



CHILDREN'S LITERATURE

(EDU/ENH291)

Fall 2013

Syllabus and Guide for Success

The policies and procedures, and student responsibilities outlined in this document are specific to both MCCC and CGCC's Teacher and Early Childhood Education Program and to S.Fagan's course. All are in compliance with Maricopa Community College's guidelines for syllabus development. Students are also responsible for information, policies, and procedures contained in the College Catalog, and MCCC and CGCC Teacher and Early Childhood Education Handbooks (www.cgc.edu/teacher). If it is necessary to amend this syllabus in the semester, new handouts will be labeled as "Syllabus Addenda." To ensure understanding of, and compliance with, course policies and procedures, students sign a "Syllabus Receipt and Standards Agreement." In addition to the hardcopy students receive in class, this course syllabus is also offered electronically on our Canvas site.

Free clipart from: www.wednet.com

COURSE and INSTRUCTOR INFORMATION

EDU291 #23100 and ENH291 #21483

Meet: MW11:15-12:30

Room: IRN129

Course Notes:

¹No prerequisite.

²Education majors are advised to take this course in the correct sequence in CGCC's Teacher Education and Early Childhood Program. This course is not recommended for first year college students who may not yet be familiar with the rigor and standards of college work.

³Permission code is required for enrollment.

⁴This course is required for ASU.

Instructor: Professor Sharon Fagan

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Office: Pecos Campus EST201

Student Consultation Office Hours: M-R 1:00-3:00 pm; F and other times by appointment

S. FAGAN'S PHILOSOPHY *(in part)*

I offer this glimpse into my own professional philosophy as a foundation for why I do what I do in my teaching.

I believe . . .

- Public education is the foundation on which the U.S. democracy stands. It is both a right and responsibility.
- Teaching is an act of social justice, as such a role of educators is to advocate for equity, equal opportunity, fairness, and peace.
- All students can learn, but not necessarily at the same pace, in the same way, or to the same level of achievement.
- Reading is a vital life skill and pleasure, and key to success in school.
- Literature ~ at all levels ~ is a powerful means of understanding of ourselves, others, and the world which we share.
- Every teacher is a teacher of reading and the language arts, and as such should implement a literature-rich curriculum and integrate language arts skills. After all, they are how we think and learn.
- Learning is both academic (school) and experiential (real world).
- The world is our classroom; therefore my classroom is the setting that helps us understand, prepare for, and change the world.
- The act of learning involves “doing” – demonstrating and performing through the language arts (reading, writing, speaking, listening, viewing and presenting).
- Cross-curricular outcomes (personal development, critical thinking, literacy, communication) are essential to academic success, lifelong learning habits, and presenting oneself as an intellectual.
- Teachers are held to high standards. *Future* teachers must be held to the same rigor and high standards as they might hold for their own students ~ in academics and in their professional demeanor and dispositions.
- Learning should generate more questions than answers. There are few single “right” answers that address all situations in the real world.
- An atmosphere of mutual respect and expectation between an instructor and students makes for a classroom environment of trust, safety, and authentic learning.

- There are many “teachers” in our classroom; an open and trusting classroom allows for sharing of experiences, challenges, and intellectual curiosity without risk.
- Positive and professional instructor/student relationships enhance learning and success.
- Open-ended assignments and projects allow for critical thinking, creativity, choice.
- Teaching and learning are serious business ~ but we may have some fun doing it!

COURSE DESCRIPTION, COMPETENCIES and GOALS

Don't let the course name fool you – Children's Literature is a serious humanities course of academic study of classic and contemporary multicultural literature expressly designed for children. Success is determined by the standard of knowledge and application gained of the following course competencies and objectives.

