

EDUC 338: Content Reading And Writing

Location:	Evening
Address:	1001 Rogers Street Columbia, MO 65216
Section:	19FALL1/EDUC/338/EVA
Semester Credit Hours:	3
Class Day(s) and Time(s):	Thursday 5:30 PM - 9:30 PM from August 26, 2019 to October 19, 2019

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Course Information

Catalog Description

The study of teaching reading in differing content areas. Students analyze materials in various content areas and demonstrate the ability to use levels of comprehension, patterns of organization and questioning, and vocabulary building skills to enhance learning. Includes field experience of 15 hours.

Prerequisites: EDUC 300 or EDUC 505 and admission to the Teacher Certification Program. Additional lab fee applicable to main campus day offerings.

Additional Notes

This is an Interactive Virtual Course which will meet weekly through Zoom (virtually) and online instruction through D2L using various resources, discussion and homework. The instructor will email instructions on how to access Zoom the week prior to the start of class.

Each week the instructor will lead the lesson based on a template lesson plan for the evening. As each section of the lesson plan is taught the student will see how objectives, goals, anticipatory set, vocabulary, teacher input, guided practice and independent practice fit with the course content and the field teaching. A topic for each week will be covered and the steps in the lesson will break the content into usable pieces of information for instruction and learning the concept. The first six weeks students will cover all parts of the lesson plan with content infusion. In weeks seven and eight the students will share their work through a jigsaw presentation of content, a lesson plan that has been planned on one of the pillars of literacy to share with the class, and strategies for vocabulary, comprehension, and writing. The goal of the instructor is to make the lesson plan be a living piece of the class and to help students understand the high level thinking that goes into planning and instructing the lesson! Week one will be a change for students to fully understand this goal and process! Class attendance, active participation, and in class submission of class assignments, is essential to complete this class with understanding and required knowledge! For class participation to be effective, please work to have a good web cam and good audio on your device. Again I look forward to our class!

Textbooks

As part of TruitionSM, students will receive their course materials automatically as described below.

 Gillis. (2017). *Content Area Reading and Literacy: Succeeding in Today's Diverse Classroom* (8th). Pearson. eText

Bookstore Information

Visit <https://www.ccis.edu/bookstore.aspx> for details.

eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

Returns: Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit [Ingram Returns](#) to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

Note: Students who opt-out of having their books provided as part of TruitionSM are responsible for purchasing their own course materials.

Technology Requirements

THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see [technical requirements](#).

Course Learning Outcomes

1. Demonstrates knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. (1.1)
2. Demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students. (1.2)
3. Demonstrates understanding of how to engage students in the methods of inquiry and research in his or her respective discipline. (1.3)
4. Can create interdisciplinary lessons that are aligned with content standards. (1.4)
5. Knows and identifies child/adolescent developmental stages and uses this knowledge to adapt instruction. (2.1)
6. Understands the components and organization of an effective curriculum, is able to create aligned learning experiences, can locate national and state standards, and is able to align them to learning outcomes. (3.1)
7. Understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives. (3.2)
8. Understands the concept of differentiated instruction and short- and long-term instructional goal planning to address student needs in meeting curriculum objectives. (3.3)
9. Demonstrates knowledge of researched-based models of critical thinking and problem- solving, including various types of

- instructional strategies, to support student engagement in higher level thinking skills. (4.1)
10. Demonstrates knowledge of current instructional resources to support complex thinking and technological skills. (4.2)
 11. Can demonstrate knowledge of strategies for facilitating multiple configurations for student learning including cooperative, small group and independent learning. (4.3)
 12. Knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning. (5.1)
 13. Demonstrates competence in managing time, space, transitions, and activities to create an effective learning environment. (5.2)
 14. Recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning. (5.3)
 15. Develops the ability to facilitate learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy. (6.3)
 16. Develops skills in using a variety of technology media communication tools. (6.4)
 17. Has knowledge of the development, use, and analysis of formal and informal assessments. (7.1)
 18. Develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions and using higher order questioning, and uses analysis of the data to determine the effect of class instruction on individual and whole class learning. (7.4)
 19. Understands strategies for reflecting on teaching practices to refine their own instructional process in order to promote the growth and learning of students. (8.1)
 20. Identifies and understands the use of an array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities for improving student learning. (8.2)
 21. Is knowledgeable of and demonstrates professional, ethical behavior and is aware of the influence of district policies and school procedures on classroom structure. (8.3)
 22. Recognizes the importance of developing relationships and cooperative partnerships with students, families and community members to support students' learning and well-being. (9.3)

