# Auburn UniversityCollege of Education

# Department of Curriculum and Teaching

# CTSE 7970 Section 2,

# Teaching ESL Reading & Writing,

# Fall 2022

## Instructor Contact Information

Name: Gwendolyn M. Williams, Ph.D.

Office Location: Haley 5078

Office Telephone Number: 334 844-6775

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Office Hours: 12:30-1:30 PM Mondays and 12-2 PM Mondays, and 2-3 PM Wednesdays

I prefer to be contacted by email, and I will usually respond in 48 hours.

## General Course Information

Class Days/Time: Wednesday 4:00- 6:50 PM

Classroom: Haley 2414 or on-line via Zoom

Office Hours 12-1 PM Monday, 3-4 PM Monday. 1-2 PM Wednesday, 3-4 PM Wednesday

## Course Description-

**Catalog Description:** Provides an opportunity for the graduate student and professor to pursue selected topics in depth.

## Overview: This course is designed to increase understanding of the theory and practices of ESL reading and writing skills that actively engage English Language Learners. More specifically, teachers in this course will learn and implement a variety of practices, strategies and process models applicable to English Language Learners. Students in this course will utilize the available research, coaching and instruction received, as well as dialogue with peers to reflect upon their own practice. Students will engage in ESL classroom observations, synthesize results, and subsequently analyze which practices, strategies, and process models lead to the most positive outcomes for their English Language Learners.

## Library Research Guides and Subject Librarians

The Auburn University Library can help you find information and conduct research. You can make an appointment with a librarian, get help online, or contact the Education librarian, Dr. Todd Shipman at todd.shipman@auburn.edu

## Canvas

Canvas is Auburn University's official Learning Management System (LMS). Canvas is the place where you will find the course syllabus, read posted announcements, participate in online class discussions with classmates, submit your assignments online and view the materials for this course. To access Canvas use your AU user ID and password to log into Auburn’s [Canvas homepage https://auburn.instructure.com/login/ldap](https://auburn.instructure.com/login/ldap). When you log in, you will be directed to your dashboard. Click on the link for this course (classes are listed by course name and number). Note: The Login link is also conveniently located in [AU Access www.auaccess.auburn.edu](http://www.auaccess.auburn.edu/) and many other university pages.

### Canvas Help and Student Computing Resources

#### Canvas and OIT Help Desk

Contact the [OIT Help desk https://oit.auburn.edu/helpdesk](https://oit.auburn.edu/helpdesk) if you need assistance with Canvas or other information about computing and information technology at Auburn. Three ways to contact the OIT Help Desk are:

* Call: 334-844-4944
* Email: helpdesk@auburn.edu
* Visit Location: RBD Library, 2nd and 3rd floors

#### General Student Computing

Review the information posted at [OIT Computing Lab Locations http://www.auburn.edu/oit/labs/](http://www.auburn.edu/oit/labs/). There you will find computer use guidelines and a list of available computer labs.

## Course Format and Instructional Methods:

The course will be taught using multiple instructional methods. These methods will include group interactive activities, literature circles, lectures, and oral presentations with an associated critical discussion. Typically, course topics will be introduced through an interactive opening activity before moving to interpretive discussions. Lectures will be included to emphasize the theoretical foundation of educational practice. Students will engage in literature discussions about immigrant stories to explore a range of issues that immigrants might encounter as they settle in a new country and face the challenges of learning English. Video clips will be used to provide deeper understanding of course content.

## Course Goals and Student Learning Objectives

### Student Learning Outcomes (SLO)

Upon successful completion of this course, students will be able to:

1. Describe the literacy characteristics of multilingual learners.

2. Select and modify a variety of instructional materials to plan learning experiences for multilinguals to foster language and literacy development.

3. Plan and implement reading and writing instruction for multilingual students.

4. Incorporate activities, tasks, and assignments that develop authentic uses of English language and literacy to assist multilingual learners in learning academic vocabulary and content-area material.

