be based on Standards for Reading Professionals developed by the International Reading Association and the National Council of Teachers of English Standards for the English language arts. This course includes working with special needs learners. Laboratory experiences in area K-6 schools include tutoring, small group instruction, and whole group instruction. Concurrent enrollment in ED 318 is recommended. Laboratory required. A service-learning integrated course. Prerequisites: admission to Teacher Education Program and ED 210. Fall.

**ED 315 Reading I: Developmental Reading (1 unit, 4 hours)**

Provides a framework to make appropriate decisions regarding the planning, implementation, and the assessment of instruction in the teaching of reading and the language arts for all learners in K-6 classrooms. Teacher candidates will carefully examine components of a balanced literacy program based on best practices rooted in research and current thinking about how children become literate. Instruction will be based on Standards for Reading Professionals developed by the International Reading Association and the National Council of Teachers of English Standards for the English language arts. This course includes working with special needs learners. Laboratory  experiences in area K-6 schools include tutoring, small group instruction, and whole group instruction. Concurrent enrollment in ED 318 is recommended. Laboratory required.

A service-learning integrated course. Prerequisites: admission to Teacher

Education Program and ED 210. Fall.

**Comprehensive Description (Specific ACTS Indicators/Topics Covered/Standard Numbers)**

Introduce English Language Arts concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills to help students successfully apply their developing skills to many different situations, materials, and ideas; learn to apply individual and group motivation and behavior among students to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments

**Standards: Elementary Education 1, 2.1, 3.4**

**Assignments: Weekly Reading Lesson Plans**

**Field Experiences: 30 hours, Suburban (Identify student needing reading intervention) – Design lesson plans for whole and small groups using ELA State Course of Study Standards.** 

**Teacher Education Department Conceptual Framework/Guiding Principles**



***Purposeful and intentional teaching focused through a liberal arts lens***

The Conceptual Framework the Guiding Principles of teacher education shared by Birmingham-Southern College and the Department of Education. It is a collection of “this we believe” statements which, together, shape the vision of the liberally educated teachers we seek to produce.

These statements reflect our Department’s philosophical stance, support decisions of continuing acceptance into the Teacher Education Program, shape the nature of classroom teaching within the Department, influence field experiences, internships, and seminars, and help determine text selections. Embedded within the Conceptual Framework are professional and personal dispositions we believe to be crucial attributes of an effective teacher and to be in concert with the liberal arts mission of the College.

We believe that purposeful and intentional teachers:

*1. Demonstrate Intellectual Curiosity*

We believe that purposeful and intentional teachers are intellectually curious. We define Intellectual Curiosity as any interest that leads to inquiry. We believe this intellectual curiosity, this wakefulness of mind, is a vital quality of an effective teacher. Intellectually curious individuals exist in a state of constant learning, reading, and researching. Intellectually curious individuals persistently seek solutions to problems and connections between and among divergent topics.

*2. Demonstrate Philosophical, Pedagogical, and Academic Grounding*

We believe that purposeful and intentional teachers know, know why, and know how.

Purposeful and intentional teachers know– they have wrestled with knotty questions and complex academic content from a variety of disciplines.

Purposeful and intentional teachers know why– they have developed a philosophical stance which informs their teaching decisions.

Purposeful and intentional teachers know how– they have acquired a repertoire of teaching moves informed by their pedagogical studies. These teaching moves include the ability to select and use resources and technologies to support teaching and learning.

Purposeful and intentional teachers can clearly articulate their beliefs about teaching and learning, cite supporting research and philosophical underpinnings, and speak to informed applications in a variety of classroom settings.

*3. Practice Reflective and Intentional Teaching*

We believe that purposeful and intentional teachers hold a set of principles which guide the decision-making process and which inform practice. We believe that effective teachers do what they do on purpose – each teaching move is intentional and reasoned. We believe that “intentional teachers are thoughtful, reflective people who are conscious of the decisions they make and the actions they take; they live and teach by the principles and practices they value and believe in” (Miller 2008).

*4. Practice Advocacy for the Community, the Profession, and for All Children*

We believe that purposeful and intentional teachers know, respect, participate in, and advocate for the communities in which they teach.

