2015

EDCH 320 520-01 Multicultural Literature

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Collaborate    Innovate    Educate

XAXIER UNIVERSITY
College of Social Sciences, Health, and Education
Department of Childhood Education and Literacy
Multicultural Literature EDCH 320/520-01 (3 hours)
Spring, 2015

Instructor:    Dr. Delane Bender-Slack        Day and Time:    Mondays 4:30-7:00
benderslackd@xavier.edu    Class Location:        Office Hours:  Tuesdays 2:00-4:00, by appointment
745-3958
312 Hailstones

CHILDHOOD EDUCATION & LITERACY DEPARTMENT MISSION STATEMENT:
Xavier University’s Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to
the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to
current and relevant scholarship and research related to our profession. Xavier University seeks to create awareness
of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and
spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori, and Literacy programs,
through their academic and professional training, are prepared to value the lives of children regardless of racial,
linguistic, socio-economic, religious, or ethnic background and to work with and value family and school structures
in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and
advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the
Childhood Education and Literacy preparation at Xavier University strives to send out into the education community
candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human
diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are
encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the
service of their students and their students’ families and communities.

COURSE OVERVIEW:
The purpose of this interdisciplinary course is to provide students with a broad overview of multicultural literature
as well as how to use this literature in the classroom. We’ll be exploring many of the different genres from picture
books to informational literature through readings, discussions, and presentations. We will study multiculturalism
and the politics of Children's Literature. We will engage in the study of literature by and about racially, ethnically,
and socially diverse people, with a special focus on Latin America and Peru in particular. There will be strategies for
classroom use and selection. Students will read, write, and discuss a great deal in this course.

PURPOSE
Prejudice: An adverse judgment or opinion formed beforehand or without knowledge or examination of the facts. A
preconceived preference or idea: bias. The act or state of holding unreasonable preconceived judgments or
convictions. Irrational suspicion or hatred of a particular group, race, or religion. Detriment or injury caused to a
person by the preconceived and unfavorable conviction of another or others.

- The American Heritage Dictionary of the English Language

The United States and Canada are multicultural nations, including Europeans, Native Americans, African
Americans, Latinos, and Asians. The United States and Canada also include people from different religious groups
such as Christian, Jewish, and Muslim. A heightened sensitivity to the needs of all people has led to the realization
that literature plays a considerable role in the development of understanding across cultures. (Norton, 2001).
Therefore, the need for cross-cultural understanding that goes beyond the borders of the United States and Canada
should be emphasized. As a country, we have moved from European immigration to immigration from Asia and
Latin America – Mexico, the Central American countries, the Philippines, Korea, and Southeast Asia. Educating
our present population as well as the children of immigrants requires cross-cultural understanding, thus, the purpose
of our course. “Prejudice affects all of us. In classrooms, on the playground, at home, and even in places of
worship, prejudice invades almost every aspect of our lives” (Muse, 1995).
During the semester, we will explore the history of a specific culture, the literary milestones within that culture, the criteria for evaluating cultural literature, issues within that culture, and activities for developing an understanding of a specific culture as adults and teachers of children who are schooled in the United States.

Let us by all means teach black history, African history, women’s history, Hispanic history, Asian history. But let us teach them as history, not as filiopietistic commemoration. The purpose of history is to promote not group self-esteem, but understanding of the world and the past, dispassionate analysis, judgment, and perspective, respect for divergent cultures and traditions, and unflinching protection for those unifying ideas of tolerance, democracy, and human rights that make free historical inquiry possible.

From The Disuniting of America by Arthur M. Schlesinger, Jr.