MCCCD Competencies	Focus Questions/Learning/Activities
<p><i>Multicultural and International Children's Literature:</i> Compare and contrast children's and young adult multicultural literature in relation to the values of various world societies.</p> <p>Describe the importance of fantasy, folk tales, and fables in developing imagination and providing insights into the histories and values of diverse world cultures.</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> • Collect and evaluate a variety of classical and contemporary literature • Distinguish academic and developmental features of children's picture book literature and young adult literature.
<p><i>Historical Background:</i> Describe the history and development of picture and illustrated books and the criteria for evaluating art and content.</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> • Generate and list the criteria for “quality” in children's literature.
<p><i>Values:</i> Describe the benefits for children in listening to stories.</p> <p><i>Appropriate Selection:</i> Choose appropriate books for children at the beginning, intermediate, and advanced levels which reflect the diversity of our world.</p> <p><i>Picture Books:</i> Describe the function of picture books in education, and describe the function of picture books as an introduction to ideas and values with examples from various world cultures.</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> • Make appropriate selections of contemporary multicultural literature for a variety of purposes related to personal, cognitive, emotional, and social development of children in and out of the school setting • Perform read-alouds and develop “lessons” for read- aloud and reader-response activities.

MCCCD Competencies	Focus Questions/Learning/Activities
<p><i>Literary Elements:</i> Apply literary criteria (plot, characterization, settings, style, point of view, theme, tone) to fiction for children.</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> Analyze a variety of literary selections for grade-level appropriateness, literary elements, features of quality, and curriculum application.
<p><i>Traditional Literature:</i> Describe the types of folk tales and their distinctive elements. Describe the social and psychological value of reading folk tales. Describe the characteristics of fables and their use and values. Describe the value of nursery rhymes as an introduction to poetry and as a basis for development of social, psychological, and linguistic values.</p> <p><i>Poetry:</i> Describe the characteristics of nonsense verse. Apply criteria for evaluation of narrative and lyric poetry for children.</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> Participate and reflect on literature circles and activities about self-selected and required course readings.
<p><i>Historical Fiction:</i> Describe the importance of style and tone in historical writing for children.</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> Participate and reflect on literature circles and activities about self-selected and required course readings.
<p><i>Biography:</i> Apply composition criteria (research, authenticity, and objectivity) for evaluating biography, literary criteria (characterization, central theme, style, point of view, tone, setting) for evaluating biography.</p> <p><i>Information (Nonfiction):</i> Apply composition criteria (research, authenticity, and objectivity) for evaluating nonfiction.</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> Participate and reflect on literature circles and activities about self-selected and required course readings.

OUTCOMES and ASSESSMENT

The faculty and programs at CGCC are dedicated to effective teaching and successful learning with emphasis in the following areas: communication, critical thinking, literacy, and personal development. Periodically, students will participate in formal and informal assessment activities that will help faculty improve programs and teaching strategies. These activities are designed to facilitate student growth in whatever combination of the above outcomes applies to a course.

HONORS PROJECT

If you have identified this course as an honors project course set an appointment with me IMMEDIATELY to plan your project. Honors project contracts are due by noon on the date established by the Honors Coordinator: **WEDNESDAY, SEPTEMBER 11th NOON.**

MATERIALS and SUPPLIES

Please acquire these books for class – you are starting your professional and classroom libraries with these!

_____ **Textbook:** *Reading Aloud and Beyond: Fostering the Intellectual Life with Older Readers (2003)*

_____ **Literature** (please do not read these before assigned – trust me!):

The Boy in the Striped Pajamas by John Boyne

The Invention of Hugo Cabret by Brian Selznick

Joey Pigza Swallowed the Key by Jack Gantos

You will need access to these during the semester:

_____ *Arizona Content Standards and Arizona Common Core Standards* (www.ade.gov)

_____ **Children's Books:** A wide variety of quality contemporary (post 1995) children's literature. As a future teacher, you may well want to take this opportunity to begin your own personal collection of kid lit (you could add specific titles to your Christmas or birthday lists). CGCC's library has a small but excellent collection especially built for this course; otherwise, local public libraries will also be important sources.

_____ **Teacher Education Handbooks** (CGCC and MCCC at www.cgc.edu/teacher) Both are addenda to this syllabus and provide extended information on course assignments and expectations for students.

_____ **Course Notebook.** Be organized! Use a three-ringed binder and dividers with at least these headings: **Syllabus, Service-Learning, Philosophy, Portfolio, Assignments, Graded Work.**

***IMPORTANT NOTE:** Keep all original hard copies of graded work in your notebook until after the end of the semester and electronic copies as back-up.