We believe that purposeful and intentional teachers serve as advocates for the teaching profession. They participate in professional organizations and contribute to the “professional conversations” of their peers. Their actions and attributes are models of advocacy.

We believe that purposeful and intentional teachers know, respect, and advocate for ALL children. They advocate for whatever is necessary to meet the needs of individual members of their learning community.

**Required Textbooks:**

* *About the Authors* (K. W. Ray and L. Cleveland)
* *On Reading, (*K. Goodman)
* *Whole to Part Reading: How Children Learn to Read and Spell* (M. Moustafa, H. Bromley, H. Dombey, S. Ellis, C. Kelley, M. Barrs)
* *Reading with Meaning* (D. Miller)
* Alabama English Language Arts Course of Study-Alabama State Department of Education

**Articles:**

**The Science of Learning to Read/Meeting the Needs of Diverse Learners**:

*What is Multisensory Structured Language?,* Judith Birsh/Perspectives on Language and Literacy-The International Dyslexia Association

*Playful Literacies, Creativity, and Multilingual Practices*, Henry Yoon/The Reading Teacher-The International Reading Association

*Why are We Still Blaming the Families?* Claudia Peralta/The Reading Teacher-International Reading Association

*Dyslexia Defined: An Update with Implications for Practice*, Timothy Odegard/Perspectives on Language and Literacy-The International Dyslexia Association

*Dyslexia Identification Within a Response to Instruction and Intervention Model: Have We Filled Our Promise?* Elsa Cardenas-Hagan/ Perspectives on Language and Literacy-The International Dyslexia Foundation

**Fostering Emergent Literacy**

*How Listening Comprehension Informs Instruction*, Suzanne Carreker/Perspectives on Language and Literacy-The International Dyslexia Foundation

*Combining Phonological Awareness and Word Recognition Instruction,* Benita Blachman, Darlene Ball, Eileen Wynne, Rochella Black/ Perspectives on Language and Literacy-The International Dyslexia Foundation

*Handwriting in early childhood education: Current research and future implications*, Laura Dinerhart/Journal of Early Childhood Literacy

**Foundations of Reading**

*As Easy as ABC? Teaching and Learning About Letters in Early Literacy*, Elizabeth Kaye and Mary Lose/ The Reading Teacher-International Reading Association

*Reconceptualizing Sight Words: Building an Early Reading Vocabulary,* Amanda Rawlins and Marcia Invernezzi/ The Reading Teacher-International Reading Association

*Running Records Revisited: A Tool for Efficiency and Focus*, Jennifer Barone/ The Reading Teacher-International Reading Association

*Scaffolding Self-Correction During Oral Reading*, Tracy Johnson, Clara Mikit, Emily Rodgers/The Reading Teacher-International Reading Association

*A Second Lens on Formative Reading Assessment with Multilingual Students*, Allison Briceno, Adria Klein/The Reading Teacher-International Reading Association

**Vocabulary**

*Re-envisioning Spelling Instruction: Developmental Word Study Non-Negotiables*, Nora Vines, Jennifer Jordan, Amy Broemmel /The Reading Teacher-International Reading Association

*Next Generation Spelling for Students with Learning Disabilities: Translating Research into Practice,* Tanya Santangelo/ Perspectives on Language and Literacy-The International Dyslexia Foundation

*Thinking About Words: First Graders Response to Morphological Instruction*-Nicea Freeman, Dianna Townsend, Shane Templeton/The Reading Teacher-International Reading Association

*Morphemes Matter: A Framework for Instruction*, Marcia Henry/Perspecives on Language and Literacy-The International Dyslexia Association

*Engaging Vocabulary Units: A Flexible Instructional Model*, Patrick Manyak, Micelle Latka/The Reading Teacher-International Reading Association

*The Core Vocabulary: The Foundation of Proficient Comprehension*, Elfrieda Hiebert/The Reading Teacher-International Reading Association

**Comprehension**

*Comprehension Beyond Words: Using Wordless Books with Emergent Readers*, Eleanor Euker/ The Reading Teacher-International Reading Association

*Reading Comprehension Development and Difficulties: An Overview*, Kate Cain/Perspectives on Language and Literacy-The International Dyslexia Association

**Writing**

*Debugging the Writing Process: Lessons From a Comparison of Student’s Coding and Writing Practices*, Ziva Hassenfeld, Marina Bers/The Reading Teacher-International Reading Association

**Websites:**

**NCTE (**<http://www.readwritethink.org/>)

**International Dyslexia Association** (<https://dyslexiaida.org/>)

**ATLAS (**<https://atlas.nbpts.org/>)

**Reading Rockets (www.readingrockets.org)**

Fall ED 315 will be held in Harbert Room 125 and at School. We will meet on campus each Lab times will begin  .

