

THE UNIVERSITY OF ALABAMA

Course Inventory

Date 11/7/17 Department Curriculum and College Education

PROPOSAL TO OFFER A NEW COURSE, CHANGE AN EXISTING COURSE; OR DELETE AN EXISTING COURSE

(Please attach a copy of course syllabus for Office of Academic Affairs)

Course No. CRD 653

Add Change _____ Inactivate _____

Type of modification:

Title _____ Description _____ Credit hours _____

Type _____ Grade _____

Number 653 Old _____
New

Classification of Instructional Programs (CIP) # 13.0301

Title CRD 653 Foundations of Literacy Education P-12

Short Title (30 characters or less) Crd Literacy Foundations P-12

FILL IN ALL REMAINING PARTS FOR A NEW COURSE, BUT MARK ONLY THE APPLICABLE PORTIONS FOR CHANGES TO AN EXISTING COURSE.

DESCRIPTION:

This course explores multiple theories of literacy from a variety of perspectives and lenses.

Additional areas of emphasis include a comprehensive study of the theoretical foundations

and the history of literacy development and instruction in PK-12 settings,

non-traditional settings (e.g., out of school contexts), and social contexts.

1. Credit Hours 3 hours

2. Prerequisites N/A

3. Corequisites N/A

4. Cross Listed (Equivalent Courses) N/A

Cross listed courses refer to the same course offered at the same level by different departments at the same time in the same room.

5. Slash Listed (Equivalent Courses) N/A

Slash listed courses refer to the courses offered by the same department at different levels.

.. Please note policy regarding slash listing of courses for undergraduate and graduate credit on reverse side of this page. Attach separate forms for graduate and undergraduate slash-listed courses, and ensure that the cata- log descriptions and course requirements reflect the graduate/undergraduate differentiation.

6. Mark one of the following course grading patterns:

(a) Letter grade

(b) Pass/fail _____

7. Indicate one of the following types of instruction:

(a) Seminar

(c) Independent Study _____

(e) Thesis/Dissertation _____

(g) Recitation/Discussion/Quiz _____

(i) Activity/Performance/Studio _____

(k) Research _____

(m) Blended _____

(b) Lecture _____

(d) Laboratory _____

(f) Field Experience _____

(h) Lecture/Laboratory _____

(j) Clinic _____

(l) Online _____

(n) Lec w/Recitation/

Discussion/Quiz _____

8. Attributes

(a) Service Learning _____

(b) Honors _____

9. If this is a change for an existing course, indicate the nature of the change, and whether substantive changes have been made in either course content or requirements, and list programs that might be affected by the change.

10. Maximum Repeat: 3 (Total number of credit hours; not total number of times)

11. If the content of this course might overlap with other existing courses, describe your efforts to consult other departments about potential course duplication.

The content does not overlap with other existing courses.

Department Head: Cynthia Sunal

Cynthia Sunal
Signature

11/7/17

Date

**COLLEGE OF EDUCATION
NEW COURSE PROPOSAL FORM**

COURSE NUMBER/NAME: CRD 653 Foundations of Literacy in P-12: Theory and Research

A. Complete the University of Alabama *Course Inventory* form and attach it as the cover page to this request.

B. Attach a syllabus for the course which includes:

1. Course number, title and number of credit hours
2. Catalog course description, including all prerequisites.
3. Course goals and specific educational objectives for each major instructional unit.
4. Required text(s) and/or readings.
5. Description of required clinical experiences and assignments, if appropriate.
6. Description of assignments.
7. Number and nature of examinations, including policy for make-up tests.
8. Grading procedures for tests and assignments.
9. Procedures for determining final grades.
10. Attendance policy.
11. Policy on academic misconduct.
12. Policy on reasonable accommodation.
13. Course bibliography, if appropriate.

C. Provide the following information for review by the Department Head.

1. Describe the rationale for the course.

The rationale for changing the course number from CRD 553 to CRD 653 is so that it can be offered as a 600-level doctoral course in literacy education. Presently, we do not offer any doctoral level courses for our students who are earning a EdD./Ph.D. in Elementary or Secondary Education with a concentration in literacy. Further, the course requirements and rigor have been designed to reflect a 600-level course offering.

2. Name the proposer of the course and any other faculty who are qualified to teach the course. Describe any specific qualifications and capabilities an individual must have to teach this course.

