



**Course Number and Title:** ED 3990 Teaching Literature for Social Justice

**Term/Year:** Fall 2019

**Time Course Meets:** Tuesday and Thursday 1pm-2:40pm

**Class Inclusive Dates:** August 26, 2019 – December 11, 2019

**Instructor Information:**

**Faculty Name:** Dr. Christine Oskar-Poisson

**Email Address:** coskar-poisson@nec.edu

**Phone Number:** (603) 428-2232 M-F 8am-4pm

**Office Hours and Location:** CEI 210B MW 8:30am-10am; M 2:30pm-4pm; T 11:30am-1pm

**Course Description:** This course will explore the ways that texts can be utilized to open the dialogue around themes of social justice (and injustices) in a classroom. The definition of the term ‘text’ will be expanded, as this course will introduce students to media literacy theory as a teaching pedagogy. Students will analyze texts in all forms (from print to multi-modal) in order to understand how underrepresented voices are portrayed. A significant portion of this course will be dedicated to analyzing storytelling, both oral and written, as a literary mode to promote social and civic activism. Specific topics will include: gender, race, sexual orientation, politics, and propaganda. This course will include a practicum component where students will work with partner schools to develop, teach, and assess original curriculum that includes embedded themes of social justice. (4 Credits)

**Objectives of the course:** Students will analyze the following essential questions

*Essential questions in this course include:*

- What is social justice?
- Who is represented in literature? Who is underrepresented?
- How do literary works reinforce or challenge dominant ideologies?
- What is the responsibility of literature to accurately portray a population?
- What is media literacy theory and how does it promote critical thinking skills?
- How has the media changed the way we interpret texts?
- How have texts been utilized to promote positive changes in our society?
- How can educators use texts to open the dialogue around themes of social justice in their classrooms and schools?

**State Certification Standards**

<i>Standard</i>	<i>Assessment(s)</i>	<i>Learning Objectives</i>
<b>Ed 612.04 Elementary Education.</b> The elementary education program for grades K-6 or K-8 shall provide the teaching candidate with the skills, competencies and knowledge developed through a combination of academic and supervised practical experience in the following areas:		
(1) Literacy and language arts across media, genres and content areas through knowledge and application of:		
b. Text complexity measures qualitative, quantitative and reader and task, and other strategies to identify and select appropriate text; c. The writing process to compose a variety of text types and structures including informational, opinion, research and narrative, in print and digital formats on and off-line;	Classroom discussions Film Reviews Experiential Learning: Practicum Reflections	What is social justice?  Who is represented in literature? Who is underrepresented?
<b>Ed 612.07 SPECIAL EDUCATION PROGRAMS</b>		
(a) A general special education program shall provide the candidate with skills, competencies and knowledge through a combination of academic and supervised field-based experiences in the following areas:		
(6) In the area of instructional planning and strategies, the candidate shall have the ability to:		
a. Participate in co-teaching to strengthen learning and achievement in the general curriculum for students with disabilities; b. Implement and evaluate individualized learning goals, prioritizing areas of the general curriculum; e. Create and utilize lesson plans that demonstrate a repertoire of evidence-based instructional strategies to individualize instruction for students with disabilities; h. Use instructional methods to strengthen and compensate for deficits in perception, comprehension, and memory; l. Encourage students' development and use of self-assessment, study skills, and other cognitive strategies to meet their learning needs; m. Use a variety of assessment data and information to make modifications or accommodations to the instructional plan; and	Classroom discussions Experiential Learning: Practicum Reflections	How can educators use texts to open the dialogue around themes of social justice in their classrooms and schools?

n. Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences;		
<b>Ed 612.05 English Language Arts For Grades 5-12</b>		
(a) The English language arts program for grades 5-12 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience in the following areas:		
(1) In the area of language uses, knowledge of: d. How language changes and develops over time; e. How diction, tone, and voice vary according to audience; f. How language can convey bias, propaganda, persuasion, and points of view; and g. The nature and needs of students whose primary language is not English;	Classroom discussions Film Reviews Social Justice Essay Teaching Literature for Social Justice Curriculum Project	How do literary works reinforce or challenge dominant ideologies?  What is the responsibility of literature to accurately portray a population?
(6) In the area of media literacy, knowledge of: a. How media and technology can be used to present and interpret the human experience; b. How visual and informational media can support or distort messages; c. How to select and use digital resources to support and enhance instruction; and d. How to make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations;	Classroom discussions Film Reviews Experiential Education Event Teaching Literature for Social Justice Curriculum Project	What is media literacy theory and how does it promote critical thinking skills?  How has the media changed the way we interpret texts?  How do literary works reinforce or challenge dominant ideologies?  What is the responsibility of literature to accurately portray a population?
(9) In the area of writing pedagogy, the ability to: a. Model and guide students as they plan, draft, revise, edit, publish, and share writing for a variety of purposes; b. Develop students' competence with writing on demand, writing to learn, writing to demonstrate understanding, and writing creatively; c. Offer constructive and focused response to students' writing;	Film Reviews Experiential Education Event Social Justice Essay Experiential Learning: Practicum Reflections	How have texts been utilized to promote positive changes in our society?  How can educators use texts to open the dialogue around themes of social justice in their classrooms and schools?

<p>d. Present authors' works as models to encourage diversity in students' writing;</p> <p>e. Guide students in proofreading their work with an understanding of how audience, purpose, and formality of form impact language usage; and</p> <p>f. Implement a variety of assessments, including student writing portfolios, to monitor and evaluate student growth and adjust instruction;</p>		
<p>(10) In the area of literature pedagogy, the ability to:</p> <p>a. Provide opportunities and guide students to analyze, evaluate, and appreciate literature;</p> <p>b. Provide an environment in which students develop and support critical insights in response to literature;</p> <p>c. Guide students to read, discuss, and write about literature through various critical lenses such as but not limited to gender, religion, ethnicity, or socio-economic conditions as appropriate; and</p> <p>d. Guide students in the understanding and appreciation for literary devices and rhetorical strategies;</p>	<p>Experiential Education Event\ Social Justice Essay Experiential Learning: Practicum Reflections Teaching Literature for Social Justice Curriculum Project</p>	<p>How do literary works reinforce or challenge dominant ideologies?</p> <p>What is the responsibility of literature to accurately portray a population?</p> <p>How can educators use texts to open the dialogue around themes of social justice in their classrooms and schools?</p>

**Required Materials and Textbook(s):**

Blumenfeld, W., Catalano, D., Dejong, K. *Readings for Diversity and Social Justice*.  
4th ed., Routledge, 2018.  
ISBN-13: 978-1138055285  
ISBN-10: 113805528X

**Optional or Supplemental Materials**

<https://www.globalonenessproject.org/>

<https://www.cultofpedagogy.com/social-justice-resources/>

Additional readings will be assigned and posted through Blackboard.

## Attendance Policy

### Professionalism:

You are enrolled in a course that fulfills a requirement of the educator preparation program. Because of this, you should think of yourself as a pre-service educator with professional obligations and responsibilities. These obligations mirror what a school district will expect of you and, in some cases, will be included in the course evaluation process.

### Professionalism through Attendance

Although the syllabus outlines the general plan for each class, I will be going into depth on assignments and readings during class time. You will miss a great deal of information if you are absent from class. That being said, I understand that absences happen. There is no distinction between excused and unexcused absences. Missing more than 50% of the class time equates to an absence. Unless there is documentation supporting an extended absence, **missing more than three classes may result in a failing grade in this course.** When you are absent, it is your responsibility to learn the material covered in class while absent and contact me if you need an upcoming assignment clarified. *Please do not email asking me, "What did I miss?"* **If you are absent, I recommend stopping by my office during office hours prior to the next class meeting.**

It is the tradition of NEC to allow athletes to miss a class for an intercollegiate game and only a game. Student athletes are not to miss class for a practice.