5. Differentiate reading and writing instruction for multilingual learners at various levels.

6. Adjust instructional decisions after critical reflection on individual multilingual students’ learning outcomes in both literacy and content.

7. Provide constructive feedback to multilingual writers’ writing.

8. Train multilingual writers on how to provide feedback on peer writers’ writing assignments.

## Required Texts/Readings

There will be no required textbooks for you to purchase for this class. All of the required readings will be available through Canvas.

### Required Readings: These readings will be posted in the weekly modules in Canvas.

Baecher, L., Artigliere, M., Patterson, D. K., & Spatzer, A. (2012). Differentiated instruction for English language learners as “variations on a theme” teachers can differentiate instruction to support English language learners. *Middle School Journal, 43*(3), 14-21.

Brown, H. D. & Lee, H. (2015). Chapter 17 Teaching reading. In *Teaching by principles: An interactive approach to language pedagogy* (4th ed., pp. 389-425). Routledge.

Brown, H. D. & Lee, H. (2015). Chapter 18 Teaching writing. In *Teaching by principles: An interactive approach to language pedagogy* (4th ed., pp. 426-461). Routledge.

Connor, U. & Traversa, A. (2014). The role of intercultural rhetoric in ESP education. In *CELC 2014 Symposium on culture, cross-cultural communication, intercultural communication* (pp. 19-24).

Ferris, D. R. (2018). Chapter 6: Building a writing curriculum and developing strategic writers.  In J. M. Newton, D. R. Ferris. C. C. M. Goh, W. Grabe, F.L. Stoller, and L. Vandegrift (Eds.)  Teaching English to second language learners in academic contexts: Reading, writing, listening, and speaking (pp. 89-108). Routledge.

Ferris, D. R. & Hedgcock, J.S. (2014).  Chapter 7: Response to student writing: Issues and options for giving and facilitating feedback.  In Teaching L2 composition: Purpose, process, and practice, (3rd ed., pp.237-278). Routledge.

Gebhard, J. G. (2017). Chapter 12: Teaching students how to process writing. In *Teaching English as a foreign or second language: A self-development and methodology guide (3rd ed.,* pp. 228-255). Michigan.

Grabe, W. & Stoller. F. L. (2018). Chapter 4 Reading instruction and assessment: Activities and options In J. M. Newton, D. R. Ferris. C. C. M. Goh, W. Grabe, F.L. Stoller, and L. Vandegrift (Eds.)  Teaching English to second language learners in academic contexts: Reading, writing, listening, and speaking (pp. 48-71). Routledge.

Hedgcock, J., & Ferris, D.R. (2013). Chapter 7: Using literary texts in L2 reading instruction. In *Teaching readers of English: Students, texts & contexts,* (2nd ed*.,* pp. 242-282). Routledge.

Hedgcock, J., & Ferris, D.R. (2018). Chapter 2: L2 reading: Focus on the reader. In *Teaching readers of English: Students, texts & contexts, (3rd ed.,* pp. 61-88). Routledge.

Hererra, S., Perez, D.R., & Escamilla, K. (2015).  Chapter 6: Strategies based comprehension instruction: Linking the known to the unknown.  In Teaching reading to English language learners: Differentiated instruction (2nd ed., pp. 140-175).

Horst, M. (2019). Chapter 2 Learning vocabulary. In *Focus on vocabulary learning* (pp. 34-67). Oxford.

Hyland, K. (2018). Genre and second language writing. In J. Liontas, Ed. *The TESOL Encyclopedia of English language teaching (pp. 2359-2364)*. John Wiley.

Hyland, K. (2019). Chapter 2: Second language writers and teaching contexts. In *Second language writing (*2nd ed., pp. 26-53). Cambridge.

Hyland, K. (2019). Chapter 5: Tasks in the writing class. In *Second language writing* (2nd ed., pp*. 111-136*). Cambridge.

