Course Syllabus

DIVISION: Teacher Education
PROGRAM AREA: Special Education
COURSE: Inclusive Teaching
SECTION: SED 5010 -100
COURSE CREDITS: 2 credit hours
TERM/YEAR: Winter 2015
COURSE LOCATION: Online Course * see note below
TIME: Friday
1:00 – 3:00pm
INSTRUCTOR: Dayna Thompson, Ed.S
OFFICE/PHONE: 248-719-2855
email: ae6191@wayne.edu
OFFICE HOURS: By appointment only
Education office: Oakland campus
Located on 12 mile in Farmington Hills

*Virtual class meeting Friday, **Friday, January 16th** via blackboard.
If you cannot attend the class session make arrangements with another classmate.

Course Description: Strategies and techniques for teaching children and youth with differing academic, social-emotional, and sensory-physical abilities together in general education, using best instructional practices.

Goals and Objectives:

Course Goal: To provide teachers with knowledge and skills to improve the academic achievement and functional performance of children with disabilities, including the use of scientifically based instructional practices, to maximum extent possible. (IDEA 2004 Section 1400(c) (5) (E))
The focus of this course is to provide regular education teachers and other professionals with the ability to:

- Examine inclusive education as a process that engages issues of difference across ability, class, race, culture, age and socio-economic status.
• Understand the characteristics and needs of exceptional children.
• Understand the nature of the various exceptionalities and implications of teaching.
• Understand how to participate in effective planning for the participation of students with disabilities in regular classes.
• Know that laws and regulations that govern educational provisions for exceptional students from observation through formal IEPC (Individualized Educational Program Committee) process.
• Understand scientifically based instructional techniques and strategies, which will increase the competence and effectiveness of regular education teachers as they include exceptional children into regular classrooms.

Required Text


Additional Optional Reading:

3. Positive Behavioral Support (7 modules); IDEA Individuals with Disability Education Act (comprehensive)

Assignments (detail below):

1. Assigned readings from textbook and handouts; PowerPoint; Videos
2. Reflective Journals
3. Choice Activities
4. Activation Questions
5. Individual online Final Examination (cumulative based on required material from the course).

Course Assignments:

1. Reflective Journals (300 Points) (30%)

   A. Personal Reflections (180 points)

   Your personal reflection is in direct response to the module. This response should indicate information from the module and detail with references what you found interesting within the module. Your reflection should indicate your understanding of the material learned/discussed within the module. This is due on Sundays as indicated in the schedule. These are worth 30 points each. The response should reflect your understanding of the module and highlight important aspects for discussion. This is a thoughtful analysis of the module and is not merely a summary of the material of the module. You will submit the reflection by posting it under the specific module on the discussion board. These reflections are graded based on the quality of writing across content of the module.

   B. Peer Reflections (120 Points)

   Each student is to write at least 24 (four for each module at 5 points each) (24 x 5= 120) Reflective journals over the course of the semester on the blackboard board site. These reflective journals will be in direct response to personal reflections from the module over the course of the semester. You will write responses to your peers based on their personal reflections. The responses need to be completed Friday by 11:59 following the due date for the specific module as posted on the discussion board and in the course schedule. These reflective journal responses to peers are thoughtful, reflective comments or responses written as Bb REPLYs to other class members’ entries using at least 3-5 sentences. Personal, confidential, or identifying information about others outside of class must be omitted from entries to protect the privacy rights of individuals and agencies. All reflective journal entries will be graded pass/fail and evaluated on the extent that course content is integrated (2.5 points) with professional reflections (2.5 points). All
entries are to be written in complete sentences and paragraphs with correct spelling. The instructor will monitor entries.

*If you are new to e-mail and computing on the internet and need help getting started, telephone the Computer and Information Technology (C & IT) HELP DESK AT (313) 577-4778.

2. Activation Questions (AQs) (60 points)

There are 6 Activation Questions posted for each module on the Bb Assignments. Each student is to respond to the questions over the semester for each module. Each activation question will be available at the beginning of the module and close at the end of the module. Each set of activation questions will be worth 10 points. The activation questions will cover chapter readings, PowerPoint’s, video clips and digital media materials. Activation questions will be due on Saturdays by 11:59pm follow the due dates listed in the schedule.