### Professionalism through Timely Work

The summative assignments are crafted to be just that – summative. They mark the end point in the curriculum relating to a course concept or a literary genre. **Because of this, you will receive 0 credit for assignments turned in after the due date.** If you need help with an assignment, do not wait until the last minute to ask. Find me during office hours or email me with questions.

### Professionalism through Class Participation

You will need to make appropriate use of your personal electronics and devices. This means being attentive to your instructor and peers during class time. In addition, you should adopt a tone of respectful professionalism with your instructor and your peers at all times. This includes conversations through email, texts and during class discussions. To help you hone these skills, 10% of your final grade is made up of participation.

## Grading Policy

Feedback and grades will be posted online in Bb's Grade Center. You will receive an email notification when assignments have been graded.

### Submission Guidelines for Written Work

#### Submitting Work

All summative assignments must be submitted electronically through Bb. Please note, all assignments will automatically run through Safe Assign, Bb's anti-plagiarism software. If you have any questions regarding APA or MLA formatting, please talk to me before due dates and deadlines so that I can help you with citations.

### APA Requirement

In the Education Department we use APA style for in text citations and works cited pages. You can find a copy of this reference text at the Academic Support Center at the Danforth Library, in your College Writing text, or by going to <http://owl.english.purdue.edu/owl/resource/560/01/>. Please refer to these guides whenever you write.

### Written Work

All work must be word processed in Times New Roman or Courier, 12 point font, double spaced and include one inch margins. All of the course assignments require a works cited page (even when it is just one text). All work must be uploaded to Bb as a word or rft document. Please do not share a Google Doc.

### Summary of Course Assignments

<b>Assignment Title and Description: <i>Participation</i></b> Each week you will demonstrate active learning through in class discussion and Bb Discussion Board posts. These discussions will reflect your understanding of the topic as well as your synthesis of assigned readings. Discussion Board assignments will be highlighted in the syllabus and submitted through Blackboard. <b>Participation also includes attending one another's events.</b> Please note: There is a practicum requirement of this course.
<b>How the Assignment will be Assessed:</b> Assignment will be assessed with the discussion board rubric
<b>Points for Assignment/ Percentage of Grade:</b> 10%
<b>Date Due:</b> Weekly

<b>Assignment Title and Description: <i>Film Reviews</i></b> We will be viewing multiple films/documentaries including: <i>Toni Morrison: The Pieces I Am</i> ; <i>The Great Gatsby</i> ; Beyoncé's visual album <i>Lemonade</i> ; Jean Kilbourne's <i>Killing us Softly</i> ; Troye Sivan's <i>Blue Neighborhood</i> trilogy; and Frederick Marx's <i>Boys to Men</i> . After selected films, write a reflection in which you discuss the themes of social justice as they relate to education. This is an opportunity to explore the media topic and discuss how these issues relate to your own classes or school. Part of your reflection be a connection to literature taught in schools. Each reflection should be a minimum of 500 words.
<b>How the Assignment will be Assessed:</b> Assignment will be assessed with the writing rubric
<b>Points for Assignment/ Percentage of Grade:</b> 20%
<b>Date Due:</b> See course outline

<b>Assignment Title and Description: <i>Experiential Education Event</i></b> Over the course of the semester, you will complete a 'deep dive' into one specific issue relating to social justice. Through independent reading, practicum work, and reflections, you will work towards a deeper understanding of how to navigate this issue in the classroom, specifically through the teaching of literature. This assignment asks you to share what you have learned to a wider audience. This is your
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opportunity to facilitate and promote civic dialogue. Examples include: host a film/discussion event for members of the education division; host a professional development activity for education students; write a journal article; present at Spotlight on Student Research. I have built in checkpoints throughout the semester, but I encourage you to begin thinking about this assignment early in the course.

**How the Assignment will be Assessed:** Varies

**Points for Assignment/ Percentage of Grade:** 15%

**Date Due:** Varies

**Assignment Title and Description:** *Social Justice Essay*

In the first half of the semester, you will choose an issue around a theme of social justice to explore in an academic paper that answers the questions *What is the single greatest injustice facing our students? How can we, as educators, help our students navigate this injustice? How can literature be used to foster civic discourse around this injustice?* Final essays must be 5-7 pages excluding the works cited. Your essay will also need to include an appendix of literacy resources. This appendix is not included in the 5-7 page minimum.