_____ **Fingerprint IVP Clearance Card and CGCC ID.** Bring your current fingerprint clearance card (or receipt of it in process) to class **by the second week of the semester.** Your status in both this course and in the Teacher and Early Childhood Education Program may be in jeopardy without this

requirement. You must also have a copy of your fingerprint clearance card on file each semester in the Office of Service-Learning. 1. Register your IVP card in the CGCC's Office of Student Life by the **second week of the semester**. **IMPORTANT NOTE:** CGCC identification must be worn and IVP card carried to service-learning sites for each visit.

IMPORTANT NOTE: Arizona State Law (HB2566) requires a federal clearance card as follows: G. Any person who participates in a teacher preparation program that is approved by the state board or any person who is contracted by this state, by a school district, or a charter school to provide tutoring services shall obtain a fingerprint clearance card pursuant to this section before the person participates in field experience in which services will be provided directly to pupils.

Required technology:

_____ **Technology**

MS Office applications: Powerpoint, word-processing in MSWord (**do not use .docx**)
Desktop Publishing skills
Weebly for portfolio development
Web resources
Maricopa Student Email _____@maricopa.edu
Pay2Print copy card

_____ **Canvas.** Canvas is our online course management system – much like those you may be implementing yourselves as teachers – and provides a means for communication, announcements, and reminders between class meetings. I use Canvas regularly for “Weekly Updates,” assignment posting, and class communication and discussions. Students are expected to check Canvas between class meetings and are accountable for all information or requests made there.

COURSE DEMANDS

We're all busy people...but please understand the college and university guidelines for setting class meeting times and homework expectations: Meeting only 2 1/2 hours in class per week naturally means regular homework. The Arizona Board of Regents assesses the credit of a course with “Carnegie units” which established the formula for homework for college and university courses across the country: 2 hrs. homework for every one hour of class work. Please take into consideration the 6 hours per week homework requirement when planning your semester and personal schedule. You may not have precisely 6 hours of homework each week, but homework will be regular and is manageable in this time frame if you keep up with it.

IMPORTANT NOTE: As is typical with EDU courses, the first half of the semester focuses on knowledge (light and relatively routine homework) but the second part of the semester focuses on application and assessment (heavy, complex homework).

STUDENT EXPECTATIONS and DISPOSITIONS

“Disposition” is the educational term for the attitudes, demeanor, and behaviors that define you as a future teacher and future professional educator. There is much expected of college students and of future teachers, including the following on which you will be evaluated from time to time and that will have direct impact on your success (grade) in this course:

- Complying with all policies and procedures as outlined in this syllabus and college, district, and CGCC program handbooks.
- Complying with and demonstrating the MCCCDC “Dispositions of Future Teachers” as listed in this syllabus, posted in the classroom, and provided in your *CGCC Teacher and Early Childhood Education Program Handbook*.
- Attendance and full engagement in class ~ intellectually and physically.
- Accepting responsibility for your success.
- Being open-minded and willing to share your experiences and to explore your thinking in depth and to accept differing points of view.
- Being respectful; referencing faculty and students by name and respectfully.
- Taking control of your own motivation and success. Make an effort, spend time, and show interest ~ they are what ensure your success.
- Thinking and planning ahead. Procrastination will be your downfall. Have extra printing cartridges, etc. at home “in case of emergency.”
- Building a “professional” working relationship with your instructor, peers, and service learning mentor-teacher which displays your interest and enthusiasm for your major and your own success.
- Exuding honesty, integrity, and optimism as expected of a future educator.
- Exceptional performance on all work.

CLASSROOM ETIQUETTE AT-A-GLANCE

Some behaviors not only interrupt class, they indicate disrespect for the class, your instructor, and your classmates.

- Avoid absences, late arrivals, leaving class, and early departures. All are recorded. Take care of business (restrooms, refreshments, etc.) before or after class.
- Do not bring excessive food or drink to class. Water is permissible. Clear your table area of all disposables prior to leaving class.
- Turn off and hide cell phones, laptops, iPods, etc. Adopt a hands-off policy for personal technology including texting.
- Do not attempt to do or complete homework in class time.
- Be an active participant! Give your undivided attention to class activities and to your group.
- Leave your work station/table area clean.
- Be an efficient and communicative group member. Groups are expected to mediate any conflicts to ensure respectful group relationships and success on the task.