COURSE OBJECTIVES
The objectives for this course are derived from the NCTE/IRA Standards for the English Language Arts as well as the P-12 Ohio Reading Endorsement Standards. “The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life’s goals and to participate fully as informed productive members of society. Although the following standards are presented as a list, they are not distinct and separable; they are…interrelated and should be considered as a whole.” (Standards in Practice Pre-K, 1-2, 3-5, 6-8, 9-12)

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of human understanding.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and other texts, their word identification strategies, and their understanding of textual features (e.g. sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written and visual language (e.g. conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide variety of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g.spelling and punctuation), media techniques, figurative language, and genre to create, analyze, and discuss print and non-print texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g. print and non-print texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and informational resources (e.g. libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English Language Arts and to develop understanding of content across the curriculum.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g. for learning, enjoyment, persuasion, and the exchange of information).

(Current) Ohio Modified Standards for the P-12 Reading Endorsement -related to Language and Literature

2.4 Demonstrates an understanding of the influence of development (physical, perceptual, emotional, social, cultural, environmental, and cognitive) and background experiences on what the reader brings to the reading/literacy situation.

2.9 Demonstrates an understanding of the interrelation of language and literacy acquisition.
2.12 Teaches classic and contemporary children’s and young adult literature, and easy-reading fiction and nonfiction for adults, at appropriate levels.

2.13 Illustrates the importance of giving learners opportunities in all aspects of literacy (e.g. as readers, writers, thinkers, reactors, or responders).

3.1 Understands and accepts the importance of reading as a means to learn, access information, and to enhance the quality of life.

3.2 Uses texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth.

3.3 Recognizes the value of reading aloud to learners.

3.4 Provides opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes.

3.5 Uses instructional and information technologies to support literacy learning.

3.6 Provides opportunities for creative and personal responses to literature, including storytelling.

3.7 Implements effective strategies to include parents as partners in the literacy development of their children.

3.8 Uses effective techniques and strategies to ensure children’s literacy development and growth.

4.1 Understands and is sensitive to differences among learners and how these differences influence reading.

4.2 Demonstrates an understanding and respect for cultural linguistic, and ethnic diversity in the teaching process.

4.3 Creates and implements programs designed to address the strengths and needs of individual learners.

4.6 Illustrates the importance of creating programs to address the strengths and needs of individual learners.

10.2 Models ethical professional behavior.

10.3 Reflects on practice to improve instruction and other services to students.

10.4 Applies research to improved literacy.

REQUIRED TEXT & RESOURCES:

Multiple multicultural texts (see course calendar). You will be able to find the books in the local public library, at Half Price Books, and at online bookstores.

STANDARDS:
NCTE/IRA Standards Addressed in Class

Standard 1. Students read a wide range of print and nonprint texts to build an understanding of texts, of them-selves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Standard 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

Standard 8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Standard 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Standard 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

COURSE OUTCOMES:
• Read many novels, short stories, and poems (NCTE 1, NCTE 2, NCTE 6, NCTE 9))
• Become familiar with a wide range of text offerings (NCTE 1, NCTE 2, NCTE 8)
• Delve into the interests of young readers (NCTE 1, NCTE 2, NCTE 6)
• Explore the interrelationships between literature and writing (NCTE 6, NCTE 12)
Investigate the resources available to help teachers adapt, create, implement and evaluate literature-based activities (NCTE 1, NCTE 8)

Explore and apply reader response theory (NCTE 1, NCTE 2)

Enter a conversation about the ways that literature can be used to attend to diversity issues (NCTE 9, NCTE 11)

Investigate the incorporation of multiple types of texts in the K-12 classroom (NCTE 8, NCTE 9, NCTE 11)

EVALUATION/ASSIGNMENTS:

1. Intercultural Understanding through Intercultural Collaboration
   State of Ohio Standards for the Language Arts, K-12: 2.4, 2.9, 2.12, 2.13, 3.1, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.6
   NCTE/IRA standards for the Language Arts, K-12: 11, 12
   A) Collage #1: You will identify and collect examples of the Spanish language and culture in your everyday life. You will create and share a collage of your finding.
   B) Discussion Reflection: Is the presence of Spanish a limitation and/or benefit to the dominant culture of the United States? This should be 300-400 words in length.
   C) Collage #2: You will co-create this collage with your group.
   D) Word Association: You will complete this individually and then share with your group members.
   E) Rap: You will choose a social issue and co-create a rap with your group members.