The proposer of the course is Julianne Coleman, the literacy coordinator of the literacy program. Those individuals who are qualified to teach this course must have a solid foundation and understanding of the different theories/models of literacy from multiple lenses, such as those from developmental, constructivist, critical, social learning, affective physiological, and cognitive-processing perspectives of literacy. Further, qualified faculty should be able to communicate the advantages/disadvantages of different perspectives as they related to the classroom and student learning. The following faculty members are qualified to teach this course:

- Julianne Coleman, Ph.D.
- Elizabeth Wilson, Ph.D.
- Carol Donovan, Ph.D.
- Miguel Mantero, Ph.D.

- Bedrettin Yazan, Ph.D.
 - Karen Spector, Ph.D.
 - Latrise Johnson, Ph.D.
 - Lee Freeman, Ph.D.
- Tracey Hodges, Ph.D.
 - Craig Shwery, Ed.D.
 - Nicole Swosowski, Ph.D.

3. Indicate the programs(s) of study, majors (s), and/or minors, or other general curriculum in which this course will be included.

The proposed course will be included in the program offerings for the Ed.D./Ph.D. in Elementary Education and Ed.D./Ph.D. in Secondary Education. In addition, the proposed course will be included in the 15-hour literacy certificate course sequence that has been approved by AIC. Consequently, the course certainly could potentially be taken by those students outside the department of Curriculum and Instruction who have interests in literacy theory and pedagogy from a variety of perspectives.

4. Indicate how frequently and during which semesters the class will be offered.

The proposed course will be offered for the first time in summer 2019 as highlighted on the literacy certificate sequence. However, the course certainly could be offered depending upon interest and need in additional semesters as we already have the required faculty in place.

5. If a fee will be charged for the course, indicate the amount of the fee and describe how the fee will be used.

Not applicable to the proposed course.

6. Describe the system of evaluation that will be used to determine whether the course should continue to be offered in the future. Discuss the types of data that will be collected and the procedures that will be used to determine the effectiveness of the course.

Multiple data sources will be used to evaluate the need and effectiveness of the proposed course. For example, to determine the overall effectiveness of the course, each semester SOI's will be examined to determine students' perceptions of course content, methods of delivery, instructor timeliness of feedback and other relevant variables. In addition, informal anecdotal information will routinely be collected to assess students' overall impressions of the course. Finally, course enrollments will be monitored and analyzed to ensure that the enrollments remain viable.

- D. Provide the following information for review by the Department Head and the Dean:

1. Describe the resources that will be needed to support the course (e.g., allocation of faculty, space, equipment, library materials, computers, travel, consultant honoraria, and/or other needs). Also, indicate how these needs will be met (e.g., course deletion and reallocation of faculty load).

There are no additional supports need to deliver this course.

RECOMMEND FOR APPROVAL: Cynthia Lunal 11/7/17
Department Head (date)

E. Provide the following information for review by the Curriculum Committee:

1. New Course Proposal Form with required signatures.
2. List other courses, if any, which duplicate content to be covered in the proposed course and describe discussion with the faculty in the units offering those courses regarding the need for/appropriateness of the course duplication.

There are no courses that duplicate the content covered in the proposed course.

3. Describe the impact this course will have on other courses and programs of study (e.g., enrollments, course substitutions, course deletions, and total program hours).

No other courses and programs will be impacted by the offering of the proposed course.

4. If the course will be cross-listed with another department, attach a written statement from the appropriate department/area head(s) that the materials submitted are required by all departments/areas involved in teaching the course.

The course will not be cross-listed with another department.

5. Describe how this course will meet specific curricular requirements in the College (e.g., infusion of multiculturalism across the curriculum, inclusion of special needs across the curriculum).

Given that the proposed course foci are the foundations of literacy in P-12 settings, a variety a variety of theoretical perspectives will be presented specifically those that address constructivist, critical, social learning, affective, physiological, and cognitive-processing perspectives of literacy (see syllabus for specifics).

RECOMMEND FOR APPROVAL: _____
Chair, Curriculum Committee (date)

APPROVED _____
Dean (date)

Foundations of Reading P-12

CRD 653

Summer 2019

3 Credit Hours

Instructor: Julianne Coleman

E-mail: jucoleman@ua.edu

Office: 107 B Carmichael

Hours: By Appointment

UA College of Education Mission Statement

Our mission at the Capstone College of Education is to be a leader in Alabama and across the nation in teaching, scholarship, advocacy, and service by developing professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized society.