**Alabama Core Teaching Standards/Aligned Course Assignments/Assessment Instrument(s)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard Number** | **Standard** | **Foundational Reading Focus** | **Course Assignment** | **Assessment Instrument** |
| Elementary Education 1 | Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation |  | Lesson Planning Assignment | Key Assessment #3 Lesson Planning Rubric |
| Elementary  Education 2.1 | Demonstrate a high level of competence in use of English language arts and know, understand and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills to help students successfully apply their developing skills to many different situations, materials, and ideas |  | Lesson Planning Assignment | Key Assessment #3  Lesson Planning Rubric |
| Elementary  Education 3.4 | Demonstrate knowledge and understanding of individual and group motivation and behavior among students to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments |  | Whole Group Teaching  Small Group Teaching  One/One Teaching of Intervention Student | Whole Group Teaching Rubric  Small Group Teaching Rubric  Weekly Lesson Plan Rubric and Weekly Observation Reflection |

**TENTATIVE CALENDAR, ASSIGNED READINGS, and ASSIGNMENTS/TESTS**

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| --- | --- | --- |
| **Week** | **Topic** | **Reading/Media Assignments** |
| Week #1 | Class Introduction  What is Reading? | Review of Syllabus, Course Expectations, *How Do I Read*? Activity |
| Week #2 | Early Literacy Assessments  (Letter Recognition, Alphabetic Principle, Phonics, High Frequency Sight Words) |  |
| Week #3 | **The Science of Learning to Read**  What is Reading?  Who are the Readers?  What Do We Teach Them, How Do We Teach Them and How Do We Know What To Teach Them? | *On Reading* (Ch 1)  <https://www.virtuallabschool.org/>  Alabama Course of Study English Language Arts  *What is Multisensory Structured Language?*  (Article from International Dyslexia Association)  Information from Week #1 and #2-Classroom Quiz |
| Week # 4 | **Meeting The Needs of Diverse Learners** (Emergent Bilingual, SLD/Dyslexic, Response to Intervention; Screeners and Assessments) | *Playful Literacies, Creativity, and Multilingual Practices*, and *Why Are We Still Blaming the Families in 2019?* (Articles from The Reading Teacher)  *Defining Dyslexia: An Update with Implications for Practice*, and *Dyslexia identification Within a Response to Instruction and Intervention Model: Have We Filled Our Promise? (*Articles from The International Dyslexia Association)  <https://www.readingrockets.org/article/what-thing-called-rti> and <https://www.readingrockets.org/reading-topics/response-intervention-rti>  Information from Week #1 ,#2, #3-Classroom Test  Lab #1-Observe and Assist in K-3 Classroom |
| Week # 5 and #6 | **Fostering Emergent Literacy**  Oral Language Development, CAP, Letter Recognition, Phonological Awareness and Phonemic Awareness; Assessments) | *On Reading* (Ch 2, 3)  *Planting the Seeds of Reading Comprehension: Teaching the Foundations of Reading* (pp 3-5; 10-13)  *How Listening Comprehension Informs Instruction* (Article from International Dyslexia Association)  *Combining Phonological Awareness and Word Recognition Instruction* (Article from International Dyslexia Association)  *Phonemic Awareness and Phonics Instruction Section I and Section II Assessments of Phonemic Awareness pp 1-15* (Source can be found on class Moodle page)  *Handwriting in early childhood education: Current research and future implications* (Article from Journal of Early Childhood Literacy)  Overview of Assessments-CAP (Marie Clay, Letter Recognition (DIBELS, Marie Clay, Phonemic Awareness (DIBELS, Marie, Clay, Yopp-Singer, K-2 Phonemic Awareness Assessments); These assessments can be found on class Moodle page)  \*\* Songbook/Poetry Assignment Due Week #5  \*\*Begin Assessment Profile with Identified Intervention Student During Friday lab time |