2. Movie/Documentary Review
   State of Ohio Standards for the Language Arts, K-12: 2.12, 2.13, 3.4, 3.8c, 4.1
   NCTE/IRA standards for the Language Arts, K-12: 11, 12
   During the course of the semester, we will view one to two documentaries/movies. One will be viewed during class time and one viewed on your own during the course of a given week. After discussion and class response, you will be asked to complete an analysis. It is to be turned in the week after the movie has been watched. A form will be supplied in class.

3. Reading Responses/Reflections
   State of Ohio Standards for the Language Arts, K-12: 2.9, 2.12, 2.13, 3.1, 3.3, 3.4, 4.1
   NCTE/IRA standards for the Language Arts, K-12: 6, 11, 12
   A) Module: During the first two weeks of class, you will complete the online module found in Canvas.
   B) You are to keep a running journal of the books you read, which will help you to participate more fully in our class discussion. Keep a record of pertinent information about the books, and add any information so that our discussions will be rich and enjoyable. A generic form to help you with the review of early childhood books will be given to help you with your organization of the response to each text. For middle childhood and adolescent novels, you will complete an open-ended journal response. Each must be one full single-spaced page, dated, include details from the text, and cover the entirety of the book (beginning, middle, and end).

4. Literary Work Production
   State of Ohio Standards for the Language Arts, K-12: 2.1, 3.1, 3.2, 3.3, 3.4, 3.8c, 4.2
   NCTE/IRA standards for the Language Arts, K-12: 4, 5, 6, 7, 9
   Each student will design and produce a literary work, such as children’s book, a short story, or a poem in both English and Spanish. Each student is responsible for sharing the text with the class by reading it aloud to us and taking it to Peru or a local school to read aloud with a K-12 student.

5. Final Project on Peru/Field Experience OR Immersion Project
   State of Ohio Standards for the Language Arts, K-12: 2.4, 2.9, 2.12, 2.13, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8c, 4.1, 4.1, 4.3, 4.6
   NCTE/IRA standards for the Language Arts, K-12: 1, 2, 7, 9, 11, 12
   For a final presentation, each student is required to either one of the following:
   A) Design and develop a project reflecting Peru’s culture, language, and literature, focusing on a relevant topic addressed during the field experience - OR -
   B) Immerse yourself in Latino culture locally for 20 hours, choosing relevant topics
You should choose a variety of mediums to present your project (video, power point presentation, photo album with historic family research, family tree and the process used to acquire the information, researched information, recorded interviews, etc.).

**A detailed outline and rubric will be given to support you in your development of your project. You must have your project approved by the instructor.**

7. Graduate Requirement

State of Ohio Standards for the Language Arts, K-12: 2.4, 2.9, 2.12, 2.13, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8c, 4.1, 4.1, 4.3, 4.6

NCTE/IRA standards for the Language Arts, K-12: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Each graduate student will select a Latin American country and develop a current, annotated bibliography of select picture books, traditional literature, poetry, non-fiction representing that topic to share with the entire class. Please include with each text a teaching idea for that text. Each idea should include four to five sentences of instructional techniques, content, texts, etc. Be creative. This is due

**Points for Assignments:**

- Intercultural Collaboration - (90 points)
- Movie Review - 20 points (each)
- Reading Responses/Module & Reflections – 100 for Module, and 10 points (each)
- Literary Work Production – 100 points
- Final Project/Presentation – 100 points
- Graduate Work - 50 points

**GRADING SCALE:**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
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<tr>
<td>A-</td>
<td>93-94%</td>
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<tr>
<td>B+</td>
<td>90-92%</td>
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<td>B</td>
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<td>B-</td>
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<td>C</td>
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<td>C+</td>
<td>80-81%</td>
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<td>C-</td>
<td>77-79%</td>
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<td>D+</td>
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<td>D</td>
<td>71-73%</td>
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<tr>
<td>Failure</td>
<td>70% and below</td>
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Points basis = Number of points by points possible

**COURSE POLICIES:**

**Attendance:** The Xavier University catalogue states the following: “In order to earn credit in any course for which he/she is registered, the student is required to attend classroom and laboratory exercises regularly and promptly. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure.”