Vision of the College of Education

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unite, Act, and Lead (UA Leads). This theme undergirds the four overarching ideals of the COE: Ideals of Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration. The fulfillment of these ideals calls for a commitment to academic excellence and advocacy through active engagement with shifting social and cultural contexts and advanced technological developments that shape the construction, interpretation, and dissemination of knowledge.

The COE will continue to develop professionals who meet the needs of all learners that may arise from differences in race, social class, language, gender, sexual orientation, gender identity, health, ability, and religious and political affiliations. By engaging in theoretically informed and intellectually advanced advocacy and effective practice our graduates will

UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

ACT to develop the full potential of all learners to be excellent professionals in their fields; and

LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.



Through excellence in teaching, scholarship, advocacy, and service the COE will facilitate visibility and voice of education leaders beyond the classroom in support of democracy and social justice for all learners in our global society.

Dispositions

We strive to create programs that emphasize Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration.

Prerequisites

Permission of the instructor

Course Description

A comprehensive study of the theoretical foundations and history of literacy development and instruction in PK–12 settings, non-traditional settings (e.g., out of school contexts), and social contexts.

Required Texts

Alvermann, D.E., Unrau, N.J. & Ruddell, R.B. (Eds.). (2013). *Theoretical Models of Processes of Reading. (6th edition)*. Newark: DE: International Reading Association.

American Psychological Association. (2010). Public manual of the American Psychological Association (6th ed.). Washington, D.C.: American Psychological Association. ISBN 13: 978-1-4338-0562-2

Jones, S. (2006). *Girls, social class, and literacy: Teachers can make a difference*. Portsmouth, NH: Heinemann.

*Additional readings will be assigned at the discretion of the instructor.

Course Objectives and Student Learning Objectives

This course is designed to enable students to

1. Develop and understanding of theories and models related to literacy that guide current research.
2. Develop an understanding of and appreciation for research methodologies that encompass current trends and issues in the field of literacy.
3. Complete a content analysis of recent literature in the field of literacy and collaborate with classmates to create a report of current trends and issues in topics of study and methods used.
4. Participate in class discussion with questions and ideas derived from the readings and pertinent to class topic.

Additional readings will be assigned at the discretion of the instructor.

Outline of Topics

Calendar for Reading and Assignment Due

Dates (This calendar is subject to change)

Question 1: What do “reading,” “text,” and “literacy” mean?

First Meeting

Harste, J. C. (2003). What do we mean by literacy now? *Voices from the middle*, 10(3), 8-12.

(E-Reserve)

Ge, J. P. (1998). What is literacy? In V. Zamel & R. Spack (Eds.), *Negotiating academic literacies: Teaching learning across languages and cultures* (pp. 51-59).

Mahwah, NJ: Lawrence Erlbaum Associates. **(E-Reserve)**

Second Meeting

Kaestle, C. F. (1991). Studying the history of literacy. In C. F. Kaestle, H. Damon-Moore, L. C. Stedman, K. Tinsley, & W. V. Trollinger (Eds.), *Literacy in the United States: Readers and reading since 1880*, (pp. 3-32). New Haven, CT: Yale University Press. **(E-Reserve)**

Leu, D. (2004). Exploring literacy on the Internet: Internet workshop: Making time for literacy.

In International Reading Association (Eds.), *Preparing reading professionals: A collection from the International Reading Association*, (pp. 62-77). Newark, DE: International Reading Association. **(PRP)**

Scribner, S. (1988). Literacy in three metaphors. In E. R. Kintgen, B. M. Kroll, & M. Rose (Eds.), *Perspectives on Literacy* (pp. 71-81). Carbondale, IL: Southern Illinois University Press. **(E-Reserve)**

Freire, P., & Macedo, D. (1987). The importance of the act of reading. *Literacy: Reading the word and the world*. Westport, CT: Bergin & Garvey. **(E-Reserve)**

Question 2: How do the phonics and whole-language approaches to emergent literacy theorize literacy learning and position teachers/learners in schools? Where would you place your beliefs and practices on the continuum? How are politics involved?