Grading

Grading Scale

Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

Grade Weights

Assignment Category	Points	Percent
Field Folder and presentation	100	10%
Discussions/Responses (8x10)	80	8%
End of Class Quiz (7x10)	70	7%
Content Reading and Guided Notes (7x10)	70	7%
Lesson Plan Overview and activity(7x10)	70	7%
Field Documentation for certification	100	10%
Professional and Behavior Rubric (8x15)	120	12%
Background Review Assignment(7x10)	70	7%
Mid Term Exam	50	5%
Anticipatory Set Vocabulary(7x10)	70	7%
Strategy Lesson Worksheet (6x10)	60	6%
Final Exam	100	10%
Lesson Jigsaw Presentation	40	4%
Total	1000	100%

Schedule of Due Dates

Week 1

Assignment	Points	Due
Professionalism and Behavior 1	15	Tuesday, March 5
Background review activity	10	In Class
Anticipatory Set/Vocabualry	10	In Class
Field Notes and assignments	10	Class One
Content Reading and Guided Notes	10	Due Class One 7:30 pm
Lesson Plan Activity	10	After class 1
Strategy Lesson and Worksheet	10	In Class
End of Class Quiz Week one	10	Due end of class one 9:30
Discussion and Response	10	Discussion Smunday week 2 by 9 p.m. and Response by 9 p.m. on Tuesday week 2

Week 2

Assignment	Points	Due
Professionalism and behavior 2	15	Due Class Three
Background Review Activity	10	In Class
Anticipatory Set/ Vocabulary	10	In Class
Field Notes and assignments	10	Due in class
Content Reading and Guided Notes	10	In Class and Week 3
Lesson Plan Activity	10	In Class
Strategy Lesson Worksheet	10	In Classr
End of class quiz	10	9:30 end of class
Discussion/Response	10	Discussion Sun 9PM and Response to each group member Tues 9 PM

Week 3

Assignment	Points	Due
Professionalism and Behavior 3	10	Due start of class 4
Background Activity	10	In Class
Anticipatory Set and Vocabulary	10	In Class
Field Notes Activity	10	In Class
Content Reading And Guided Notes	10	In Class 3 and for class 4
Lesson Plan Activity	10	In Class
Strategy Lesson Worksheet	10	In Class
End of Class Quiz	10	Due end of class 3 at 9:30
Discussion and Response 3	10	Discussion due Sunday at 9 and Response due Tuesdayat 9:00 p.m.

Week 4

Assignment	Points	Due
Professionalism and Behavior 4	10	Due start class 5
Background review	10	In class
Anticipatory Set and Vocabulary	10	In Class
Field Notes and Activity	10	In Class
Content Reading and Activity	10	In class and start of class 5
Lesson Plan Overview and activity	10	In class
Strategy Lesson Worksheet	10	In Class
End of Class Quiz 4	20	Due 9:30 p.m. end of class 4
Discussion and Response 4	10	Discussion Sunday at 9:00 p.m. and Response Tuesday at 9:00 pm.