ATTENDANCE and TARDY POLICIES

Attendance counts ~ regular attendance is directly related to course/grade success! Be advised that the college does not distinguish between “excused” and “unexcused” absences (except in the event of a college activity). Although there may be valid reasons for your absence, an absence is an absence. However, an absence is also not an excuse to come unprepared to the next class or to not have assignments completed.

Attendance and tardies are recorded at the start of each class meeting.	Be on time. Don't leave early. Both are recorded.	Attend the final exam meeting. This is mandatory ~ no exceptions! No alternate dates or makeup activities for the final exam session are available, and failure to attend will result in loss of credit for the exam and/or activity.
“Tardy” is marked for arrivals within 10 minutes of the start of class; “absence” is recorded for later arrivals.	Do not leave class during class meetings. “Tardy” may be recorded.	Absences as a result of a family emergency or crisis (such as death in the family) should be reported to Dr. Bill Crawford, Vice President of Student Affairs (480-732-7309).
“Early Departure” is recorded for students leaving class before its finish.	More than 3 absences puts you “at risk” and you may be withdrawn from the course on the fourth absence.	There is no “makeup” for missed class sessions or time, in-class or group activities, or missed opportunities to participate if you are not prepared.
Three tardies and/or early departures	Contact me if you know ahead that you	If you are physically absent more than three times or disengaged in your

are equivalent to one absence.	absent or late.	learning (socially or academically “absent”) you may be withdrawn from the course.
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LATE WORK

- All assignments and all parts of assignments are **due at the beginning of class** on the specified due date. Anything submitted after that is considered late and penalized accordingly.
- A **request for an assignment “rewrite”** may be made by the instructor. The reason for this is to ensure students understand the standard and expectations of the assignment(s). Such requests occur without grade penalty and expire in weeks 4 or 5 of the semester.
- **One late pass** allows you to submit an assignments late in an emergency without penalty under these conditions:
 - The late assignment and all its parts must be turned in on or before the class meeting one week after the original due date.
 - The late pass must be attached to the assignment and submitted to the group folder. No element of common assignments (service learning, philosophy, resume, and portfolio) is eligible for late pass use.
 - Late passes expire and no late work is accepted without point deductions (one letter grade dropped) after **WEDNESDAY, NOVEMBER 27th**.

GRADING POLICIES

<p>CGCC’s Teacher and Early Childhood Education Program has an elevated grading scale that aligns with university standards:</p> <p>A = 92-100% D = 68-75% B = 84-91% F = Below 67% C = 76-83% W = By instructor only I = Only in extreme situations; not for incomplete SL or desperate attempt to achieve a passing grade.</p>	<p>Specific directions, due dates, and grading rubrics will be provided at the onset of each major assignment. Use rubrics as “checklists” for meeting assignment expectations and predicting your own success/grade.</p>
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<p>Grade checks will be posted on Canvas four times in the semester; however students may request their grade via email or discussion with me at any time</p>	<p>Completion of all major and common assignments is required to receive credit for the class.</p> <p>Each of the common projects in CGCC's Teacher and Early Childhood Education Program must be completed to a satisfactory level ("C" or better) for credit for the course.</p>
<p>Failure to officially withdraw with my signature may result in a failing grade of "Y" or "F."</p> <p>No withdrawal will be provided in the last three weeks of the semester.</p> <p>No withdrawal will be provided if a group presentation is pending.</p> <p>No withdrawal is available for students with grades of "C" or better.</p>	<p>Students with a grade of 70% or less, and/or excessive late or missing work, absences, or tardies by the 10th week of the semester will consult with the instructor for progress reporting and options for continued enrollment. An instructor withdrawn from the class is possible.</p>

ASSIGNMENTS and ACTIVITIES

This list is subject to change as determined by the instructor and progress of the group. Generally, your semester grade will be comprised of your individual grades on all parts of the following:

Reading Guides (textbook or professional articles). Reading and viewing guides focus reading of textbook chapters/media presentations and prepare for class discussion and activities. **IMPORTANT NOTE:** These routine homework assignments will be assigned regularly, but graded randomly.