Third Meeting

Pearson, P. D. (2004). American reading instruction since 1967. In IRA (Eds.), *Preparing reading professionals: A collection from the International Reading Association*, (pp. 6-40). Newark, DE: International Reading Association. **(PRP)**

Pressley, M. (2006). Whole language. In *Reading instruction that works: The case for balanced teaching*, (pp.15-48). New York: Guilford Press. **(E-Reserve)**

International Reading Association. (2004). Readings from *Evidence-Based Reading Instruction*:

Putting the National Reading Panel Report into Practice. In IRA (Eds.), *Preparing Reading professionals: A collection from the International Reading Association*

Fourth Meeting (Question 1 Essay Due)

Ruddell, R. B., & Ruddell, M. R. (1994). Language acquisition and literacy processes. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading*, (4th Ed.), pp. 83-103). **(E-Reserve)**

Pressley, M. (2006). Motivation and literacy. In *Reading instruction that works: The case for balanced teaching*, (pp. 371-416). New York: Guilford Press. **(E-Reserve)**

Pressley, M. (2006). Concluding reflections. In *Reading instruction that works: The case for balanced teaching*, (pp.717-448). New York: Guilford Press. **(E-Reserve)**

Question 3: How do the “autonomous” and “ideological” models of literacy theorize literacy learning and position teachers/learners in schools?

Fifth Meeting

Anderson, R. C. (1994). Role of the reader’s schema in comprehension, learning, and memory. In B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading*, 4/e (pp. 469-482). Newark, DE: International Reading Association. **(E-Reserve)**

McVee, M. B., Dunsmore, K., Gavelek, J. R. (2005). Schema theory revisited. *Review of Educational Research*, 75(4), 531-566. **(E-Reserve)**

Darvin, J. (2006). “Real-world cognition doesn’t end when the bell rings”: Literacy Instruction strategies derived from situated cognition research. *Journal of Adolescent & Adult Literacy*, 49(5), 398-407. **(E-Reserve)**

Sixth Meeting
(Question 2 Essay Due.)

Hicks, D. (2002). Situated histories of learning. In *Reading lives: Working-class children and literacy learning*, (pp. 15-34). New York: Teachers College Press. **(E-Reserve)**

Street, B. (1984). *Literacy in theory and practice*. Cambridge, English: Cambridge University Press. **(E-Reserve)**

Question 4: What theories and practices do you embrace for students with linguistic and cultural diversity?

Seventh Meeting
(Question 3 Essay Due electronically)

Rose, M. (1989). *Lives on the boundary*. New York: Penguin Books. **(Text)**

Eighth Meeting

Smith, E. (2002). Ebonics: A case history. In L. Delpit and L. Dowdy (Eds.) *The skin that we speak: Thoughts on language and culture in the classroom*, (pp. 15-27). New York: The New Press. **(E-Reserve)**

Baker, J. (2002). Trilingualism. In L. Delpit and L. Dowdy (Eds.) *The skin that we speak: Thoughts on language and culture in the classroom*, (pp. 49-61). New York: The New Press. **(E-Reserve)**

Heath, S. B. (1994). What no bedtime story means: Narrative skills at home and school. In J. Maybin (Ed.), *Language and literacy in social practice*, (pp. 73-95). Bristol, PA: Multilingual Matters. **(E-Reserve)**

Ninth Meeting

Smitherman, G. (1977). The forms of things unknown: Modes of Black discourse. *Talkin' and testifyin': The language of Black America* (Ch. 5). Boston: Houghton Mifflin. **(E-Reserve)**

Lee, C. (2000). Signifying in the zone of proximal development. In C. D. Lee & P. Smagorinsky (Eds.), *Vygotskian perspectives on literacy research* (pp. 191-225). New York: Cambridge University Press.

Gutierrez, K., Baquedano-Lopez, P., & Tejeda, C. (1999). Rethinking diversity: Hybridity and hybrid language practices in the third space. *Mind, culture, and activity*, 6(4), 286-303. **(E-Reserve)**

Tenth Meeting
(Literature Review Due)

No new readings required. Take this opportunity to catch up or move ahead

Question 5: What are the theoretical underpinnings of critical literacy and what kinds of classroom practices are part of critical literacy approaches?

OR

What is a Discourse perspective on literacy, and how would you go about incorporating a Discourse perspective on literacy in your school?

