

## **CIG 667: Teaching about Latina/Latino Experiences in Education**

University of Nevada, Las Vegas

Course Syllabus - Spring 2017

Meeting Days & Time: Wednesday 7-9:45 p.m.

Classroom: TBD

Instructor: Dr. Norma A. Marrun

Teaching Assistant: TBD

Office Hours: Wednesdays 3-6 p.m., and by appointment

Office Location: 361 CEB

Office Phone: (702) 895-1434

E-mail: [norma.marrun@unlv.edu](mailto:norma.marrun@unlv.edu)

### **Course Description:**

Students in this course will examine the various sociopolitical, sociocultural, sociohistorical, etc., factors that have shaped and continue to shape the PK-16 schooling experiences of Latina/Latino youth. A community cultural wealth lens will be engaged to enable critical understanding of the educational challenges that Latina/Latino students' encounter in schools. Specifically, this course examines how the intersection of race, ethnicity, class, gender, language, generation, and immigration status shape the schooling experiences of Latina/o students. Special attention will be given to the Mexican American population (the largest group within the U.S. Latino population). This course also investigates major educational court cases and educational policies that have significantly affected access to, and quality of educational opportunities. Lastly, this course will examine current trends in the education of Latinas/os and how educators can work to improve the educational achievement of Latina/o students.

### **Course Objectives & Expected Learning Outcomes:**

- Demonstrate knowledge of the historical, social, political, cultural, and economic factors impacting the educational experience of Latina/o students.
- Gain a greater understanding of the contributions of Latina/o educators, activists, and organizations committed to improving the achievement of Latina/o students.
- Develop the skills to critically analyze and assess educational research, policies, and programs geared towards Latinas/os.
- Develop awareness and tools to become culturally responsive to the needs of Latina/o students and their families.

### **Required Text(s)/Resources:**

- N., José Ángel. (2014). *Illegal: Reflections of an Undocumented Immigrant*. University of Illinois Press.
- Murillo, E. G., Villenas, S. A., Galván, R. T., Muñoz, J. S., Martínez, C., Machado-Casas, M. (Eds.). (2010). *Handbook of Latinos and Education: Theory, Research, and Practice*. New York: Routledge. (I will provide readings).
- Additional readings will be posted on WebCampus, also on Reserve in the Lied Library.

**Perspective on the Course and Language Use:**

This course is organized around scholarship with certain values, interests, and assumptions that scholars bring to their discipline. They are not neutral or objective. In order to be successful, you do not need to embrace the course perspective. However, you will be expected to engage in critical reflection, develop the ability to look beyond your own experiences, and to challenge unexamined assumptions. When you share personal experiences working with Latina/o students or conversations you have had (with family, co-workers, or friends) or images you have seen on social media (popular culture) about Latinos, make sure that you understand multiple sides and that you support your observations with scholarship from the course or academic research. When you speak from your experiences use “I” language and the language of the course to describe the experiences of Latina/o experiences in education. Generalizations, stereotypes, and discriminatory language (slurs or derogatory remarks, sexist, homophobic, transphobic, classists, or any offensive language) will not be tolerated in class discussions or any written assignments, unless they are used to demonstrate how language terminology in policies and practices are discriminatory and oppressive. This includes the use of the word “illegals.” The term “illegals” dehumanizes communities; it is legally misleading, and is a code word for racial and ethnic xenophobia. Also, do not use the term “Hispanic.” Although this term became official government terminology in the mid 1970s, the term Latina/o is more inclusive and serves as the umbrella term to describe the racial, linguistic, and cultural diversity within U.S. Latinos.