As people who highly value education, it is important that you attend all class sessions. Your participation and attendance in class is critical. Attendance will be taken every class period through a student sign-in sheet that will be checked by the professor. Please be on time, as punctuality is an indicator of consideration for your fellow educators. All students should **arrive on time** and **remain in class** for the duration of the meeting. Failure to attend class meetings will result in a lower class grade and possible course failure. In other words, **two absences will decrease your earned final grade one letter grade. If you miss more than two classes, you will receive an F for the course. Two tardies equals one absence.** Any snow day may be made up during finals week.

**Class Participation:** Participation is necessary for sharing ideas and building a sense of a learning community. Participation includes but is not limited to contribution of ideas in class, answering questions, pre-class preparation, submission of assignments on time, and being respectful of the differing ideas, opinions, and experiences of others. **Students are expected to be fully prepared and to become actively involved in activities, discussions, and exercises.** This course is part of an accredited teacher preparation program, which leads to a professional license or certificate. Unprofessional behavior may result in a lower course grade. All assignments must be turned in to the instructor on or before the assigned due date. *Turn off/silence all phones and put away before class. Using your phone during class will result in an absence for the class, and you may be asked to leave. Do not use your computer in class unless approved first.*
Quality of Work: All assignments must be typed with correct grammar and spelling. As college students in an education course, APA style is expected. Completion does not insure receiving all of the allotted points. Students who fail to provide quality assignments will receive a lower grade. Grades will not be disputed. Assignments turned in late will receive a maximum of half the possible points allowed.

Note: All work is expected to be prepared in a thoughtful and professional manner. In order to receive full credit, work must be: (1) Professional - insightful, free of spelling, grammatical, and all mechanical errors. (2) Submitted on time – deductions will be taken for all late or incomplete work. (3) Neatly word-processed, double-spaced, APA format (4) Ethical – in line with ethical standards, and most importantly (5) Of excellent, outstanding quality through evidence of critical thinking and deep reflection.

Academic Honesty: The Childhood Education and Literacy Department values and expects academic honesty. It is expected that each student will submit original work. Where others’ works and ideas are used, citations must be included. Plagiarism: 1. Submitting another’s published or unpublished work, in whole, in part, or in paraphrase, as one’s own without fully and properly crediting the author with footnotes, citations, or bibliographical reference. Please refer to the Xavier University Catalog for the official statement and consequences.

Accommodations: Xavier University’s Learning Assistance Center can be reached by calling 745-3280. The Writing Center is located in Room 400 in the Conaton Learning Commons, and the phone number is 745-2875. Please discuss necessary accommodations with the professor.

Graduate Work: Each student taking this course for graduate credit is responsible for putting her/his status on each assignment. The work should be of the highest caliber. I expect you to go above and beyond the assignment guidelines. Advanced assignments will be given.