Week 5

Assignment	Points	Due
Professional and Behavior 5	10	Due start of class six
Background activity	10	In Class
Anticipatory Set and Lesson Vocabulary	10	Due in class
Field Notes and Activity	10	In Class
Content Reading and writing Activity	10	In class and start of next class
Strategy Lesson Worksheet	10	in class
Lesson Plan Activity	10	In Class
End of Class Quiz	10	Due 9:30 pm at end of class five.
Discussion and Response 5	10	Discussion due Sunday 9 pm and Response due Tuesday 9 pm

Week 6

Assignment	Points	Due
Professionalism and Behavior 6	10	Start of clas 7
Background Review	10	In Class
Anticipatory Set and Vocabulary	10	In Class
Field Notes and Assignments	10	In Class and folder due week 7
Content Reading and Activity	10	Due in class
Lesson Plan Share of field lesson	10	In Class
Strategy Lesson Worksheet	10	In Class
End of Class Quiz	10	Due at 9:30 pm end of class six
Discussion and Response 6	10	Discussion due Sunday at 9 pm and Response due Tuesday at 9:00 pm

Week 7

Assignment	Points	Due
Professionalism & Behavior 7	10	Due first of class 8
Field Notebook due by class seven	100	Class seven
Combination of BG Knowledge, Anticipatory set and Vocabulary	30	In class
Content Reading and Notes	10	In Class
Lesson Plan and Strategy sharing of Comprehension Lessons	30	In Class seven
End of Class Quiz	10	9:30 end of class
Discussion and Response	10	Discussion on Sunday night at 9 and responses on Tuesday night at 9

Week 8

Assignment	Points	Due
QW 8 Literacy Philosophy Discussion 8	50	In class writing due at 6:30
Sharing of lesson plans and strategies for vocabulary and writing	50	During class 8
Final exam and Professionalism and Behavior Rubric 8 with reflection	140	By end of class

Total Points: 1000

Assignment Overview

Assignments

Most assignments will be completed in class and cover the topic of the class for the week. Out of class discussion board assignments will consist of a discussion post over topic for week found in discussion board box for that week. Discussion is due

each Sunday at 9. You must respond to all members in your grade level/content box by Tuesday at 9. (MISSING CLASS MEANS MISSING POINTS FOR THESE ASSIGNMENTS!)

The 15 hours of Field and the teaching of an evaluated in field lesson must be finished for week 7. Your field folder for TCP is due in the goggle drive by week 7 on Thursday!

Reading assignments for the following week are shared under content reading each week and should be completed by start of class for the Assigned week.

Examinations

Each week a class quiz will be given to cover all class content and readings for the week. This will be assigned at 8:45 pm and due by 9:30 pm. The quiz will consist of short answer, essay and completion.

A comprehensive two hour final exam over all class material will be given in class eight.

Course Outline

Click on each week to view details about the activities scheduled for that week.

Week 1: Literacy in Content Classes

Professionalism and Behavior 1

Instructor will score class 1 professionalism and behavior using the disposition rubric and student when rubric is returned to student the student will reflect on the rubric and ways to improve professionalism and behavior. Reflection will take place in class of week 2.

Background review activity

Instructor will share importance of background knowledge and student will complete activity in class.

Anticipatory Set/Vocabulary

Instructor will lead in activity to introduce reading and vocabulary and student will complete activity

Field Notes and assignments

Instructor will discuss the field expectations and student will complete activity in class

Content Reading and Guided Notes

Week One read and do notes on Buehl handout content one

Lesson Plan Activity

Importance of lesson planning and lesson template will be shared and assignment in class

Strategy Lesson and Worksheet

Instructor will give strategy lesson with how to use strategy and student will complete activity in class.

End of Class Quiz Week one

Students will be given a quick write over a portion of the class. They will also be assigned research on the topic. After discussion in class students will read the research and respond to the quick write assignment by the end of class at 9:30 p.m.

Discussion and Response

A discussion of 250 words on prompt under prompt 1 is due Sunday at 9 p.m. Be sure to show understanding of class topic, reading assignments, and class discussion.

A response is due to group level students by Tuesday at 9 p.m. Be sure each response is 100 words and shows deep thinking about the other individuals thoughts including questions, suggestions and ah ha thoughts.

Week 2: 7 Comprehension Elements and Strategies for Reading Instruction in Content

Professionalism and behavior 2

Instructor will score class 2 professionalism and behavior using the disposition rubric and student when rubric is returned to student the student will reflect on the rubric and ways to improve professionalism and behavior. Reflection will take place in

class of week 3.