**How the Assignment will be Assessed:** Assignment will be assessed with the writing rubric

**Points for Assignment/ Percentage of Grade:** 15%

**Date Due:** To Bb by 11:59pm on Thursday, October 10<sup>th</sup>

**Assignment Title and Description:** *Experiential Learning: Practicum Reflections*

During the second half of the semester, you will need to spend a minimum of 15 hours outside of class time in a school setting where you will observe students learning about the themes we discuss in class. In your reflection, you will need to connect your observations back to the research/theory we are exploring in class. Each reflection must include cited evidence and a works cited. You may use the readings we do in class, or you may find outside sources. NEC's Teacher Certification program encourages you to cover a full range of grade levels throughout your program. If you haven't observed outside of your preferred grade level, now is a good time to do so. You will have five weekly reflections on your practicums.

**How the Assignment will be Assessed:** Assignment will be assessed with the writing rubric

**Points for Assignment/ Percentage of Grade:** 25% (5% for each of the 5 observations/reflections).

**Date Due:** See syllabus for due dates

**Assignment Title and Description:** *Teaching Literature for Social Justice Curriculum Project*

You will create a full curriculum unit around one theme of social justice. You will embed the lesson from your practicum into the full unit. The final unit will include multi-modal assignments using media literacy pedagogies.

**How the Assignment will be Assessed:** Assignment will be assessed with the writing rubric

**Points for Assignment/ Percentage of Grade:** 10%

**Date Due:** By 11:59pm on Tuesday, December 10<sup>th</sup>

**Assignment Title and Description: Teaching Literature for Social Justice Curriculum Project Presentation**

You will present your curriculum unit to the class, modeling a faculty meeting presentation. This presentation must include an interactive model assignment.

**How the Assignment will be Assessed:** Assignment will be assessed with the presentation rubric

**Points for Assignment/ Percentage of Grade:** 5%

**Date Due:** Final Exam Thursday, December 17<sup>th</sup> @ 1:30pm

**Grading Scale:**

A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
F	59 and below



## Course Outline and Course Schedule

*While I will make every effort to adhere to the course outline and timeline, changes are inevitable. As active learners, you should make sure that you are fully aware of the expectations for each class as adjustments will happen throughout the semester. Detailed descriptions of all assignments will be given out in class and posted in Bb. It is your responsibility to be proactive when you are unsure about information on this syllabus.*

*The ultimate tragedy is not the oppression and cruelty by the bad people but the silence over that by the good people. Martin Luther King, Jr.*

Date	Topic	Essential Questions & Learning Objectives	Readings/Assignments Due (Additional readings will be assigned & posted in Bb)
	<b>Introduction to Social Justice</b>		
T 8/27	Introduction to the course  Syllabus review & Bb overview  Introduction to social justice	What is social justice?  Intersecting injustices	
TR 8/29	Introduction to social justice in literature	Who is represented in literature? Who is underrepresented  What is the responsibility of literature to accurately portray a population?	In Week 1 Content Folder in Bb Take at least two Implicit Association Tests <a href="https://implicit.harvard.edu/implicit/education.html">https://implicit.harvard.edu/implicit/education.html</a> (click on "Take a Test" in menu bar)  <b>Optional</b> Blumenfeld, W., Catalano, D., Dejong, K. <i>Readings for Diversity and Social Justice</i> . 4th ed., Routledge, 2018. Read Section 1 "Introduction" pp. 1-6.
	<b>Societal Injustices</b>		
T 9/3	Racism in society		Blumenfeld, W., Catalano, D., Dejong, K. <i>Readings for Diversity and Social Justice</i> . 4th ed., Routledge, 2018. Read Section 2 "Introduction" pp. 65-73. Read 1 essay of your choice from "Context"