Active Engagement and Participation. The nature of this course begs reading aloud, trying reader-response activities, and talking about literature. Canvas access and discussion board participation, as well as informal individual and group activities in class are all graded.

Literature Collection. A collection of book reviews and analyses of children's literature you might use in your classroom. This series will demonstrate your knowledge of a variety of literature for children.

Genre Presentation. You and a partner/group will teach our class one of the literary genres and present read-alouds and teaching ideas.

Co-curricular Events. We may opportunity to take advantage of extended learning events on or off campus. These may or may not be required; however, any "required" events must be agreed upon by the class group.

Common Assignments.

1. Service-learning (field experience) **requires 20 hours** of active service in a 2-6 grade classroom, reflection on your learning, and planning and delivery of two literature lessons. In the event of students co-enrolled in EDU course, such as EDU222 and/or EDU220, a total of **30 hours is required**. 2. The

philosophy essay focuses on your beliefs and practices pertaining to the value and use of literature in teaching. 3. The education portfolio is an online presentation of you as a professional and your work as a future teacher (welcome page, professional development, field experience collection, course collection). Parts graded in this course are: Welcome Page, Experience Entry, and Course Collection.

PROFESSIONAL DEVELOPMENT *(extra credit)*

Although not required for this course, students are encouraged to accept professional development (learning beyond the course requirements) as a professional obligation. Credit for these events can range between 20-40 points depending on time commitment, with a maximum of 40 pts. extra credit allowed for the semester. The following must be completed for an award of extra credit: attendance and verification at a qualifying event (see instructor), notes, hard-copy portfolio entry, and upload in the portfolio “Professional Development” collection. Any professional development event that requires pre-registration and is then not attended, results in a **forfeiture of ALL extra credit points**.

RESPECT FOR DIVERSITY

Among other instructional initiatives, CGCC is committed to the celebration of diversity. Diversity encompasses: age, life experiences, profession, race, region, nation, lifestyle, social class, learning style, philosophy of life, religion and belief system, personality, mental and physical challenges, customs, values, and gender. Diversity is about differences . . . and different doesn't mean wrong. Diversity is to be respected and we must learn and practice cultural competence. We develop a worldview of acceptance, adaptability and equity when we are cultural competent.

As future teachers, you will begin to know the diversity of each other enriches each of ourselves, our souls, and our learning. Classrooms serve as places to learn about each other, and about our local and global communities. Please show respect for each other's experiences and ideas.

ACADEMIC FREEDOM

Course material (readings, activities, assignments, projects, films, etc.) is carefully planned to provide a direct match to course competencies, cross-curricular outcomes, and current practice in teacher training. They are result of professional decision making by your instructor and/or a committee of instructors that are intended to provide a heightened awareness of relevant topics and an interchange of diverse ideas as should be expected in a college-level literature course.

Objection to sharing ideas, hearing those of others, or participating in course activities is not appropriate in the open forum of the college environment. No alternative material or assignments exist as options in this course.

ETHICS, ACADEMIC INTEGRITY, HONESTY

Teachers (and future teachers!) are expected to be models of appropriate and ethical behavior! Academic integrity is striving to succeed in your studies through honest methods. Honesty involves relying on one's own motivation and thought process to complete assignments. Honesty means being true to oneself. Furthermore, honesty involves realizing that difficulty is inherent in learning.

Realization leads one to make choices of how much time to spend, how much effort to expend, and how much of one's true self to reveal in genuinely thoughtful work. These decisions about your own learning can lead to great reward or become barriers to learning. In the entire learning process integrity must be maintained so that actual learning occurs, so that one can reap the benefits of gained knowledge and insight.

Infringement of academic integrity alters our relationship from teacher and student of writing to judge and perpetrator. I don't want anything to jeopardize the mutual respect established initially between us.