| Week #7 and #8 | **Foundations of Reading** (Alphabetic Principle, Phonics, High Frequency Sight Words; Texts that support Beginning Readers; Decoding Strategies Assessments; Running Records) | *On Reading* (Ch 4-5)  *As Easy as ABC? Teaching and Learning About Letters in Early Literacy* (Article from The Reading Teacher)  *Planting the Seeds of Reading Comprehension: Teaching the Foundations of Reading* (pp 6-9) (This source can be found on the class Moodle page)  *Phonemic Awareness and Phonics Instruction Section III: Phonics Instruction and Decodable* (Text pp 17-36-This source can be found on the class Moodle page)  *Reconceptualizing Sight Words: Building an Early Reading Vocabulary* (Article from The Reading Teacher)  *Whole to Part Phonics, Pt 1 How Phonics Works in English*  *Running Records* Revisited*: A Tool for Efficiency and Focus* (Article from The Reading Teacher)  *A Second Lens on Formative Reading Assessment with Multilingual Students*-(Article from The Reading Teacher)  *Scaffolding Self-Correction During Oral Reading* (Article from the Reading Teacher)  Overview of Assessments- DIBELS (Letter Naming Fluency, Nonsense Word Fluency, Word Reading Fluency, Oral Reading Fluency) Running Records, Test of Phonetic Cue Reading, PsuedoWord Reading Test)  \*\*Continue Assessment Profile With Identified Intervention Student  \*\* Information from Week #4 ,#5, #6 #7-Classroom Test  \*\*Environmental Print Cards Assignment Due Week #7  \*\*\*Emergent Literacy Lesson Plan to be Taught with Intervention Student Week #7 |
| Week # 9 | **Foundations of Reading**  Fluency (DIBELS, HFSW, Letters, Connected Text) | *Whole to Part Phonics, Pt 2-Whole Words in Context Whole to Part Phonics, Pt 3-Children with Learning Difficulties*  *Phonemic Awareness and Phonics Instruction Section IV: Fluency* (Text pp 37-40-This source can be found on the class Moodle page)  \*\*Complete Assessment Profile with Identified Intervention Student  \*\*Foundations of Reading Lesson Plan to beTaught with Intervention Student Week #8 |
| Week #10 and #11 | **Vocabulary**  Spelling; Word Morphology | *Re-envisioning Spelling Instruction: Developmental Word Study Nonnegotiable* (Article from The Reading Teacher)  *Next Generation Spelling for Students with Learning Disabilities: Translating Research into Practice* (Article from The International Dyslexia Association)  *More Than Just Word of the Day: Vocabulary Apps for English Learners* (Article from The Reading Teacher)  *Thinking About Words: First Graders’ Response to Morphological Instruction*  (Article from The Reading Teacher)  *Morphemes Matter: A Framework for Instruction* (Article from The International Dyslexia Association)  *Engaging Vocabulary Units: A Flexible Instructional Model* (Article from The Reading Teacher)  *The Core Vocabulary: The Foundation of Proficient Comprehension* (Article from The Reading Teacher)  \*\*Assessment Profile Due Week #9  \*\*Vocabulary Lesson Plan to be Taught with Intervention Student Week #9  \*\*Targeted Intervention Based on Assessment Profile Lesson to be Taught with Intervention Student Week #10  \*\* Information from Week #8 ,#9, #10 Classroom Test |
| Week #12, #13, and #14 | **Comprehension** of Literary and Informational Text | *Reading with Meaning: Teaching Comprehension in the Primary Grades* (Specific pp will be assigned throughout Week #11, #12, and #13)  *Comprehension Beyond Words: Using Wordless Books with Emergent Readers* (Article from The Reading Teacher)  *Reading Comprehension Development and Difficulties: An Overview* (Article from The International Dyslexia Association)  *Research-Based Methods of Reading Instruction for English Language Learners, Grades K-4* (Article from ASCD-link is on Moodle)  \*\*Comprehension Lesson Plans for Week #11, #12, and #13 to be planned and taught to Intervention Student |
| Week #14 and #15 | **Writing**  Reading-writing connections; (Encoding; application of phonics knowledge) | *On Reading* (Ch 6-7)  *About the Author* (Specific pp will be assigned throughout Week #13, #14, and #15)  *Debugging the Writing Process: Lessons From a Comparison of Students’ Coding and Writing Practices* (Article from the Reading Teacher)  \*\*Writing Lesson Plan for Week #13, #14  \*\*Child Study Lesson Plans for Composition or Comprehension of Text; Video of Teaching and Written Narrative to be completed Week #14 and #15 |
| FINAL EXAM |  |  |