TR 9/5	Opening the dialogue for racial equality through literature	How do literary works reinforce or challenge dominant ideologies?	<i>To Kill a Mockingbird</i> Harper Lee (excerpts provided) <i>The Hate you Give</i> Angie Thomas (excerpts provided)
T 9/10	Opening the dialogue for racial equality through literature	How do literary works reinforce or challenge dominant ideologies?	<i>The 1619 Project</i> <b>Discussion Board response on <i>The 1619 Project</i> Due by 11:59pm on Tuesday, 10/10</b>
TR 9/12	Opening the dialogue for racial equality through literature	How do literary works reinforce or challenge dominant ideologies?	Selections from Toni Morrison (on Bb)
T 9/17	Classism in society	How do literary works reinforce or challenge dominant ideologies?	Blumenfeld, W., Catalano, D., Dejong, K. <i>Readings for Diversity and Social Justice</i> . 4th ed., Routledge, 2018. Read Section 3 “Introduction” pp. 163-171. Read 1 essay of your choice from “Context”  <b>Student-led discussion #1</b>  <b>Film reflection due to Bb by 1pm on Tuesday, 9/17</b>
TR 9/19	Classism in literature	How do literary works reinforce or challenge dominant ideologies?	<i>The Great Gatsby</i> (excerpts provided)  <b>Experiential Event Assignment proposal due by 11:59 pm tonight</b>
T 9/24	Sexism, Heterosexism, & Trans Oppression in society	How does society define gender?	Blumenfeld, W., Catalano, D., Dejong, K. <i>Readings for Diversity and Social Justice</i> . 4th ed., Routledge, 2018. Read Section 5 “Introduction” pp. 341-352. Read 1 essay of your choice from “Context”  <b>Student-led discussion #2</b>
TR 9/26	Sexism, Heterosexism, & Trans Oppression in society  Beyoncé as social activist	How do celebrities help/hinder our students’ understanding of social injustices?	Beyoncé’s <i>Lemonade</i>
T 10/1	Writing Conferences	How do I advocate for my students?	<b>Film reflection due to Bb by 1pm on Tuesday, 10/1</b>
TR 10/3	Sexism, Heterosexism, &	How are YouTubers and	Blumenfeld, W., Catalano, D., Dejong, K. <i>Readings for Diversity and Social Justice</i> .

	Trans Oppression in the media  Gender roles in the media	Influencers adding to/detracting from the conversation?	4th ed., Routledge, 2018. Section 5: Read 2 <sup>nd</sup> essay of your choice from “Context”  <b>Student-led discussion #3</b>
T 10/8	Sexism, Heterosexism, & Trans Oppression in literature	How do gender roles appear in literature?  How does literature support & challenge these roles?	<i>Maurice</i> E.M. Forster (excerpts provided) <i>The Color Purple</i> Alice Walker (excerpts provided)
TR 10/10	Sexism, Heterosexism, & Trans Oppression in literature	How do we ‘build a stack’ of texts that promote dialogue around these topics?	<i>Orlando</i> Virginia Woolf (excerpts provided) “Blue Neighborhood” Triloggy Troye Sivan  <b>Social Justice Essay due to Bb by 11:59pm on Thursday, 10/10</b>
	<b>MIDSEMESTER BREAK 10/14-10/20</b>		<b>NEATE Conference 10/18 &amp; 10/19</b>
	<b>Teaching Literature for Social Justice</b>		
T 10/22	Ableism	What ‘invisible’ injustices might I observe in classrooms?  How are these injustices portrayed in literature?	Blumenfeld, W., Catalano, D., Dejong, K. <i>Readings for Diversity and Social Justice.</i> 4th ed., Routledge, 2018. Read Section 6 “Introduction” pp. 467-473. Read 1 essay of your choice from “Context”  <i>Of Mice &amp; Men</i> John Steinbeck (excerpts provided)  <b>Student-led discussion #4</b>
TR 10/24	<b>Practicums</b>		<b>Experiential Event Assignment Progress check in due by 11:59pm 10/24</b>  <b>Practicum reflections due to Bb by 11:59pm on MONDAY, 10/28</b>
T 10/29	Religious oppression	What ‘invisible’ injustices might I observe in classrooms?	Blumenfeld, W., Catalano, D., Dejong, K. <i>Readings for Diversity and Social Justice.</i> 4th ed., Routledge, 2018. Read Section 4 “Introduction” pp. 247-257.