**Eleventh Meeting
(Question 4 Essay Due)**

Jones, S. (2006). *Girls, social class, and literacy: How teachers can make a difference*. Portsmouth, NH: Heinemann. **(Text, read first half)**

Twelfth Meeting

Lankshear, C. (1997). *Changing literacies*. Philadelphia: Open University Press. **(E-Reserve)**

New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60-92. **(E-Reserve)**

Analyze Movie Clips in Class (Literacy “Events”)

Thirteenth Meeting

Jones, S. (2006). *Girls, social class, and literacy: How teachers can make a difference*. Portsmouth, NH: Heinemann. **(Text, read second half)**

Behrman, E. H. (2006). Teaching about language, power, and text: A review of classroom practices that support critical literacy. *Journal of Adolescent & Adult Literacy*, 49(6), 490-498. **(E-Reserve)**

Clarke, L. (2005). “A stereotype is something you listen to music on”: Navigating a critical curriculum. *Language Arts*, 83(2), 147-157. **(E-Reserve)**

Fourteenth Meeting

We will decide together as a class what we would like to read this week (based upon needs and interests).

Fifteenth Meeting

**(Read 2 of the following articles. Atwell chapters each count as 1.)
(Question 5 Essay Due)**

Atwell, N. (1987). *In the middle* (chapters 1, 2, 4, or 8). Portsmouth, NH: Boynton/Cook, Heineman. **(E-Reserve)**

Berne, J. I., & Clark, K. F. (2006). Comprehension strategy use during peer-led discussion of text: Ninth graders tackle “The Lottery.” *Journal of Adolescent & Adult Literacy* 49(8), 674-686. **(E-Reserve)**

Bomer, R. (2006). Reading with the mind’s ear. Listening to text as a mental action. *Journal of Adolescent and Adult Literacy*, 49(6), 524-535. **(E-Reserve)**.

Manzo, A. V., Manzo, U. C., & Thomas, M. M. Rationale for systematic vocabulary development: Antidote for state mandates. *Journal of Adolescent & Adult Literacy* 49(7), 610-619. (E-Reserve)

Exams and Assignments

Learning Opportunities (total of 100 possible points)

Class Participation (20%): This is not a spectator course. I truly desire and expect for each class member to have her or his voice heard in each class. You are expected to come to each class having read and analyzed the assigned readings. In addition, each person will be responsible for leading discussion on two assigned readings over the course of the semester.

Analytical Essays (30%): 3 short (3-4 page) analytical essays in which you stake out a position and support it through analysis of course readings and individually chosen readings. Essays will be written in the first person, will be clear, compelling, insightful, well organized, and will appropriate APA style.

Essay on Historical and Theoretical Foundations of Literacy (20%): In a thoughtful, well-supported essay, describe the affordances and constraints of the psychological, sociocultural, linguistics foundations of literacy as they apply to your current or future instructional practices. Give examples from your own classroom whenever appropriate. This paper should be 2,000 words and follow APA guidelines.

Brief Literature Review (20%): What literacy-related question would you like explore? These questions can be theoretical, historical, philosophical, practical, or political. The question can stem from a current issue, a problem you have in your own classroom, or a hole you have in your literacy education. Questions must be different than, or go well beyond, the questions that form the basis for this course. Broad areas one may consider are:

- gender and literacy
- bilingual education
- social class and literacy
- religion and literacy
- reading recovery
- literacy and learners with special needs
- scientifically based reading research
- motivation and literacy
- creating literate environments
- home literacy environments
- technology and literacy
- adult literacy
- reading and writing workshop approach to literacy
- some aspect of ethnic diversity in the classroom
- an exploration of the work of a particular researcher

Once you've decided upon your question, you will locate a minimum of 4 primary sources that provide answers to your question. You will analyze and synthesize the articles into a coherent literature review. We will work on aspects of the assignment in class before you proceed on your own. In addition to the written review (about 5 pages), you will prepare a ten minute PowerPoint presentation consisting of 4-5 slides in which you highlight important aspects of your literature review (in a manner accessible and engaging for your peers).

You may decide to research and complete this assignment in a group of 2-3 people, in which case the minimum number of sources will increase proportionally to the number of group members. The amount of time for the presentation will also increase proportionally to the number of members in the group. Research questions and date of presentation must be approved in advance.

Final Exam (10%): Take home exam due on the day of finals. A reflection on IRA Standard 1 elements (1.1, 1.2, 1.3, 1.4). The reflection will demonstrate an understanding of the standard/element, relate the standard to practice, and support the practice with literacy research and/or theory. Examples of reflections are available, but they tend to focus less on classroom practice than I would like to see.

Grading Policy

Grades are based on your performance in class and on assignments and projects. All major assignments will be graded according to rubrics that you will receive well in advance of due dates. Please note that "A" grades reflect outstanding work and are not earned simply by completing an assignment and turning it in on time.