3. Inclusive Education Choice Activity 310 points (February 27th)

Each student will select one of the choice activities listed on the bb site. A proposal your selected choice activity is due on January 31st as part of your AQ1 assignment. You may choose to select your project from the list of choices provided on the bb site or propose a different project. If you select a project from the list, please provide the name and number of the project in your report. If you are proposing a different project, provide a title and detailed description of what you intend to do and the type of product you will produce.

The activity is meant to engage you into inclusive education with a meaningful understanding of some key elements that exist within this environment. You will create the items listed within the activity as well as provide a written report. This report will begin with an introduction of your choice activity and why you choose it. Then you will critically analyze the activity based on understanding and make recommendations on what would have made the situation better. You will email your report along with materials from the choice activity to your instructor via email at ae6191@wayne.edu on the due date listed above and on the bb site. There are examples provided on the bb site. When saving your document to send to the instructor, please save it with your first name and first letter of your last name.

4. Final Examination (250 points) (25%) May 2, 2015 8am – 8pm

You must take the course survey and submit it before taking the final exam. The course survey is completely different than the course evaluation sent to you by the testing center at WSU. The survey is located under assignments section on Bb site (it will be available the weekend before the final exam time).

- The final examination will cover chapters 1-13 and related viewing and reading material (IDEA 2004, PowerPoint, Videos, handouts etc).
- The exam will be taken through Blackboard and will not be submitted via email.
- The examination is timed for 120 minutes.
- Your final exam will be available for you on Saturday, May 2nd. The final exam will be available between 8:00 am and 8:00 pm. The exam will not be available after 8:00 pm. Be sure that you have the connection to the internet. You will be asked to select
the best answer for 24 (20 multiple-choice questions, 4 true/false questions and 1 essay objective questions). You will receive immediate feedback on the 24 questions.

Note: You have only one opportunity to take the final exam. Once you start taking the exam, you need to finish and submit it. You will not have another chance to take the exam again. Remember the final exam is limited to 60 minutes.

Note: Be sure to use a good internet connection, any disconnections or interruptions during taking the final exam will consider as your trial to take the exam.

A comprehensive study guide will be provided to assist you with studying for the final examination. To get this Exam: Go to Blackboard> assignments> Final Examinations.

5. Attendance and Participation (80 points) (8%)

Attending the class session, assignments turned in on time and participation on the bb site will ensure all points. These points will accumulate throughout the semester. You will gain approximately 10 points per module.

Class Policies:

- Make up examinations / assignments in cases of documented emergencies must be pre-arranged with the instructor.
- Regular attendance is expected, meaning turning your assignments in on time, attendance at the first class meeting. Late assignments mean absent for that day and you will lose assignment and attendance points (mark down of 50% for all late assignments – will not accept anything over a week late).

Getting Help:

You will have a variety of resources from which to obtain assistance during the course. These include the following:

- **Computer and Information Technology:** Blackboard, email, Pipeline: Call C&IT at 313-577-4778 or email helpdesk@wayne.edu
- **COE computer lab - General Purpose Lab (room 114)** has technicians available to assist you. Monday – Thursday 10 am – 9 pm and Friday 10 am – 5 pm or contact Donna Carroll at 313-577-8116 or decarroll@wayne.edu.
- **Adamany Undergraduate Library Computer Lab**
- **Other students.** Your peers are a great source of information and can make excellent suggestions to you. My aim is that you will share with one another regarding your individual assignments / projects and provide be of assistance to one another. Please take responsibility for one another. If someone is having difficulty, try to help him or her out and make sure they communicate with me.
- **Instructor:** I am willing to provide assistance on your assignments both within and outside of our class. The best way to do this for me is via email, either directly or from the course website (please do not post your private questions or concerns on the Blackboard course site) however, contact me if you have questions regarding how to approach an assignment / project or if you are having difficulty. I may also be able to put you into contact with other knowledgeable individuals or resources that may be helpful. Turn around time for emails are generally 24 hours. I will NOT respond to questions that are covered in the syllabus or on the Blackboard site. I will respond, however, asking you to check your syllabus or the Blackboard site. I will not repeat information already covered or posted. Emails will NOT be answered unless they include your course number, section and your name in the subject area.

**IMPORTANT NOTES (you must read it all):**
- **General Expectations Regarding Written Assignments.** All written assignments must use proper spelling and appropriate grammar. It is advisable to proofread your paperwork before handing it in. You must use APA format when choosing to incorporate citations of references. It is important to hand in all assignments on time. Late
assignments will affect your grade and attendance points. In addition, turn around for grading assignments is generally a week from due date.