COURSE CALENDAR:
EDCH 320-520 Tentative Course Outline**

<table>
<thead>
<tr>
<th>CLASS/DAY</th>
<th>TOPIC/ASSIGNMENT</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductions, course expectations, building community</td>
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<td></td>
<td>Chapter 2 Textbook Due</td>
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<td>11/14 Module List due</td>
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<td>11/17 Module Responses</td>
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<tr>
<td>Week 2</td>
<td>TOPICS: Foundations of multicultural literature</td>
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<td>1/23 IC Reflection due</td>
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<td>Week 3</td>
<td>TOPICS: Seeing the world through picture books and folk literature</td>
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<td>IC Skype</td>
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<tr>
<td>Week 4</td>
<td>TOPIC: Research and reading multicultural literature</td>
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<td></td>
<td>IC Collaborative Collage Due in response to &quot;Friar Martin's Mice&quot;</td>
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* = Class Meeting
** = Tentative Outline
<table>
<thead>
<tr>
<th>Week 5</th>
<th>CLASS MEETING</th>
<th>TOPICS: Choosing books and reading critically and Nonfiction as a source of information</th>
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<tr>
<td></td>
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<td>SAMPLE TEXTS: Francisco Pizarro and the Conquest of the Inca (Mountjoy); Solving the Mysteries of Machu Picchu (Croy); Machu Picchu (Mann); Peru (Cavallo); Peru (De Capua); Mach Picchu (Richardson and Kissock); The Ancient Incas: Chronicles from National Geographic (Bingham)</td>
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<td>Chapter 3 Textbook Due</td>
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<td>IC Word Association Due in response to &quot;Women and Terror&quot; and &quot;Humanguino&quot;</td>
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<td>Week 6</td>
<td>CLASS MEETING</td>
<td>TOPIC: Intercultural Competence</td>
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<td>IC Collaborative Rap Due in response to &quot;The Choncholi Chewing Gum Rap&quot;</td>
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<td>IC City Picture Share</td>
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<td>IC Skype</td>
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<td>Week 7</td>
<td>CLASS MEETING</td>
<td>Poetry as a cultural event</td>
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<td>Exploring issues in multicultural literature</td>
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<td>TEXTS: Peruvian Poems (Siluk); Te Quiero: Los Mas Bellos Poemas de Amor Antologia</td>
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<td>Chapter 4 Textbook Due</td>
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<td>Week 8</td>
<td>CLASS MEETING</td>
<td>Film viewing</td>
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<td>Sharing of literary projects</td>
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<td>PERU TRIP</td>
<td>Spring Break</td>
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<td>Week 9</td>
<td>FILM</td>
<td>TEXT: Watch movie/documentary</td>
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<td>Movie Analysis due by midnight</td>
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<td>Week 10</td>
<td>CLASS MEETING</td>
<td>Middle Childhood Literature:</td>
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<td>TEXTS: The Secret of the Andes (Clark); Isabella: A Wish for Miguel (Newman) Due</td>
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<td>Chapters 5 &amp; 6 Textbook Due</td>
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<td>Week 11</td>
<td>CLASS MEETING</td>
<td>Adolescent Literature: Realities in Life and Multicultural Literature</td>
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<td>TEXTS: Useful Fools (Schmidt) Due</td>
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<td>Chapters 7 &amp; 8 Textbook Due</td>
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<tr>
<td>Week 12</td>
<td>NO CLASS MEETING</td>
<td>No Class – Easter Break</td>
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<tr>
<td>Week 13</td>
<td>CLASS MEETING</td>
<td>Project Work Consultation with professor</td>
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<td>Graduate Assignment Due: Can be submitted via Canvas</td>
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<tr>
<td>Week 14</td>
<td>CLASS MEETING</td>
<td>Project Work Consultation with professor</td>
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<tr>
<td>Week 15</td>
<td>CLASS MEETING</td>
<td>Final Presentations Due</td>
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</tbody>
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** Instructor reserves the right to change or modify any assignments, readings, or class topics, as needed.**

* Plan ahead and complete work ahead of the scheduled due dates to avoid missed deadlines due to snow, illness, printer/computer break-downs, and family emergencies!
* Please print out a copy of the syllabus and bring it to the first class.

EDCH 315/515
Dr. Bender-Slack

I have read the syllabus and understand the course rules and expectations.

___________________________________________
Student Name Printed

___________________________________________
Student Signature

___________________________________________
Date