***TENTATIVE* COURSE REQUIREMENTS:**

**(Additional assignments may be added and assignments may be deleted depending on the needs and desires of the professor and students)**

* Reflections on Readings from Textbooks and Selected Journals/Websites/Handouts: It is essential that students develop the disposition to be purposeful and intentional reflective practitioners. Therefore, each class reading assignment should be completed and reflected upon. These readings and reflections will provide the basis for class discussion and will be a part of your class participation grade
* Mid-term and Final Exam: The mid-term and final exam will consist of essay and multiple choice questions designed to help you practice for the Reading Praxis test.
* Environmental Print Alphabet Cards: Each student will collect environmental print (actual print or photographs) to construct an alphabet wall or alphabet book for classroom use. Instructions and grading rubric will be given in class
* Song Book and Spotify/CD: Each student will construct a song book/poetry book with an accompanying Spotify/CD. Song books must consist of at least 20 songs/poems. Spotify/CD must include songs to help teach specific areas of phonemic awareness, fluency, etc. Song book must also include a table of contents and a reflection of why each selection was included and how it might be used in a classroom setting. Students will link the Spotify playlist to their ePortfolio.
* ATLAS Assignments-ATLAS assignments provide an opportunity for you to view teaching videos of authentic, classroom, literacy instruction. Each ATLAS case includes a written commentary by the teacher to explain his/her teaching context and teaching moves.
* Lesson Planning-Candidates will write weekly lesson plans based on specific needs of their designated intervention student. Students will also work with a partner from the class to write targeted lesson plans for the whole and small groups which will be taught at Gardendale Elementary School. Part I of the Child Study for ED 315 will focus on writing targeted, aligned lesson plans and will be assessed using the BSC Ed Dept Key Assessment #3 Lesson Planning Rubric.
* Field experience in area K-2 classrooms during Wednesday class and Friday Lab time: Tentatively, Friday Lab times will begin September at . Tentatively, beginning , Wednesday classes will be held at Elementary. You will engage in field experiences giving you practice with assessments, teaching techniques, etc. covered in class. During your field experiences you will
  + Practice using a variety of early literacy assessments to inform instruction with your individual K-2 student
  + Practice taking, and analyzing running records to inform literacy instruction with your individual K-2 student
  + Write lesson plans, reflecting assessment information, and implement these plans with your individual K-2 student
  + Create appropriate assessments to monitor student learning based on lesson objectives
  + Provide feedback to student concerning assessment information
  + Teach small and whole group lessons to K-2 students
  + Observe and assist in daily literacy routines in K-2 classrooms
* Field Observation Reports-Weekly Reflection of Tutoring Lesson with K-2 Intervention Student, Whole Group/Small Group Teaching, and other related field experience activities
* Child Study-Planning and Teaching- Each student will write 3 connected lesson plans supporting an essential literacy strategy and based on an AL COS standard and targeted to the needs of their intervention student as identified by assessment information and feedback from the classroom teacher. These plans will be taught over a time span of three consecutive weeks and the lessons will be recorded. The student will analyze the recording of each lesson and focus on how the candidate supports students to learn, practice, and apply an essential literacy strategy, actively engages students in integrating strategies and skills to comprehend or compose text, and elicits student responses to promote thinking and apply the essential literacy strategy and requisite skills to comprehend or compose text.

***All assignments completed outside of class are required to by typed, following APA format. This class will require the use of Moodle for assignment submission.***

**GENERAL CLASS REQUIREMENTS**

**Attendance and Participation:**

Class participation and attendance is essential to this course. Group discussions, class participations and individual work are part of expectations for this class. Students are expected to come to class prepared by reading the assignments prior to class. Participation will be evaluated at the end of each week. As a result, students have the opportunity to earn 42 points (14 weeks x 3 points possible) based on participation alone.