- **Assignment Submission:**
  - All written assignments (except final examination) will be submitted as online attachments via email to ae6191@wayne.edu.

- **All** email correspondences **must** include your course number, section, and full name in the email subject line.
  - The instructor teaches several classes and needs to filter emails according to the class and section numbers.
  - Please include your full name when sending emails.
  - Unsigned emails or those emails without the course number and section in the subject will be sent back to the sender to be resubmitted.

- It is your responsibility to check the Blackboard Announcement Page and your WSU email at least two times a week for updates and possible changes.

- Instructor is not responsible if you do not receive emails in the event you redirect your WSU email to your personal email and your personal email box is full, inactive or if you change your email address. It is highly recommended that you use your WSU AccessID email to ensure receiving all emails.

- It is your responsibility to be prepared for attending the 1st classroom meeting.

- You must save all Bb course documents (i.e. inclusive choice activities) to your own computer.
  - Some of the documents will open in Blackboard, but you cannot save your work on the course site document.
  - You must have your own copy to begin working on your own assignment.
  - Open your assignment, save it to your computer and then send it to your instructor via email attachment.
  - **Go to Course Information - Student Help** if you need details about how to save a document from this course site on to your own computer.

- You can copy, cut, paste, print and save everything in this course to your computer EXCEPT the final examination.

**Research and Writing Process:**

Please refer to the following website if you need assistance with research and the writing process: http://uwc.tamu.edu/faculty/webliography/ResearchProcess.html. Content covers: Research Process, Style Manuals, Writing, Research, Style, Grammar and Punctuation.

**Academic Dishonesty/Plagiarism**

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.
### Schedule – All assignments can be turned in before the due date.

<table>
<thead>
<tr>
<th>Date</th>
<th>Module Topic</th>
<th>Assignments and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Special Education Inclusion</td>
<td>Mandatory Class meeting Introduction to course</td>
</tr>
<tr>
<td>01/11/15</td>
<td>Inclusive Learning Environment</td>
<td></td>
</tr>
<tr>
<td><strong>Friday, January 16th</strong></td>
<td>Virtual Meeting Virtual Classroom 1:00 – 3:00</td>
<td><strong>Optional Internet Links:</strong> Special Education Inclusion <a href="http://www.weac.org/resource/june96/speced.htm">http://www.weac.org/resource/june96/speced.htm</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inclusion <a href="http://www.uni.edu/coe/inclusion/index.html">http://www.uni.edu/coe/inclusion/index.html</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disabilities Studies &amp; Services Center <a href="http://www.dssc.org/">http://www.dssc.org/</a></td>
</tr>
<tr>
<td></td>
<td><strong>Assignments</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review assignments</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Week 2</th>
<th>Special Education Labeling</th>
<th>Module 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyber</td>
<td>Special Education Process</td>
<td><strong>Readings:</strong> Chps 1 and 2, View PowerPoint 1 &amp; 2</td>
</tr>
<tr>
<td>01/18/15</td>
<td>Legislation</td>
<td><strong>Video Workshop:</strong> Module 2 clip 2</td>
</tr>
<tr>
<td></td>
<td>Historical &amp; Philosophical Background</td>
<td>Use the Video Guide Sheet for notes</td>
</tr>
<tr>
<td></td>
<td>Inclusion</td>
<td><strong>Assignments</strong></td>
</tr>
<tr>
<td></td>
<td>Inclusive Learning Environment</td>
<td>Personal Reflection to Module 1 Due 1/25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module #1 Peer Reflective Journals Due 01/30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activation Question 1 (AQ1) Due by 01/31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Partnership Support</th>
<th>Module 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyber</td>
<td>Family Collaboration</td>
<td><strong>Readings:</strong> Chps 5 &amp; 6</td>
</tr>
<tr>
<td>01/25/15</td>
<td>Community</td>
<td><strong>View</strong> PowerPoint 5 &amp; 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Digital Media Archive # 15</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Video Workshop</strong> Mod 2 clip 3 &amp; Mod 10 clip 13</td>
</tr>
<tr>
<td></td>
<td>Optional Internet Links:</td>
<td>Special Education Inclusion</td>
</tr>
<tr>
<td></td>
<td>Inclusion</td>
<td><a href="http://www.weac.org/resource/june96/speced.htm">http://www.weac.org/resource/june96/speced.htm</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.uni.edu/coe/inclusion/index.html">http://www.uni.edu/coe/inclusion/index.html</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Module 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyber</td>
<td><strong>Assignments</strong></td>
</tr>
<tr>
<td>02/01/15</td>
<td>Personal Reflection to Module 2 Due 02/08</td>
</tr>
<tr>
<td></td>
<td>Module #2 Peer Reflective Journals Due 02/13</td>
</tr>
<tr>
<td></td>
<td>Activation Question 2 (AQ2) Due 02/14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Cyber</th>
<th>02/08/15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Week 6
### Cyber
02/15/15