Kim, Y.-S. & Snow, C. E. (2009). Text modification: Enhancing English language learner's reading comprehension. In E. Hiebert & M. Sailors (eds). *Finding the right texts: What works for beginning and struggling readers* (pp. 129-146.) Guilford.

Lems, K., Miller, L. D. & Soro, T. M. (2017). Chapter 7: The same but different: Reading fluency in English as a new language.  *Teaching reading to English language learners: Insights from linguistics* (pp. 147-168). Guilford.

Liu, J. & Edwards, J. H. (2018). Chapter 5: Instruction for students: Giving and receiving feedback. In *Peer response in second language writing classrooms (pp. 108-147).* Michigan.

Nation, I.S. P. & Macalister (2021). Chapter 4 Extensive reading. In *Teaching ESL reading and writing* (2nd ed., pp. 55-70). Routledge.

Peregoy, S. & Boyle, O. (2017). Chapter 7: Process writing & ELs. *In Reading, writing, and learning in ESL: A resource book for teaching K-12 learners 6th ed.* (pp. 286-337). Pearson.

Short, D. J., & Echevarria, J. (2016). Chapter 2: Maximizing language development in lessons.  In Developing academic language with the SIOP model (pp. 18-34). Pearson.

Staehr Fenner, D. & Snyder, S. (2017). Chapter 3 Scaffolding instruction for ELs. In *Unlocking English learners' potential: Making content accessible* (pp. 59-84). Sage.

Sowell, J. (2018). Beyond the plagiarism checker: Helping non-native English speakers avoid plagiarism. *English Teaching Forum, 56*(2), 2-15.

Tomlinson, B. & Mashuhara, H. (2017). Chapter 3 Materials evaluation. In *The complete guide to the theory and practice of materials development for language learning* (pp. 52-81). Wiley.

Walqui, A. (2019). Chapter 3: Designing the amplified lesson.  In G. C. Bunch & A. Walqui (Eds).  Amplifying the curriculum: Designing quality learning opportunities for English learners (pp. 43-71). Teachers College.

Zwiers, J. (2014). Chapter 4 Language for reading complex texts. In *Building academic language: Meeting Common Core standards across disciplines, Grades 5-12* (pp. 183-217). Josey-Bass.

## Classroom Protocol

* + Be respectful of yourself and others. Talking while others are addressing the class (including the instructor) is not appropriate.
	+ The class will start and end at the instructor’s designated time. If you arrive late or leave early, points will be deducted from your attendance and participation.
	+ No unauthorized guests.
	+ Cell phones, beepers, and pagers must be turned off or placed on vibrate mode. Inappropriate use of cell phones and other technology during class time will result in loss of points.
	+ All students are expected to participate in all class discussions and participate in all exercises.
	+ It is the student’s responsibility to contact the instructor if assignment deadlines are not met and for initiating arrangements for missed work.

## Course Requirements: Each of these assignments should be submitted electronically on Canvas. Feedback will be provided in Canvas for each assignment using the rubrics and in text comments.

## ESOL Strategy Demonstration

## You will sign up to demonstrate an ESOL strategy that would be useful to implement in an ESOL classroom. (Each week will have a designated strategy, so you will present on the day that the strategy appears on the schedule.) These strategies are explained in the weekly teaching helps section of each module. You will simulate this demonstration in class by pretending you are our teacher and we are your students. The creativity with which you choose to do this demonstration/simulation is up to you. Please bring all materials you will need and have them ready before class begins on your assigned presentation date. After that you will explain how this activity is based on theory to facilitate language acquisition. You then should describe what the benefit of the strategy would be to an English learner. You should upload your ppt or materials to Canvas for this assignment.

This assignment meets Learning Outcome 4

## Lesson Differentiation Project

Find a reading lesson plan that would be appropriate for **mainstream students** in your intended age level. (Find one on-line, or use one you made before.) This should **NOT** be a plan for English learners. If you want to do a plan for adults, there are many plans on-line for adult basic education that would be appropriate.