**Class Format:**

The course is organized as a series of *pláticas* (talking circles/ open conversations) in which active participation; critical dialogue, compassion, reflection, and listening with respect are embraced. The purpose of *pláticas* is to create a collaborative learning space. Your participation in class will be evaluated on how well prepared you are (having read for class and coming prepared with questions) than with my judgment about whether what you say is right or wrong, or whether you embrace the course perspective. I will ensure that everyone gets an opportunity to participate in class by occasionally calling upon you whether you volunteer or not. My intentions for doing this is NOT to embarrass or single you out, but rather to ensure that you are included in the *plática* and that your ideas/questions are received and respected by your peers. Occasionally, I will also share sections from your reading responses in class to highlight your work or to push your thinking. Again, my intentions are not to single you out, but rather to use your reading response as starting points for class discussions. I ask that everyone be mindful of your participation and pay attention to how much you are or are not contributing to the *plática*. Active participation also requires listening to each other sympathetically by respecting the contributions of others and reframing disagreement in constructive ways. The goal of *pláticas* are to learn from each other and to expand your understanding of the issues from a perspective different from your own.

**Electronic Devices in Classroom Policy:**

For the benefit of everyone’s learning experiences, please turn your electronic devices to either off, silent, or vibrate mode during class. Communicating by electronic devices, including but not limited to text, emailing, engaging in social networking sites, is strictly prohibited unless expressly designated as part of the learning activities. If I observe you using an electronic device unrelated to the class, you will lose participation points even if I do not bring your attention to it.

Electronic audio or video recording of the classroom environment is prohibited unless permission is given by the instructor prior to recording.

**Grading Evaluation and Criteria:**

Follow the syllabus. Take responsibility to learn of and adhere to any changes that are made to the syllabus. When evaluating your assignments, I will be looking for the following characteristics: each assignment responds to all parts of the guidelines, evidence of critical thinking, synthesis of ideas, creativity in your writing, and thoughtful contributions to class discussions, peer collaborations, and presentations. In addition, I will be looking at the degree to which you understand and incorporate course concepts and materials in class discussions and written assignments. For written assignments, I will be looking at: how well your papers are focused and organized (avoids going on tangents or makes generalizations), and writing is compelling – does not just list facts or direct quotes, but builds a case and uses appropriate and supportive evidence.

**Late Submissions:**

Late assignments **will not** be accepted without prior approval. Students should inform the instructor as quickly as possible of any special circumstance that may inhibit their ability to complete assignments on time. Barring a serious emergency (for which you must have an official documented excuse), there are no acceptable excuses for late assignments. Therefore, **points will be deducted from late assignments**. Specifically, assignments will be graded one point lower for the first day that they are late, and two points lower for each day thereafter.

**Submitting Written Assignments:**

For this class, all written assignments must be checked for grammar and proofread and should be double-spaced, 12-point, Times New Roman font, and 1-inch margins. All written work should be typed using formal APA (American Psychological Association) guidelines. The format used must be used consistently throughout the assignment and documented in the reference list.

**Email:**

To effectively participate in class you must use UNLV's "official" e-mail system for students. Please limit your emails to important and necessary matters. All UNLV students receive an official UNLV account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). Many answers to your questions may be in the syllabus or WebCampus, so please consult it before emailing me regarding 'quick questions.' Please title your email subject line **CIG 667**. This way, I will know the email is from our class and will try to respond to all emails within 24 hours, excluding weekends.

**Course Requirements & Grading**

<b>Requirement</b>	<b>Points</b>
1. Attendance & Participation	10 points
2. Peer Facilitated Critical Dialogues	15 points
3. Book Critique	10 points
4. Reading Responses (10 total)	20 points
5. Research Proposal	5 points
6. Revised Research Proposal	10 points
7. Annotated Bibliography	20 points
8. Research Paper: Draft	10 points
9. Peer-Evaluations (5 points per evaluation)	10 points
10. Research Paper Presentation	10 points
11. Research Paper: Final	25 points
12. Self-Assessment	5 points

**Grading Scale for Class:**

146-150 = A+

141-145 = A

135-140 = A-

130-134 = B+

125-129 = B

120-124 = B-

115-119 = C+

110-114 = C

105-109 = C-

99-104 = D+

95-98 = D

90-94 = D-

Below 90 = F

**\*\*this class is not graded on a curve\*\*****1. Attendance & Participation:**

It is of the utmost importance that you attend all class meetings and be an active participant in class activities. I will have a sign-in sheet for each class; it is your responsibility to sign by your name for each class meeting. If you are more than 10 minutes late to class, you will be deducted half of your attendance/participation points for that day. Faithful attendance, reading, and active participation (meaningful discussion points, in-class activities, quizzes, and assignments count toward participation) are important requirements. Excessive tardiness will count toward an unexcused absence. You are allowed one unexcused absence without penalty. Upon your third unexcused absence, you will lose all of your attendance/participation points. Upon your fourth absence you will fail the course.