**Speech/Language**
- Multiple Disabilities
- Hearing Impaired
- Visual Impaired
- Physically & Otherwise Health Impaired (POHI)
- Traumatic Brain Injury

**Assignments**
- Choice Activity 1 Due 02/27/15
- Personal Reflection to Module 3 Due 03/01/15
- Module #3 Peer Reflective Journals Due 03/05
- Activation Question 3 (AQ3) Due 03/06

---

## Week 7
### Cyber
02/22/15

**Speech/Language**
- Emotional
- Behavior
- ADD / ADHD
- Autism
- Gifted & Talented
- 2nd Language/ESL
- 504
- At Risk
- Low Achievers
- Mentally Impaired
- Learning Disabilities

**Assignments**
- Choice Activity 1 Due 02/27/15
- Personal Reflection to Module 3 Due 03/01/15
- Module #3 Peer Reflective Journals Due 03/05
- Activation Question 3 (AQ3) Due 03/06

---

## Week 8
### Cyber
03/01/15

**Assignments**
- Choice Activity 1 Due 02/27/15
- Personal Reflection to Module 3 Due 03/01/15
- Module #3 Peer Reflective Journals Due 03/05
- Activation Question 3 (AQ3) Due 03/06

---

## Week 9
### Cyber
03/08/15

**Assignments**
- Choice Activity 1 Due 02/27/15
- Personal Reflection to Module 3 Due 03/01/15
- Module #3 Peer Reflective Journals Due 03/05
- Activation Question 3 (AQ3) Due 03/06

---

## Week 10
### Cyber
03/15/15

**Assignments**
- Choice Activity 1 Due 02/27/15
- Personal Reflection to Module 3 Due 03/01/15
- Module #3 Peer Reflective Journals Due 03/05
- Activation Question 3 (AQ3) Due 03/06

---

## Week 11
### Cyber
03/22/15

**Assignments**
- Choice Activity 1 Due 02/27/15
- Personal Reflection to Module 3 Due 03/01/15
- Module #3 Peer Reflective Journals Due 03/05
- Activation Question 3 (AQ3) Due 03/06

---

### Module 3

**Readings:** Chps 3
**View** PowerPoint 3
**Read:** Federal Definition of Disabilities (Course Resources)

**Digital Media Archive # 4 – 14 (6 videos)**

**Video Workshop**
- Module 3: Clip 4:
- Module 4: Clips 5 & 6
- Module 5: Clip 7
- Module 7: Clip 8 & 9
- Module 8: Clip 10
- Module 9: Clips 11 & 12

**Optional Internet Links:**
- Internet Resources for Special Children  
  [http://www.irsc.org](http://www.irsc.org)
- Down's Syndrome  
- The Arc of the United States  
- Information for Independence  
- LD OnLine  
- Behavioral Concerns  
  [http://www.nde.state.ne.us/SPED/iepproj/factors/beh.html](http://www.nde.state.ne.us/SPED/iepproj/factors/beh.html)
- Disabilities Studies and Services Center  

### Module 4

**Readings:** Chapters 7 & 9; PowerPoint 7 & 9
**Digital Media** None

**Optional Internet Links:**
- Center for Effective Collaboration & Practice  
  [http://cecp.air.org/](http://cecp.air.org/)
- Untangling the Web  
  [http://www.icdi.wvu.edu/others.htm](http://www.icdi.wvu.edu/others.htm)