* Include the link to the original lesson plan.- 3 points
* Include the reading passage that the lesson is based on-2 points
* Differentiate that lesson plan for a level 2 EL.-10 points
	+ You might have to modify the **content, process or product** of the lesson plan.
* Then modify the text so that it would be comprehensible for a level 2 EL using the principles from Kim & Snow. 10 points
	+ Pay attention to vocabulary, sentence structure, amount of detail, page layout
* Write an explanation justifying your decisions and explaining why those choices are appropriate for a Level 2 student. You must cite course readings in your analysis. 10 points

See the rubric in Canvas.

This assignment meets Learning Outcomes 2 and 5.

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1. **Response Papers:**

These commentaries have three purposes. First, they show me that you are keeping up with the readings. They also allow you the opportunity to reflect on them and to apply the information from the readings to your own experiences and prior knowledge. Finally, it provides me with a way to dialogue about the readings to ask questions that you may not feel comfortable asking in class. You should NOT simply summarize the readings. (You start with a summary, but then you explore the topic more on your own. You should also find four additional research articles that support that topic as you explore that issue on your own and cite them in your paper as part of your analysis of your independent learning on this topic. **The paper should be 4 pages long**. This first response paper should be a topic related to teaching reading to multilingual learners, while the second paper should be related to teaching writing to multilingual learners.  Please see the rubric in Canvas.

This assignment meets Learning Outcomes 3 and 4

## Concept Test- This will be a take home test that assesses your understanding of the theories and practices involved in teaching reading and writing to multilingual learners.

This assignment meets Learning Outcomes 1, 2, and 5.

##  ESOL Tutoring Project

You will be asked to tutor an English language learner to study their reading and writing skills. You will meet with your subject 10 times throughout the course of the semester for a total of 10 hours of contact time.  (If you want to meet for longer time periods with fewer overall meetings that is fine as long as you meet the 10 hours of required meeting time). This tutoring can be done through such on-line platforms such as Zoom, Facetime, Skype, etc.  Please keep track of your time spent tutoring.

*Each lesson must contain the following elements:*

* **Content Objective**: What is your overall objective for the lesson? (Ex. Read and analyze a poem, or compose a paragraph describing what is happening in a photograph.)
* **Language Objective:** List the language skills that you want students to master. See Lesson planning helps Lesson Planning Helps Module 3
* **Vocabulary:** List any new vocabulary and the definition that you would give the students that you will teach as part of this session.
* **Practice:** Describe the practice or application activities for the student
* **Scaffolding-**What scaffolding will you provide to meet the unique levels and needs of your student?
* **Assessment-** Describe how you will assess learning.
* **Theoretical issues**: After the lesson is taught, make a bulleted list of at least three theoretical issues from course readings that occurred in this session. The purpose of this part of the lesson is for you just to notice the issues that you encountered in this lesson. These notes will help you to write your teacher reflection paper at the end of the semester.
	+ Possible issues could include (but are not limited to) issues related to WIDA and proficiency, timing of the lesson, theory related to reading fluency, language transfer issues.

Please see Canvas for an example lesson.

This assignment meets Learning Outcomes 2, 3, and 4

1. **Teacher Reflection Paper**

You will write a 4-page paper at the end of your tutoring experience identifying six things that you have learned from working with an English learner. Each point should be discussed and supported in its own separate paragraph which includes relevant examples from your experience and citations from course readings that tie your point to theory or research. This can relate to either what you have learned about having ELs as students, or what you have learned about yourself as a teacher of ELs. After your description of what you have learned, you should write a concluding paragraph that talks about the overall impact of this experience on your future teaching career.

Please see Canvas for a rubric for this assignment.

This assignment meets Learning Outcome 6.

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All meetings will occur in Haley 2414 or on-line unless otherwise communicated by Canvas and in person course announcements.

Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

## COVID Policies

**Physical Distancing**

Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

**Face Covering Policy**

In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings may be required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation. Our class will adhere to any face covering policy that is issued by the university.