**2. Peer Facilitated Critical Dialogues:**

Each of you will be asked to lead the class during one session, working in pairs, to facilitate a

critical dialogue. Our class discussions will be what we make of them, which is why you will have a chance to include your input in meaningful ways. This assignment will require out-of-class research to gather more in-depth information on the topic. As a pair you must submit an outline (i.e. questions, activities,), and handouts you plan to use during the facilitation to me (Dr. Marrun) by **no later than 6 pm on the Monday prior to your presentation**. A sign up sheet will be distributed in class. Guidelines will be provided.

### **3. Book Critique:**

You will read and critically review the book “Illegal: Reflections of an Undocumented Immigrant.” The review must include the following: summarize the premise of the book, relevance to education and immigration, how does the author support his argument, what evidence does he use to prove his point(s), and how did the book enhance your understanding of the educational experiences of undocumented students? The review must be formatted in APA style and must be 4-5 pages double-spaced.

### **4. Reading Responses:**

You are required to post **ten reading responses** of 500-600 words. Your writing should comment on, explicate, or elaborate some specific cited point in the material. You must also respond/comment to at least one of your peer’s reading response.

#### **Reading Response Guidelines:**

There is no right or wrong answer to your response paper. Nonetheless, it is important that you demonstrate a critical understanding of the readings (i.e. major themes, arguments, and analysis offered by the author(s) of the readings being reviewed). I’m looking for evidence of critical thought; do not just summarize the text.

1. It must have a title.
2. Make sure to include the author(s) and title(s) of the reading to which you are responding.
3. What was the author’s purpose or motive for writing the piece – for example, “to show how Latina/o student are the most segregated minority group in public schools.” Can you describe the author(s) theories?
4. Clearly explain and support your response by using examples and quotes from the readings to illustrate your points.
5. What are some of the strength of the reading?
6. How much were your views and opinions challenged or changed by this text, if at all? Give examples of how your views might have changed or been strengthened (or perhaps why the text failed to convince you). Do not write – I agree with everything the author wrote.
7. What did you realize/learn as a result of reading the text?

### **5. Research Proposal:**

Students will complete a 2-page (double spaced) research proposal focused on one educational issue affecting the academic achievement of Latina/o students along the PK-16 educational pipeline. **\*You must have my approval (at least one week before it is due) on your topic before you begin drafting your proposal.** Your research proposal should indicate as specifically as possible the following: (1) the topic/issue you have selected to write about for your research paper, (2) your primary thesis, (3) the significance of the topic you are writing

about, (3) three research questions that your paper will answer, and (4) a basic proposal outline of your paper. More detailed guidelines will be provided in class.

#### **6. Revised Proposal:**

Students must submit a revised research proposal, incorporating feedback received from the professor. More detailed guidelines will be provided in class.

#### **7. Annotated Bibliography:**

Expanding from the research proposal assignment, students will complete an annotated bibliography summarizing at least 10 scholarly sources (book chapters, peer-reviewed journal articles). Each annotation should include the citation (APA format), followed by a brief summary of the source, an assessment of the source, and a reflection on the source (100-150 words). The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. More detailed guidelines will be provided in class.

#### **8. Research Paper Draft:**

A **7-8-page** draft of your paper must be submitted. You will identify and carefully analyze an issue affecting the opportunity gap of Latina/o students (i.e. tracking, gifted education, college readiness) – what do researchers, educators, Latino families/students, and popular media sources have to say about this issue? Your final paper must include a description of the issue, analysis of its relevance in contemporary education, exploration of the issues relative to our Las Vegas context. This can be accomplished by interviewing a Latina/o community leader, teacher, administrator, parents, and/or students. Provide synthesis of the research with personal observations and perspectives.