Background Review Activity

Activity to evaluate background knowledge in class

Anticipatory Set/ Vocabulary

Activity to hook students on today's topic and to introduce vocabulary due in class

Field Notes and assignments

Field instruction and activity due in class or as instructed otherwise

Content Reading and Guided Notes

In Class review of Buehl 1 and reading of Buehl 2,3,4 in class with guided reading sheet. Parts of assignment may be due start of class week 3.

Lesson Plan Activity

A lesson plan will be shared and a strategy added to it for overview and activity. Due in class.

Strategy Lesson Worksheet

End of class quiz

Quiz over all work covered in class

Discussion/Response

Follow instructions in Discussion Box

Week 3: Reading and Writing Process

Professionalism and Behavior 3

Instructor will score class 3 professionalism and behavior using the disposition rubric and student when rubric is returned to student the student will reflect on the rubric and ways to improve professionalism and behavior. Reflection will take place in class of week 4.

Background Activity

An activity to determine background knowledge of the class topic will be given early in class.

Anticipatory Set and Vocabulary

Anticipatory strategy and class vocabulary will be presented with in class activity to complete.

Field Notes Activity

Field Information, strategies and activity in class.

Content Reading And Guided Notes

Complete Buehl readings in class and read chapters 1 and 2 for class 4

Lesson Plan Activity

Lesson instruction on planning and instruction and an in class activity.

Strategy Lesson Worksheet

Strategy Lesson overview and in class activity.

End of Class Quiz

Quiz over class content due at 9:30.

Discussion and Response 3

Discussion information under discussion for week 3 on D2L

Week 4: Building Class Room Community and Assessment of Reading and Writing

Professionalism and Behavior 4

Instructor will score class 4 professionalism and behavior using the disposition rubric and student when rubric is returned to student the student will reflect on the rubric and ways to improve professionalism and behavior. Reflection will take place in class of week 5.

Background review

Background review to determine zone of proximal development. Due early in class.

Anticipatory Set and Vocabulary

In class Anticipatory set strategy and vocabulary review. Due in class.

Field Notes and Activity

Field Discussion and assignment in class.

Content Reading and Activity

Class strategies and instruction on reading process will be discussed and an activity completed in class, along with class community and assessment chapters 3 and 4 read for week 5 assigned and discussed.

Lesson Plan Overview and activity

Overview of community and assessment lesson plans and strategies will be discussed and activity in class completed.

Strategy Lesson Worksheet

Activity and lesson on community and assessment will be completed with worksheet in class

End of Class Quiz 4

Quiz over class content is due end of class4, 9:30.

Discussion and Response 4

Discussion rubric and response rubric with instructions found in discussion box 4.

Week 5: Vocabulary and Reading Reflection

Professional and Behavior 5

Instructor will score class 5 professionalism and behavior using the disposition rubric and student when rubric is returned to student the student will reflect on the rubric and ways to improve professionalism and behavior. Reflection will take place in class of week 6.

Background activity

Lesson to determine zone of development on topic of class due in class.

Anticipatory Set and Lesson Vocabulary

Worksheet of strategies and vocabulary for topic of class due in class

Field Notes and Activity

Notes over instructional techniques and management and class activity due in class.

Content Reading and writing Activity

Discuss ch 5,6 with some jigsaw activity. Activity on Ch 7, and 8 due start of class 6.

Strategy Lesson Worksheet

Strategy and strategy worksheet to be completed in class

Lesson Plan Activity

Lesson Plan for topic and in class activity.

End of Class Quiz

Rubric and assignment given in content section.

Discussion and Response 5

Discussion information in discussion box

Week 6: Teaching Writing in Content

Professionalism and Behavior 6

Instructor will score class 6 professionalism and behavior using the disposition rubric and student when rubric is returned to student the student will reflect on the rubric and ways to improve professionalism and behavior. Reflection will take place in class of week 7.

Background Review

Activity to review knowledge of writing instruction along with in class assignment.

Anticipatory Set and Vocabulary

Writing strategies for anticipatory set and vocabulary will be presented with an in class activity due in class.

Field Notes and Assignments

All students must teach lesson for evaluation by Friday and in class share reflection of the teaching. Field folder due in Google next week (7).