**Possibility of Going Remote**

In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensuring that you have access to a computer and Internet.

**In the Event that a Student in the Class Tests Positive**Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**In the Event that the Instructor Tests Positive**If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Zoom Policies**

When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your residence, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Attendance Issues Due to COVID**

Participation grades will be worth 30 points, and you will receive 2 points per class. To earn these points, you are expected to be active participants in all of the class activities.

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

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| --- | --- | --- | --- | --- |
| **ATE** | **TOPIC** | **READINGS** | **ASSIGNMENT DUE** | **ESOL STRATEGY/****PRESENTER** |
| **8/17** | **Introduction and Overview** |  |  | ***Carousel Graffiti*** |
| **8/24** | **EL Literacy Characteristics** | **Hedgcock & Ferris Chapter 2****Hyland Chapter 2** |  | ***Four Corners Activity*** |
| **8/31** | **Planning Literacy Instruction for ELs** | **Short & Echevarria Chapter 2****Walqui (2019)** |  | ***REAP Strategy*** |
| **9/7** | **Differentiating ESOL Literacy Instruction** | **Baecher et al****StaehrFenner & Snyder** | ***Lesson Plan 1 is due*** | ***QAR Strategy*** |
| **9/14** | **Selecting and Modifying ESOL Materials for ESOL Literacy Instruction** | **Tomlinson & Masuhara****Kim & Snow** |  | ***GIST Strategy*** |
| **9/21** | **Teaching Academic Language through Reading** | **Horst****Zwiers**  | ***Lesson Differentiation Project is Due*** | ***Four Squares Vocabulary*** |
| **9/28** | **Intensive Reading Instruction** |  **Brown & Lee Ch. 17****Herrera et al Ch. 6** |  | ***Anticipation/Reaction Guide*** |
| 10/5 | **Extensive Reading Instruction** | **Nation & Macalister Ch 4****Hedgcock & Ferris 2013** **Chapter 7** | ***Lesson plans 2-5 are Due*** | ***Language Experience Approach*** |
| **10/12** | **Reading Assessment** | **Grabe & Stoller Ch. 4****Lems** | ***Response Paper 1 is Due*** | ***Reciprocal Teaching*** |
| **10/19** | **Genres & Rhetorical Patterns** | **Connor & Traversa****Hyland (2018)****In Class Video: *Writing Across Borders*** |  | ***RAFT Strategy*** |
| **10/26** | **Principles of Teaching Writing to ELs** | **Brown & Lee Chapter 18****Ferris (2018)** | ***Concept Test is Due*** | ***Running Dictation*** |
| **11/2** | **Teaching the Writing Process** | **Peregoy & Boyle  Ch.7****Gebhard Ch. 12** |  | **Interactive Writing** |
| **11/9** | **Writing Tasks & Plagiarism** | **Hyland Chapter 5****Sowell** | ***Lessons Plans 6-10  are Due*** | **Writer’s Notebook** |
| **11/16** | **Responding to EL Writing** | **Ferris & Hedgcock Chapter 7****Liu & Edwards** | ***Response Paper 2 is Due*** | ***Cooperative Strip Paragraph*** |
| **11/23** | **No Class- Thanksgiving Break** |  |  |  |
| **11/30** | **Wrap-up** |  |  | ***To Be Determined-Student Choice*** |
| **12/7** | **Finals Week****No Class** |  | ***Teacher Reflection Paper is Due*** |  |

## Calendar of Assignments and Test Due Dates

| **Due Date** | **Assignments and Test** | **Points**  |
| --- | --- | --- |
| When you sign up | ESOL Strategy Presentation | 25 |
| 9/7/2022 | Lesson Plan 1  | 15 |
| 9/21/2022 | Lesson Differentiation Project | 35 |
| 10/05/2022 | Lesson Plans 2-5  | 30 |
| 10/12/2022 | Response Paper 1 | 25 |
| 10/26/2022 | Concept Test  | 40 |
| 11/9/2022 | Lesson Plans 6-10  | 30 |
| 11/17/2022 | Response Paper 2 | 25 |
| 12/7/2022 | Teacher Reflection Paper  | 50 |

## Grading Policy

Assignments will be graded according to the categories on the specified rubric in Canvas. Students may not revise and resubmit for higher grades. This course does not have extra credit, so it is important to complete each assignment carefully. Please ask me for clarification if you have a question about the readings or assignments. Late work will be penalized 5 % per day. There will be no final exam in this course.