Be honest in everything you do. Do not present another's work as your own. Resist the temptation to blame others for your own human shortcomings. Do not be dishonest in representing yourself or your thinking. Learn.

Teachers (and future teachers such as yourself) are held to the highest standards of moral and ethical behavior in society. This must be reflected in everything you do. Dishonest representation of yourself, your work, or the field experience will result in serious consequences for you and your grade in class.

Plagiarism

Plagiarism is defined as presenting the work of another as one's own. More than four consecutive words from a source other than the writer constitute plagiarism when the source is not clearly identified in appropriate documentation format (MLA or APA style).

From the *CGCC Student Handbook*: "Plagiarism includes, but is not limited to, the use of paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials."

As a future teacher, and a future professional of integrity and honor, it is unlikely you and I will have to deal with the issue of plagiarism. If ever in doubt, please make every effort, especially in written work, to have your work, checked by a tutor in the Writing Center. As a starting place, be sure you understand all the intricacies of this legal and ethical issue. Cite all sources of information, quoted text, or images appropriately.

Providing false information to instructors or school personnel, or misrepresenting yourself or your work in any way will not be tolerated of a future professional. Be honest and represent your work with the highest integrity.

Consequences exist for infractions to the ethics concerning plagiarism:

1. Presenting another's writing, ideas, or work as your own will result in immediate withdrawal with a failing grade from the course. It could also result in dismissal from the college.
2. Copying part of a work and presenting it as your own, whether another student's work or outside source, will result in a minimum consequence of a failing grade on that assignment.
3. An inadvertent failure to accurately acknowledge a source will require rewrite of the assignment.

Misrepresentation of Service-Learning

Any falsification (i.e. prefabrication of dates, times, and/or activity; forging initials or signatures; falsifying evaluation, etc.) of information, records, or documents concerning the service learning placement and/or project is considered a serious breach of appropriate, honest, and ethical behavior and will be treated as such. From the CGCC Teacher and Early Education Program:

Misrepresentation of service-learning is a serious offense and puts not only a student's reputation at risk, but also the reputation of CGCC's Teacher and Early Childhood Education Program. Any falsification (i.e. prefabrication of dates, time, and/or activity; forging initials, signatures, or evaluation, etc.) of information, records, or documents concerning the service-learning placement and/or project is considered a serious breach of appropriate and ethical behavior and will be treated as such. Resulting consequences may include any of the following:

- Grade of "Y" or "F" in the related course(s)
- Referral to CGCC Vice President of Academic Affairs for intervention, assistance and/or consequences
- Referral to CGCC Vice President of Student Affairs for intervention, assistance and/or consequence
- Possible suspension or removal from CGCC's Teacher and Early Childhood Education Program

Statement of Honesty

This is a class is reading – and the assignments have been designed in such a way to help you resist temptation to take the easy (and legally dangerous route) of using information from online sources. **You will be asked to sign a “Statement of Honesty”** which presents in more detail rules and consequences for writing about literature for this course.

SUPPORT FOR YOUR LEARNING

CGCC Learning (Writing) Center

The CGCC Learning Center's mission is to support students' academic learning by providing free tutoring and resources to reinforce and supplement classroom instruction and to assist CGCC students to

achieve academic success. Tutoring services are available to CGCC students on a drop-in basis for selected courses with an emphasis on providing writing, mathematics, and science support. Tutoring support for CGCC courses in other areas is provided on an appointment basis, depending on the availability of resources. All Learning Center services are free to students for classes in which they are currently enrolled at Chandler-Gilbert Community College. At the Pecos Campus, the Learning Center is located on the second floor of the Library, rooms LIB227, LIB228, LIB229 and LIB237. At the Williams Campus, the Learning Center is located in Bridget Hall, rooms BRID114 and BRID115. The Learning Center also provides instructional support resources in the form of videotapes, software, and print materials. Both the tutoring and resources help students improve in content specific areas as well as in study skills. For a schedule of tutoring hours, additional information, or assistance, students should contact the Learning Center at (480) 732-7231 or visit our website at <http://www.cgc.edu/lc> . We encourage students to "Like" [CGCC Learning Center/Tutoring Services](#) on Facebook to keep posted on Learning Center news and events.