		How are these injustices portrayed in literature?	Read 1 essay of your choice from “Context” <i>Persepolis</i> Marjane Satrapi (excerpts provided) <b>Student-led discussion #5</b>
TR 10/31	<b>Practicums</b>		<b>Practicum reflections due to Bb by 11:59pm on MONDAY, 11/4</b>
T 11/5	Media literacy theory as a teaching pedagogy  Multi-modal texts & social justice	What is media literacy theory and how does it promote critical thinking skills?  How has the media changed the way we interpret texts?	Jolls, T., & Wilson, C. (2014). The Core Concepts: Fundamental to Media Literacy Yesterday, Today and Tomorrow. <i>Journal Of Media Literacy Education</i> , 6(2), 68-77.  Schmidt, H. (2013). Media Literacy Education from Kindergarten to College: A Comparison of How Media Literacy Is Addressed across the Educational System. <i>Journal of Media Literacy Education</i> , 5 (1) 295-309
TR 11/7	<b>Practicums</b>		<b>Practicum reflections due to Bb by 11:59pm on MONDAY, 11/11</b>
			<b>Northeast Regional Media Literacy Conference November 8<sup>th</sup> &amp; 9<sup>th</sup></b>
T 11/12	Teaching social justice  Changing the narrative & taking action	How are new literacies utilized to promote civic discourse in our classrooms?	Hobbs, R., Donnelly, K., Friesem, J., & Moen, M. (2013). Learning to Engage: How Positive Attitudes about the News, Media Literacy, and Video Production Contribute to Adolescent Civic Engagement. <i>Educational Media International</i> , 50(4), 231-246.
TR 11/14	<b>Practicums</b>		<b>Practicum reflections due to Bb by 11:59pm on MONDAY, 11/18</b>
T 11/19	Teaching social justice		“Creating a Curriculum for the American People” (2010) E.D. Hirsch, Jr. <a href="http://www.aft.org/sites/default/files/periodicals/hirsch.pdf">http://www.aft.org/sites/default/files/periodicals/hirsch.pdf</a>  “What Americans Keep Ignoring about Finland’s School Success” (2011) Anu Partanen <a href="http://www.theatlantic.com/national/archive/2011/12/what-americans-keep-ignoring-about-finlands-school-success/250564">http://www.theatlantic.com/national/archive/2011/12/what-americans-keep-ignoring-about-finlands-school-success/250564</a>

TR 11/21	<b>Practicums</b>	How can educators use texts to open the dialogue around themes of social justice in their classrooms and schools?	
T 11/26	Teaching social justice  The Digital Divide	How can educators use texts to open the dialogue around themes of social justice in their classrooms and schools?	Zilka, G. C. (2016). Reducing the Digital Divide among Children Who Received Desktop or Hybrid Computers for the Home. <i>Journal Of Information Technology Education</i> , 15233-251.
	<b>Thanksgiving Break 11/27-12/1</b>		<b>Enjoy this time with friends and family!</b>
T 12/3	Teaching Literature for Social Justice	How can educators use texts to open the dialogue around themes of social justice in their classrooms and schools?	
TR 12/5	Teaching Literature for Social Justice	How can educators use texts to open the dialogue around themes of social justice in their classrooms and schools?	<b>Practicum reflections due to Bb by 11:59pm on MONDAY, 12/9</b>
T 12/10	Presenting a socially just curriculum	How can educators use texts to open the dialogue around themes of social justice in their classrooms and schools?	<b>Final Curriculum project due to Bb by 11:59pm on Tuesday, 12/10</b>
<b>W 12/11</b>	<b>Spotlight on Student Work</b>	<b>2:30-4:30</b>	

	<b>FINAL EXAM</b>	<b>Final Exam Thursday, December 17<sup>th</sup> @1:30pm</b>	<b>Final Presentations</b>
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### **Course Evaluations**

It is expected that students will complete the course evaluation that is sent to them via e-mail. There will be time in our last class to complete course evaluations.