#### **9. Peer-Evaluations:**

You will exchange papers with two peers. Make in-text suggestions using the ‘track changes’ function in MS Word or by typing up feedback on the following: framing the issue, evidence provided, demonstrates a grasp on the issue, historical, political, social, and cultural analysis, organization/clarity (i.e. introduction, supporting research, analysis, and conclusion). More detailed guidelines will be provided in class.

#### **10. Research Paper Presentation:**

You will be required to give a 15 minute PowerPoint Presentation on your findings. More detailed guidelines will be provided in class.

#### **11. Final Research Paper:**

You are required to write a **15-page** research paper developed from your research proposal. Identify an educational issue impacting Latina/o students and schooling. Your paper must provide information about the issue, develop a thesis statement and use evidence from scholarly sources to support your thesis and answer your research questions. The research paper must propose recommendations and solutions focused on improving Latina/os’ educational experiences. Your final paper must also include an abstract and a bibliography consisting of a minimum of 15 scholarly sources.

**12. Self-Assessment:**

After you receive your peer feedback, you will submit a final revised text of your research paper, with a note explaining how you incorporated their feedback into your final paper. More detailed guidelines will be provided in class.

**Class Schedule**

<b>Date</b>	<b>Topics</b>	<b>Reading/Assignment</b>
Week 1: 1/18/17	Introductions, Course Overview	<ul style="list-style-type: none"> <li>Who are Latinas/os?</li> <li>What do we mean by schooling, education, and <i>educación</i>?</li> <li>Valenzuela, A., Garcia, E., Romo, H., &amp; Perez, B. "Institutional and Structural Barriers to Latino/a Achievement"</li> </ul>
Week 2: 1/25/17	A History of Latinas/os in America	<p><b>Due: Reading Response 1</b> <b>Film: Harvest of Empire</b></p> <ul style="list-style-type: none"> <li>Gonzalez, J. (2011). "The Spanish borderlands and the making of an empire (1810-1898)."</li> <li>Márquez, J. D. (2016). "Juan Crow: Progressive Mutations of the Black-White Binary."</li> </ul>
Week 3: 2/1/17	School Segregation: Americanization Programs & "Mexican Schools"	<p><b>Due: Reading Response 2</b> <b>Film: Lemon Grove Incident</b></p> <ul style="list-style-type: none"> <li>Nieto, S. (2004). "Black, White, and Us: The Meaning of Brown v. Board of Education for Latinos."</li> <li>San Miguel, Jr., G. (2005). "The Impact of Brown on Mexican American Desegregation Litigation, 1950s to 1980s."</li> <li>Valencia, R. R., &amp; Black, M. S. (2002). "Mexican Americans Don't Value Education! —On the Basis of the Myth, Mythmaking, and Debunking."</li> </ul>
Week 4: 2/8/17	The Chicano Movement & Student Activism in Education	<p><b>Due: Reading Response 3</b> <b>Film: Walkout</b></p> <ul style="list-style-type: none"> <li>Berta-Ávila, M., Tijerina Revilla, A., &amp; López, Figueroa, J. (2011). "Marching students: Chicana and Chicano Activism in Education, 1968 to the Present" (Ch. 1-3).</li> </ul>
Week 5: 2/15/17	Early Childhood Education	<p><b>Due: Reading Response 4</b> <b>Due: Research Proposal</b></p>