Auburn University considers all of the following reasons to be an excused absence:

1. Illness of the student or serious illness of a member of the student’s immediate family. The instructor may request appropriate verification.
2. The death of a member of the student’s immediate family. The instructor may request appropriate verification.
3. Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events. When feasible, the student must notify the instructor prior to such absences, but in no case more than one week after the absence. Instructors may request formal notification from appropriate university personnel to document the student’s participation in such trips.
4. Religious holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays.
5. Subpoena for court appearance.
6. Any other reason the instructor deems appropriate.

If you have an excused absence, it is your responsibility to contact the professor and make arrangements to make up the work that you missed.

The final grade for the course is based on the following:

 90%-100%= A

 80%-89% = B

 70%-79% =C

 60%-69% = D

 Below 60% = F

## University Policies

There are important university policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures, accommodations for students with disabilities and degree requirements. Please see the following link for more information <http://bulletin.auburn.edu/thegraduateschool/other/#generalregual>

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### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, course loads/overloads, etc. <https://sites.auburn.edu/admin/universitypolicies/Policies/GraduateSchoolPolicyonWithdrawingfromCourses.pdf>

### Campus Policy on Disability Access for Students

If you are a student with a disability, and think you may need academic accommodations, please contact the Office of Accessibility, located in Haley Center, Room 1228, Phone: (344) 844-2096, as early as possible in order to avoid a delay in receiving accommodation services. Use of OA services, including testing accommodations, requires prior authorization by the Office of Accessibility. For more help see [Steps to Receive Accommodations https://cws.auburn.edu/Accessibility/cm/prospective](https://cws.auburn.edu/Accessibility/cm/prospective).

#### Emergency Evacuation

If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of assistance you may require. You and your instructor should discuss your specific needs and the type of precautions that should be made in advance of such an event (i.e. assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and contact the Office of Accessibility if other classroom accommodations are needed.

### Academic Integrity

Students should be familiar with the university’s [Academic Honesty Code https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf](file:///C%3A%5CUsers%5Crennesr%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5CRVZWJHZ4%5CAcademic%20Honesty%20Code%20https%3A%5Csites.auburn.edu%5Cadmin%5Cuniversitypolicies%5CPolicies%5CAcademicHonestyCode.pdf). Your own commitment to learning, as evidenced by your enrollment at Auburn University and the university’s policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the university. For this class, all assignments are to be completed by the individual student unless otherwise specified.

## Additional Resources

### Miller Writing Center

The Miller Writing Center helps Auburn University students become better writers and produce better written documents. The MWC has multiple locations: RBD Library, SADC, Multicultural Center, Forestry & Wildlife Building, and Auburn Global. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly. Visit the [Writing Center website http://wp.auburn.edu/writing/writing-center/](http://wp.auburn.edu/writing/writing-center/) for more information on how to schedule time with a tutor.

Please see the flyer for the Writing Center on Canvas for more information.

### Student Counseling Services (SCS)

SCS is a unit of the Auburn University Medical Clinic. SCS offers confidential counseling to students experiencing personal problems that interfere with their academic progress, career or well being. The [SCS website http://wp.auburn.edu/scs/](http://wp.auburn.edu/scs/) provides information only. If you would like to talk with someone or make an appointment, please call (344) 844-5123 during business hours, or (344) 501-3100 after hours or on weekends.