### **Blackboard**

We will use the course's Blackboard space for online discussion, posting of readings, videos and other learning resources, and to pose and address questions regarding course assignments. It is your responsibility to check Bb daily, as I will post announcements and readings outside of class time. All assignments will be submitted through Bb Discussion Board or 'Assignments' folders. Please note that I do utilize the Safe Assign tool for all assignments. If you need help with APA, see me before you upload an assignment. Please see your syllabus for specific submission requirements.

### **Academic Accommodations**

New England College values diversity and inclusion; we are committed to fostering mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment, please notify the instructor as soon as possible. Students are encouraged to contact the Office of Student Access and Accommodations as soon as possible to discuss a range of options to removing barriers in the course including accommodations.

Students who have a letter of accommodation from the Student Access and Accommodations should contact their instructor as soon as possible to set up accommodations for this course. The student and instructor will discuss how to implement the accommodations and address accessibility of the course. The Office of Student Access and Accommodations is available to both faculty and students with any accommodation questions, or accessibility and disability related concerns.

For students that have not previously worked with Student Access and Accommodations but who believe they need accommodations please contact the office via email at [access@nec.edu](mailto:access@nec.edu), phone 603-428-2302, or make an [appointment](#).

### **Academic Honor Principle**

We as a community at New England College embrace and academic honors principle; this principle consists of honesty, trust and integrity.

Honesty is being true to oneself and others, engendering a culture of trust.

Trust builds mutual respect, fostering a disposition of responsibility and civility.

Integrity denotes inner strength of character: doing what is right and avoiding what is wrong.

As members of the NEC Community, we accept these values as fundamental guides to our actions, decisions and behavior. Please see the Academic Catalog for further detail on procedures and sanctions in minor and major cases of academic dishonesty.

### **Statement on Fair Practices**

New England College prohibits discrimination on the basis of race, color, creed or religion, national origin, sex, sexual orientation, age, marital status, pregnancy, veteran's status, or disability in regard to treatment, access to, or employment in its programs and activities, in accordance with federal and state laws and regulations. In compliance with the Americans with Disabilities Act (ADA), individuals with disabilities needing accommodation should contact the ADA compliance officer.

### **Statement of on Email Policy**

New England College uses NEC email as a means of official communication with students. As these communications may be time sensitive, the college expects that students check their NEC email at least once per day. For more information on this policy, please consult the NEC catalog.

### **Credit Hours and Course Work**

Regardless of the format (in-class, online, or hybrid) or the time period in which the course is offered, (e.g. fifteen or seven weeks) the student work expectation for all courses is the same. One credit represents 45 hours of work over the course of a semester (including lectures, laboratories, recitations, discussion groups, field work, study, etc.), averaged over each week during the term, in order to complete the work of the course. So, for a four credit course, the expectation is that there is 180 hours of work.

### **Shared Teaching Commitments: NEC's approach to teaching and learning**

*1. A commitment to natural and civic environments.* The NEC community and curriculum promotes engaged and experiential interaction with our rich natural and civic environments.

Students in this course will be actively engaged with the community, as a large portion

of this course requires students to observe educators in the area schools.

**2. *A commitment to engaged and experiential teaching principles and practices.***

Students in this course will experience real world classroom situations and have the opportunity to put into practice the skills they are learning in class. In addition, students will plan and deliver lesson plans in order to get practical feedback from educators in the area schools.

**3. *A commitment to the 21<sup>st</sup> Century Essential Learning outcomes.*** A New England College education is grounded in particular 21st century outcomes as articulated by the LEAP Campaign promoted by the Association of American Colleges and Universities. These outcomes promote critical thinking skills which are essential for educated members of our society.

A major focus of this course requires students to think critically about the way they will teach literature in their own classrooms, paying close attention to contemporary teaching pedagogies and content choices. Students in this class will learn to think beyond the print medium and be expected to make educated and creative decisions in unit/lesson planning.