		<ul style="list-style-type: none"> <li>• Valdez, V. E., &amp; Fránquiz. (2009). "Latin@s in Early Education. Issues, Practice, and Future Directions."</li> <li>• Saavedra, C. M. (2011). "De-Academizing Early Childhood Research: Wanderings of a Chicana/Latina Feminist Researcher."</li> </ul>
Week 6: 2/22/17	Language & Culture	<p><b>Due: Reading Response 5</b></p> <ul style="list-style-type: none"> <li>• Muñoz, J. S., &amp; García, E. (2009). "Language and Culture: An Introduction."</li> <li>• Anzaldúa, G. E. (1999). "How to Tame a Wild Tongue."</li> <li>• Castañeda, A. (2004). "¿Qué dice? ¿Qué dice? Child Translators and the Power of Language"</li> <li>• Burciaga, J. A. (2004). "Chief Wachuseh"</li> </ul>
Week 7: 3/1/17	Family, Community, & Cultural Wealth	<p><b>Due: Reading Response 6</b> <b>Assignment: Mapping Wealth</b></p> <ul style="list-style-type: none"> <li>• Delgado Bernal, D. (2001). "Learning and living pedagogies of the home: The mestiza consciousness of Chicana students."</li> <li>• Yosso, T. J. (2005). "Whose culture has capital? A critical race theory discussion of community cultural wealth."</li> </ul>
Week 8: 3/8/17	Culturally Responsive Teaching	<p><b>Due: Reading Response 7</b> <b>Due: Revised Proposal</b></p> <ul style="list-style-type: none"> <li>• Valenzuela, A. (1999). "Subtractive Schooling: U.S. Mexican Youth and the Politics of Caring" (chapters 1 &amp; 3).</li> <li>• Irizarry, J. G. (2007). "Ethnic and Urban Intersections in the Classroom: Latino Students, Hybrid Identities, and Culturally Responsive Pedagogy."</li> <li>• Cennella, C. (2014). "Expanding on Freire: Enriching Critical Pedagogy with Indigenous Theory toward a Pedagogy of Humanization."</li> </ul>
Week 9: 3/15/17	Counter-Storytelling in Schools	<p><b>Due: Reading Response 8</b> <b>Due: Annotated Bibliography</b></p> <ul style="list-style-type: none"> <li>• Montoya, M. (1994). "Mascaras, trenzas, y greñas: Un/masking the self while un/braiding"</li> </ul>

		<p>Latina stories and legal discourse”</p> <ul style="list-style-type: none"> <li>• Rendón, A. (1992). “From the barrio to the academy: Revelations of a Mexican American “scholarship girl.”</li> <li>• Rodriguez, R. (2011). “A scholarship boy.”</li> <li>• Salazar, M. L. (2007). “Public schools, private foods: <i>Mexicano</i> memories of culture and conflict in American school cafeterias.”</li> </ul>
<p>Week 10: 3/22/17</p>	<p>College Readiness</p>	<p><b>Due: Reading Response 9</b> <b>Due: Research Paper Draft</b></p> <ul style="list-style-type: none"> <li>• Martinez, M. A., Cortez, L .J., &amp; Saenz, V. B. (2013). “Latino Parents’ Perceptions of the Role of Schools in College Readiness.”</li> <li>• Luna, N., &amp; Revilla, A. T. (2013). “Understanding Latina/o School Pushout: Experiences of Students Who Left school Before Graduating.”</li> <li>• Cammarota, J. (2011). “Going to school: Two struggles”</li> </ul>
<p>Week 11: 3/29/17</p>	<p>Microaggressions &amp; Campus Climate</p>	<p><b>Assignment: What’s in a name?</b></p> <ul style="list-style-type: none"> <li>• Kohli, R. &amp; Solórzano, D. G. (2012). “Teachers, please learn our names!: Racial microaggressions and the K-12 classroom”</li> <li>• Aronson, J. (2004). “The threat of stereotype”</li> <li>• Yosso, T. J., Smith, W. A., Ceja, M., Solórzano, D. G. (2009). “Critical Race Theory, Racial Microaggressions, and Campus Racial Climate for Latina/o Undergraduates.”</li> </ul>
<p>Week 12: 4/5/17</p>	<p>The Value of Ethnic Studies</p>	<p><b>Due: Reading Response 10</b> <b>Film: On Strike: Ethnic Studies 1969-1999</b> <b>Film: Precious Knowledge</b></p> <ul style="list-style-type: none"> <li>• Cabrera, N. L. (2014). “Lies Damn Lies, and Statistics: The Impact of Mexican American Studies Classes.”</li> <li>• Ríos, C. V. (2013). “A curriculum of the borderlands: High school Chicana/o-Latina/o Studies as <i>Sitios y Lengua</i>.”</li> <li>• Delgado Bernal, D., Alemán Jr., E., &amp; Garavito, A. (2009). “Latina/o undergraduate students mentoring Latina/o elementary students: A borderlands analysis of shifting identities and first-year experiences.”</li> </ul>