**Assignments**
- Personal Reflection to Module 4 Due 03/22
- Module #4 Peer Reflective Journals Due 03/27/15
- Activation Question 4 (AQ4) Due 03/28/15
| Week 12 | Classroom design and assistive technology  
Positive approaches to behavioral challenges | Module 5  
Readings: Chapters 4, 8 & 10  
View: PowerPoints 4, 8 & 10 |
|---|---|---|
| **Week 13**  
Cyber  
04/05/15 | **Assignments**  
Personal Reflection to Module 5 Due 04/05  
Module #5 Peer Reflective Journals Due 04/10  
Activation Question 5 (AQ5) Due 04/11 |
Week 14  
Cyber  
04/12/15

Week 15  
Cyber  
04/19/15

Week 16  
Cyber  
04/26/15  
Finals Week

Planning for students in an inclusive setting.

Module 6

Readings: Chapter 11, 12, 13  
View PowerPoint 11, 12, 13

Digital Media Archive # 2

Video Workshop Module 1 clip 1

Optional Internet Links:

National Center to Improve Practice in Special Education Through Technology, Media & Materials  
http://www2.edc.org/NCIP

Learning Strategies  
http://www.kucyrl.org/htmlfiles/lscurriculum/ls.html

Assignments

Personal Reflection to Module 6 Due 04/19

Peer Reflective Journals for Module #6 Due 04/24

Activation Question 6 (AQ6) Due 04/25

Course Survey and study guide available 04/26

Study and Final Examination Week

The final examination will be taken online through Blackboard.

Go to Assignments -> click on the Final Exam link.

You will receive automatic feedback on all objective questions.

* Timed (60 minutes) Online Final Exam to be completed by 8:00 p.m. on Saturday, May 2nd. Make sure to start no later than 7:00 pm since it is timed for 60 minutes.

Instructor will not accept late assignments that are over a week late. If an assignment is late (day) it will be marked down 50%.

*Arrangements must be made to complete course evaluation if you finish this course before the last day of class.

Course grades are available on the Blackboard site; however, official grades can be found on Pipeline.wayne.edu

Evaluation and Scoring System:
All assignments sent to the instructor must be written carefully with correct sentence and paragraph structure, grammar, and spelling formatted according to the "Publication Manual of the American Psychological Association (APA), " 5th Edition (2001). Write carefully with correct sentence and paragraph structure, grammar and spelling. All use of references need to follow APA conventions. If you do not follow the APA format your grade will be affected. Please provide a cover page as well.

- All submitted work must be the original work of the student; instructor will follow procedures per Dishonesty Disclaimer in WSU Student Handbook.
- Grading is based on absolute, rather than comparative criteria. The final grading scale is as follows:

<table>
<thead>
<tr>
<th>Points Total</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>950 - 1000   = A</td>
<td>94 – 100 = A</td>
</tr>
<tr>
<td>900 - 949    = A-</td>
<td>90 – 93 = A-</td>
</tr>
<tr>
<td>870 - 899    = B+</td>
<td>87 – 89 = B+</td>
</tr>
<tr>
<td>830 - 869    = B</td>
<td>84 – 86 = B</td>
</tr>
<tr>
<td>800 - 829    = B-</td>
<td>80 - 83 = B-</td>
</tr>
<tr>
<td>770 - 799    = C+</td>
<td>77 – 79 = C+</td>
</tr>
<tr>
<td>730 - 769    = C</td>
<td>74 – 76 = C</td>
</tr>
<tr>
<td>700 - 729    = C-</td>
<td>70 – 73 = C-</td>
</tr>
<tr>
<td>670 - 699    = D+</td>
<td>67 – 69 = D+</td>
</tr>
<tr>
<td>630 - 669    = D</td>
<td>64 – 66 = D</td>
</tr>
<tr>
<td>600 - 629    = D-</td>
<td>60 - 63 = D-</td>
</tr>
</tbody>
</table>

The 1000-points available are divided across assignments as follows:
- Reflective Journals (300 points) 30% of your grade
- Inclusive Teaching Choice Activity (310 points) 31% of your grade
- Activation Question (AQ) (60 points) 6% of your grade
- Final Examination (250 points) 25% of your grade
- Attendance and Participation (80 points) 8% of your grade

**Enrollment/Withdrawal Policy**

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.
- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.
Attention Students with Disabilities:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Religious Observance Policy:

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

Resources:

Wayne State University Writing Center:

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/. To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.

I look forward to working with each of you this semester. Thank you for taking my class.

D. Thompson