Please monitor your points throughout the semester in order to be aware of your achievement in the course. Under certain circumstances, I will accept rewrites of course papers and projects, but a penalty will be involved and an explanation of what you have revised must accompany resubmitted work. Resubmitted work that simply "corrects" things I've marked on your paper may be a useful task for you but will not receive a higher grade from me.

Grading Scale

A	90-100	Exceptional
B	80-90	Proficient
C	70-80	Emerging
F	<70	Not Ready

Policies on Missed Exams and Coursework

Readings and assignments. Read all assigned readings and complete written assignments BEFORE class. Due dates for readings and projects are indicated on the class calendar. It is your responsibility to come to class with insights, questions, comments, or concerns about the readings. All work must be typed, in 12 point font, with one inch margins, double-spaced. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please revise and

proofread carefully. Have peers read and respond to your writing before you turn it in to me. Stay ahead of the assignments.

Late assignment policy: Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. Assignments are due *in class* on the date indicated in the syllabus. Assignments turned in to my office or via email after class on the due date will be penalized 10%. Assignments turned in 24 hours late (by 5 PM on the following day) will be penalized 20%. I may refuse to accept work more than one day late

Incomplete policy: Incompletes will only be an option for students who have consistently attended and participated in class and have completed and turned in all required work except the final project. If the above criteria are met, requests for incompletes will then be considered in light of university policy as described in the student handbook.

Please come to me with questions and concerns about assignments, expectations, or class activities. I am happy to clarify and lend assistance on projects and assignments, but *please come to me within a reasonable timeframe*. I will be available for the 10 minutes following class, in my office during office hours, by appointment, and by e-mail. E-mail is without question the easiest way to contact me. I look forward to collaborating with each of you as you work toward your goals.

Attendance Policy

Attendance is required. You will lose ½ a letter grade for each absence over one.

Class participation. Both attendance and class participation will influence your grade. Class participation does not mean merely talking a lot, asking questions, or joining the discussions in class. It means being prepared for class by having done the reading and having completed all homework. It means assuming your fair share of the responsibility for making the class environment productive, professional, and fun. Full and active attendance is expected. I will lower your final grade by 1.5% for each absence beyond the first instance (2 tardies or early releases count as 1 absence). Please email me if you will be absent.

Cell Phones and Mobile Devices: All cell phones and mobile devices must be turned off upon entering class and remain so until exiting.

Statement on Academic Misconduct

- Students are expected to be familiar with and adhere to the official [Code of Academic Conduct](https://catalog.ua.edu) provided in the Online Catalog (<https://catalog.ua.edu>).
- “All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following

acts, when performed in any type of academic or academically related matter, exercise or activity:

- Cheating: Using or attempting to use unauthorized materials, information, study aids or computer-related information.
- Plagiarism: Representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one's own.
- Fabrication: Presenting as genuine, any invented or falsified citation or material.
- Misrepresentation: Falsifying, altering or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites and transcripts.”

Statement on Disability Accommodations

Contact the [Office of Disability Services \(ODS\)](#) as detailed in the Online Catalog.

The Office of Disability Services (ODS) is the central contact point for UA students with disabilities. The goal of ODS is to ensure that University programs and services are accessible to qualified students with disabilities. For student who may require their services more information is available at <http://ods.ua.edu>. ODS is located at 1000 Houser Hall and their phone number is 348-4285 (voice) or 348-3081 (TTY).

Severe Weather Protocol

Please see the latest [Severe Weather Guidelines](#) in the Online Catalog. The link for the Severe Weather Guidelines is <https://ready.ua.edu/severe-weather-guidelines/>

UAct Statement

The [UAct website](#) provides an overview of The University's expectations regarding respect and civility. The website link is <https://www.ua.edu/campuslife/uact/>

Statement on Religious Observances

The University of Alabama respects the religious diversity of our academic community and recognizes the important of religious hold days and observances in the lives of our community members. For more information, please go to <http://provost.ua.edu/religious-observances.html>

Statement on Academic Work Duplication

Any submission of academic work designed to meet the requirements of a particular credit-bearing course is assumed to be work completed for that course and only that course; the same material submission, or material that is substantially similar, may not be used to meet the requirements of another course. Any violation of this rule may results in a referral to the Associate Dean for Student Services and Certification for disciplinary action.

Students will be given timely notice of any changes in the syllabus. Any special considerations (e.g., opportunities to earn extra credit) offered to a student shall be available to all students in the class. *Adapted from The University of Alabama Faculty Handbook and Office of Academic Affairs*