Attendance for our class meeting at GES and our lab at GES is critical. If you miss a Wednesday or Friday, you will be required to make-up this time.

Please be aware that to pass this course you must complete all assignments. You will not pass this course until all of the requirements of the course are met. Assignments are due on the date listed and at the beginning of the class period on the date assigned (even if you are sick and not in class!). If you fail to meet an assignment on a due date and at the required time, major points are deducted from your grade. The points deducted are at the discretion of the professor. An assignment that is a week late will receive a 50 point deduction. Assignments more than a week late will not be accepted unless you have made arrangements with the professor in advance. Factors that factor into the decision of the percentage points deducted include (but not limited to) assignment requirements, time, disposition, work quality, etc.

**FIELD EXPERIENCE**

Students are expected to arrive on time and observe all policies of the school district in which they work. Dress for the Wednesday class time at GES is business casual-you may NOT wear jeans. Dress for the Friday class time is casual. You may wear jeans and a BSC shirt or other appropriate attire.

**LIABILITY LETTER**

Before you can go into a school or do any other off-campus visits associated with this class, it is imperative that you have a signed liability letter on file in the Department of Education office. Students under age 19 must have a parent/guardian sign the letter. A separate letter is needed for each course every term.

**HONOR CODE**

Please be reminded that the BSC Honor Code applies to this class as well as to all your classes. You should review the Honor Code since it applies to your time in class, your behavior outside of the class, and to your work submitted to meet class requirements. You should pay particular attention to the section in the Student Handbook defining plagiarism (page 2) since you will be completing written and oral assignments for this course. This is a serious infraction. If you are found to be “in violation” of the Honor Code, you will not pass this course.

**GRADES: % of total points:** A =93-100 A- = 90-92 B+ = 87-89 B = 83-86 B- =80-82 C+ = 77-79 C = 73-76 C- = 70-72 D+ = 67-69 D = 60-66 F =60 and below

**\*\*PLEASE NOTE: A minimum cumulative grade point average of 2.75, a minimum BSC grade point average of 2.75, a minimum professional studies grade point average of 2.75, and a minimum teaching field grade point average of 2.75 is required for admission to and continuation in the Teacher Education Program (BSC 2017/18 Catalog p. 71)**

**ASSESSMENT OF PROFESSIONAL DISPOSITIONS**

Faculty in the BSC Department of Education developed a formal process for assessing each candidate’s professional dispositions embedded within the Conceptual Framework and Education and the Liberal Arts. In this course teacher candidates’ professional dispositions will be evaluated.

**RESOURCES:**

The Academic Resource Center (ARC), located on the ground floor of the Library, offers drop in tutoring and one-on-one assistance for all BSC students. We offer assistance in Accounting, Business, Economics, Biology, Chemistry, Physics, Psychology, Sociology, Political Science, Music Theory, Spanish, Chinese, and Arabic. Peer tutoring is free and tutors spend an hour or more per one-on-one appointment, and there is no limit to the number of tutoring sessions you can have. Also feel free to stop by during regular drop in hours (M-Thurs, 7- 10 p.m. for assistance without an appointment). For more information or to make an appointment email arc@bsc.edu or visit the Academic Resource Center web page and submit a form.

**BSC Resources for Writers**

The Writing Center, located in the Humanities Center 102, offers one-on-one assistance for student writers. We serve all writers at all points in the writing process. Peer tutors spend thirty minutes to an hour per appointment, and there is no limit to the number of tutoring sessions you can have. Drop in during regular hours (M-Thurs, 3:30-10 & Sunday 5-10) or email writingcenter@bsc.edu to make an appointment. No matter what class you are taking, the writing center can help.

**Academic Accommodations/Adjustments**

If you are registered for accommodations/ academic adjustments, please make an appointment with me as soon as possible to discuss accommodations/ academic adjustments that may be necessary. During this discussion, you are not expected to disclose any details concerning your disability, though you may discuss these details at your discretion. If you have a disability but have not contacted Angie Smith, the Coordinator for Academic Accessibility at BSC, please call 226-7909 or visit Student Development on the second floor of Norton Center to initiate the process. You may also contact her at awsmith@bsc.edu if you have any questions or need more information. Her office hours are Tuesdays, Wednesdays, and Thursdays 8:30-4:30 or Mondays and Fridays, by appointment.