Online Tutoring:

The Learning Center provides students enrolled in CGCC courses access to online tutoring via Smarthinking. With Smarthinking, students can chat with a live tutor up to 24 hours a day from any internet connection. Tutors are available to work with students in a wide range of subjects including writing (from any CGCC course), math, accounting, statistics, economics, physics, biology, chemistry, and Spanish. Students can submit completed drafts of writing assignments from any CGCC course to Smarthinking's Essay Center for a tutor to review. The tutor will provide detailed, personalized feedback within 24 hours. Students should be aware that instructors and Learning Center staff may receive reports from Smarthinking concerning content submitted, feedback, and usage. Some report information is compiled anonymously from all visits of all students of a section; some information is specific and identifies the student, his/her submission, and the tutor comments received. Students are encouraged to take advantage of face-to-face tutoring as well. For information on how to access Smarthinking, visit our website at <http://www.cgc.edu/lc/onlinetutoring>

CGCC Library

CGCC's librarians are faculty ready to help you. Dr. Kim Chuppa-Cornell is very knowledgeable in children's literature and in the field of education.

CGCC's Computer Lab

B123 is a room filled with computers, scanners, and printers for your use. The techs who work in the lab are ready and willing to assist you with computer guidance and glitches ~ they are very user-friendly and respond well to social courtesies and nice-ness.

Student Pay2Print

As of June 1, 2010, all CGCC students must pay for printing in the college computer labs and libraries. Registered students will receive their first 50 prints at no charge. Thereafter, black and white print costs will be 10 cents per print. Pre-paid printing accounts can be set up in the CGCC Cashier's Office. For more information, contact the CGCC Cashier's Office at (480) 732-7312.

Activation and Access To Maricopa Student Email

The Maricopa District provides every student with Google-powered Maricopa Student Email upon enrollment. CGCC uses this official student email to send information concerning class enrollment,

financial aid, tuition, and other important student information. Students *must activate* this email account in order to receive these messages. Activate your Maricopa Student Email now at maricopa.edu/google.

SUPPORT FOR VETERANS

Students who are military veterans or in active service may want to register for services with the Veteran Services Office at 480-726-4122 or veteransservices@cgccmail.maricopa.edu

SUPPORT FOR SPECIAL NEEDS

Students with disabilities are required to register for services in the Disability Resources and Services (DRS) office in the Student Center at the beginning of the semester. Do not wait to visit the DRS office if you want support with any CGCC classes. The DRS office will meet with you to determine accommodations based on appropriate documentation. Therefore faculty members are not authorized to provide or approve any accommodations for students in this class without written instructions from the DRS Office. This must be on file before any accommodation will be provided. Please contact the DRS Office at 480-857-5188.

SAFETY ON CAMPUS

- The **CGCC Alert system utilizes text messaging** and email to notify students of emergency situations on or around campus. Students should update their contact information in the Maricopa Online Student Center at my.maricopa.edu in order to receive a CGCC Alert notification in the event of an emergency
- Update your contact information at my.maricopa.edu and include your cell phone number to receive emergency notices.
- Get and carry a CGCC ID card, especially to your SL site.
- Get and display a CGCC parking decal.
- Be aware of your surroundings at all times. Exercise caution if on campus at night. Know the locations of emergency telephones and call box pillars.
- Respect others and their belongings.
- Report loss, damage, injury to the College Safety Office, 480-732-7280.
- Know and follow all emergency procedures. In the event of an evacuation alarm or lockdown, follow my lead. In the event of a fire evacuation, please **“check in” with me** at the evacuation site.

FIRST WEEK CHECKLIST

Whether this is your first semester in CGCC's Teacher and Early Childhood Education Program or if you are a veteran student, this list will help you get off to a good, solid start!

- Be sure you are enrolled in the correct course(s). Contact CGCC Teacher and Early Childhood Education Program Advisor, Terri McClelland, at teresa.mcclelland@cgcc.edu.

IMPORTANT NOTE: On time registration (OTR) prohibits drop/add once a semester has started – planning and “correct” course selection must be completed prior to the start of classes.