Week 13	<b>Spring Break</b>	
Week 14: 4/19/17	Immigration & Education	<b>Due: Peer-Evaluations</b> <b>Due: Book Critique</b> <ul style="list-style-type: none"> <li>• José Àngel N. (2014). “Illegal: Reflections of an Undocumented Immigrant.”</li> <li>• Contreras, F. (2009). “<i>Sin papeles y rompeindo barreras</i>: Latino students and the challenges of persisting in college.”</li> </ul>
Week 15: 4/26/17	Presentations	<ul style="list-style-type: none"> <li>• Research Presentations</li> </ul>
Week 16: 5/3/17	Presentations & Wrap-up	<b>Due: Final Research Paper &amp; Self-Assessment</b> <ul style="list-style-type: none"> <li>• Research Presentations Continued</li> </ul>

### **Institutional Policies & Resources**

#### **Statement on Academic Integrity:**

The university has approved a Code of Academic Integrity available on the web at <http://studentconduct.unlv.edu/misconduct/policy.html>. The code prohibits you from cheating on exams, plagiarizing papers, submitting the same paper for credit in two or more courses without authorization, buying papers, submitting fraudulent documents, forging signatures, etc. The code strives to promote a ‘community of trust’ on our campus. Please be advised that Turnitin.com is an online resource through which any paper/project content can be searched against the entire body of content on the Internet for duplication. Papers purchased through paper writing mills will have duplicate content. Content copied and pasted from websites and/or any other electronic resource will show up as duplicated content. Thus it is *always* best to do original work. Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources.

**Copyright** – The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Equal Educational Opportunity Policy Statement:**

In accordance with federal, state, local, university, college of education, and *my* (Norma's) personal policy (especially with respect to the 1964 Civil Rights Act and Section 504 of the Americans with Disabilities Act), access to equal educational opportunity based on race; color; ethnicity; Deafhood; geographic origin; immigration status; language; caste; socioeconomic class background; employment status; sex; gender; gender identity and expression; family configuration; sexual orientation; physical, developmental, or psychological ability; Veteran's status; age or generation; religious, spiritual, faith-based, or secular belief; physical appearance; environmental concern; political affiliation; and, on the basis of the exercise of rights secured by the First Amendment of the Constitution of the United States, among other categories of social identity, is paramount. Every effort will be made to arrange for reasonable accommodations to ensure that such opportunity exists and is measurable in terms of equality of outcome.

**Title IX of the Education Amendments of 1972:**

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681) is an all-encompassing federal mandate prohibiting discrimination based on the gender of students and employees of educational institutions receiving federal financial assistance. Sex discrimination includes sexual harassment, sexual violence, and/or discrimination related to pregnancy. In compliance with Title IX, the University of Nevada, Las Vegas prohibits discrimination in all programs and activities, including employment on the basis of sex or gender. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

<http://www.unlv.edu/diversityinitiatives/titleix>. If anyone in a supervisory, managerial, administrative or executive role or position, such as a supervisor, department chair, or director of a unit, receives a complaint of alleged discrimination or sexual harassment, or observes or becomes aware of conduct that may constitute discrimination or sexual harassment, the person must immediately contact one of the identified Title IX Coordinators to forward the complaint, to discuss it and/or to report the action taken. Title IX complaints must be immediately provided to the Title IX Coordinator.

**Religious Holidays Policy:**

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, of his or her intention to participate in religious holidays, which do not fall on state holidays or periods of class recess. For additional information, please visit:

<http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Incomplete Grades:**

The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor

believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Disability Resource Center (DRC)**

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Tutoring:**

The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

**UNLV Writing Center:**

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>