Content Reading and Activity

Discuss four chapters over writing using jigsaw, chapters 9,10,11 and do in class activity

Lesson Plan Share of field lesson

Share field lesson plan in class activity

Strategy Lesson Worksheet

Review of writing strategies and worksheet completion

End of Class Quiz

Quiz over class content due at 9:30

Discussion and Response 6

Discussion topic details and instruction will be in week 6 of discussion board . Respond to each person in your group.

Week 7: Writing Instruction and Lesson/Strategy Sharing

Professionalism & Behavior 7

Instructor will score class 7 professionalism and behavior using the disposition rubric and student when rubric is returned to student the student will reflect on the rubric and ways to improve professionalism and behavior. Reflection will take place in class of week 8.

Field Notebook due by class seven

See notebook assignment sheet in content. Oral discussion of the notebook and learning will be shared in class with application to class content.

Combination of BG Knowledge, Anticipatory set and Vocabulary

Class discussion and activity over knowledge gained from all weeks lessons and activities on bg knowledge, anticipatory set and vocabulary due in class for a combined grade. Assignment is worth 20 points with 10 points for showing the combination of bg knowledge, anticipatory set, and vocabulary in lesson shared. 10 points for peer completion of guided listening over each presentation. Total grade in this section is 30 points.

Content Reading and Notes

Go over knowledge gained on writing instruction from 9,10,11 and do worksheet.

Read ch 12 for week 8 and differentiation chapter.

Lesson Plan and Strategy sharing of Comprehension Lessons

Students will share a lesson plan that has a comprehension strategy included. Peers will complete a guided listening form for a total of 10 points.

End of Class Quiz

Discussion and Response

See week 7 discussion box for discussion prompt and instructions

Week 8:

QW 8 Literacy Philosophy Discussion 8

Discussion eight will be completed in class, on your computer and for a grade of 50 points. 40 points will be your input of your philosophy according to guide given by instructor and 10 points will be for responding to the members in your grade level group. This will all be done in class between 6 and 7 P.M.

Sharing of lesson plans and strategies for vocabulary and writing

Rubric for sharing found in content week 8 on D2L and you will blend the strategies shared with your writing lesson plan shared. This activity will take place during class 8 from 5:30 to 6:30. There will be student presentations with peers doing a guided listening form. 40 points for your presentation and 10 points for the guided listening peer participation.

Final exam and Professionalism and Behavior Rubric 8 with reflection

Final Exam over all of class vocabulary, content reading, instruction, field, and weekly quizzes will be completed in class 8. The exam will be completed following the discussion process. You should have one hour and 30 min to two hours for the

exam.

A section of the exam will include the Professionalism and behavior rubrics and reflections for this class and week 7. Instructor will also send an email of the 8th week rubric to students as part of the exam. Students will reflect over week 7 and 8 as well as answer a question about the rubric and weekly work from the entire 8 week class.

+ Additional Resources

Online databases are available at library.ccis.edu. You may access them using your CougarTrack login and password when prompted.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: CCHelpDesk@ccis.edu, 800-231-2391 ex. 4357
- D2L Helpdesk: helpdesk@d2l.com, 877-325-7778
- VitalSource: support@vitalsource.com, 1-855-200-4146

Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack at [Students -> Academics -> Resources](#).

! Columbia College Policies and Procedures

The policies set forth in the [Policy Library](#) are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students, see [Student Policies](#). For more information on policies applicable to the entire Columbia College community, see [College-Wide Policies](#).

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

Additional Policies:

Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the [Academic Integrity Policy and Procedures](#) and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the [Student Accessibility Resources](#) office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your

instructor to make sure these are available to you. To find additional information, see our [ADA and Section 504 Policy for Students](#).

Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our [Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure](#).

Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's [Title IX and Sexual Misconduct Policy](#).

Course Policies and Procedures:

Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the [Withdrawal Policy](#).

CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's [Student Conduct Code](#) and [Acceptable Computing Use Policy](#). Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the [Student Behavioral Misconduct Policy and Procedures](#), and the Acceptable Computing Use Policy can be found in the Policy Library at ccis.edu/policies. The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.