- Acquire your textbook and novels.
- Acquire or renew your IVP fingerprint clearance card - ASAP! If new, get one ASAP.
- New Students: Attend a service-learning orientation.
- Returning Students: Complete the online application for service-learning placement ASAP at: www.cgcc.edu/eduservicelearning
- Make friends, find colleagues – build a support group! Work and communicate with other education majors in and outside of class. Create a “team” for working together.
- Use a personal management system – a planner, a calendar, etc. to plan your time, record homework assignments and important dates, schedule field experience and professional development events.
- Familiarize yourself with the CGCC Teacher and Early Childhood Education Program website at www.cgcc.edu/teacher. Reference the following there:
 - *CGCC Teacher Education Program Handbook for Students*. Print a hard copy or reference it online at www.cgcc.edu/teacher.
 - *MCCCD Teacher Education Student Handbook*.
- Update your personal contact information at www.mymaricopa.edu
- Print a copy of your IVP fingerprint clearance card or application receipt to provide to your instructor(s) **by the second week** of the semester.
- Take the original IVP fingerprint clearance card to the Information Station in the Student Pavilion **by the second week** of the semester. A copy will be made and filed with the CGCC Office of Service-Learning.
- Acquire the following important documents and guidelines before or in the first week of the semester. Hard copies may be made available, but all are online for downloading.
 - Textbook. Correct titles and editions are listed in syllabi and in the CGCC bookstore.

- IVP fingerprint clearance card. Renew, if necessary. All students are required to have their IVP card or show confirmation of application for one by the second week of each semester.
 - *CGCC Teacher and Early Childhood Program Handbook* at www.cgc.edu/teacher
 - *MCCCD Teacher Education Program Handbook* at www.cgc.edu/teacher
- Complete the online “Student Information Survey” when prompted by your instructor(s). If you have multiple EDU or EED courses, please complete this only once. Print the “thank you” page as verification of completion.
 - Access the Canvas site for our class. 1. Familiarize yourself with it. 2. Plan to visit it between class meetings.
 - Download (and print) your specific four-semester plan from www.cgc.edu/teacher. Follow it.
 - Update contact information at my.maricopa.edu (cell phone number, major, etc.)
 - Use your _____@maricopa.edu email address **for all college or instructor communication**.
 - Acquire Pay2Print account.
 - Organize your course notebook (see directions earlier in this document).
 - Read the syllabus and bring questions or concerns to class.
 - Complete the *Student Information Form*, sign the syllabus compliance receipt, and bring to class.
 - Find Professor Fagan’s office (and visit, from time to time).
 - Make appointment with me for your honors project (if applicable).
 - Make friends in class! Be collegial!

CONTACTS and CLASS SUPPORT

All promise **no more than 48 hour response** time:

Sharon Fagan, Me!	480-732-7124	sharon.fagan@cgc.edu
Terri McClelland, Program Advisor	480-732-7047	teresa.mcclelland@cgc.edu
Carrie Braaten, Service-Learning Coordinator	480-732-7039	carrie.braaten@cgc.edu

Class Support System

Class Member _____

Email: _____ @maricopa.edu Cell: _____

Class Member _____

Email: _____ @maricopa.edu Cell: _____

Class Member _____

Email: _____ @maricopa.edu Cell: _____

Class Member _____

Email: _____ @maricopa.edu Cell: _____

Class Member _____

Email: _____ @maricopa.edu Cell: _____

Class Member _____

Email: _____ @maricopa.edu Cell: _____

CLASS HELPERS

To ensure class activities run smoothly and to create a safe environment, **please consider volunteering** for one of the following (low stakes) classroom management positions.

Class Safety Officer _____

Registers cell phone number in My.Maricopa and has cell phone on vibrate for messages. If needed, interrupts class with emergency message. If needed, runs to/calls College Safety (x27280).

Materials Monitor _____

Distributes and returns activity materials/supplies. Facilitates room readiness. Notifies instructor of supply or material needs.

Class Librarian _____

Distributes, collects, counts and returns books to front table.

Class Manager _____

Checks for anything left in the room and facilitates start-up and finish as needed.