

Department of Teaching and Learning
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Course Information

Prefix & Number	CIG 602
Title	DIFFERENTIATED CURRICULUM AND INSTRUCTION
Credits	3 Credit Hours
Semester	
Instructor	
Office/Phone/E mail	
Class Location	
Office Hours	
Prerequisites	
Course Description (Course Introduction)	CIG 602 is designed to prepare professional teachers for assessing learner needs, modifying curriculum materials, planning and implementing instruction, developing assignments, and evaluating learning outcomes effectively using the ideas of differentiated curriculum and instruction.
SPA Standards Addressed: Standard Domain Areas Addressed in this Course	The Interstate New Teacher Assessment and Support Consortium (INTASC) Model Core Teaching Standards are addressed. These standards are grouped into four categories. The categories and individual standards are outlined below. Please access the complete document at http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf .
INTASC Principles Addressed in this Course (please insert three	The content of this course is aligned with the following INTASC Principles as listed below. The Learner and Learning <ul style="list-style-type: none"> • Standard 1: Learner Development • Standard 2: Learning Differences • Standard 3: Learning Environments Instructional Practice

subcomponents to them (performance, essential knowledge, and critical dispositions)	<ul style="list-style-type: none"> • Standard 6: Assessment • Standard 7: Planning for Instruction • Standard 8: Instructional Strategies <p>Content Knowledge</p> <ul style="list-style-type: none"> • Standard 5: Application of Content Professional Responsibility • Standard 9: Professional Learning and Ethical Practice • Standard 10: Leadership and Collaboration
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Course Goals

Students are expected to acquire the following professional knowledge:

- Grasp the key concepts related to differentiated curriculum and instruction
- Recognize various kinds of differentiated curriculum and teaching and their strength and weakness
- Understand the process to develop, implement, and assess differentiated instructional plans
- Identify potential obstacles to developing and implementing a differentiated instructional plan
- Comprehend the influences of teachers' beliefs on their teaching decisions

Students are expected to obtain the following professional skills:

- Prepare diverse learners for differentiated curriculum and instruction that match their needs
- Observe, reflect, and analyze differentiated instruction independently
- Design and implement differentiated instruction based on the important principles and contents
- Identify, modify, and develop differentiated curricular materials for diverse student populations
- Determine and use a variety of ways to organize, group, and assess students learning

** Syllabus is intended as a guide, not a contract. If it is in the best interest of the class to make revisions, the instructor will do so. The instructor will notify students promptly of any revisions**

REQUIRED TEXTBOOK:

- Campbell, B. (2008). Handbook of differentiated instruction using the multiple intelligences: Lesson plans and more. Boston: Pearson Allyn & Bacon.

Course Requirements

Introduction Discussion (20 points). Each student will be required to make an introductory post on WebCampus to help the class know and understand you better as a person and a teacher. This is an opportunity for everyone to get to know you! Be sure to include the following in your introduction

- Name
- Your primary interests/hobbies
- Reasons you became a teacher
- Teaching experience including: how long and where you have been teaching, grade levels you have taught, and favorite teaching strategies that address student differences
- Three beliefs about differentiated instruction and student differences

Once you have posted your introduction, read all the introductions of your group members and respond to at least three.

Weekly Discussions (28 points each, 140 points total). Discussions related to the book will cover multiple parts of the text at a time. You will be required to read the designated chapters prior to the discussion, so that you can respond (approx. 2-3 paragraphs) to two assigned questions with your own thoughts on the readings. You will also reply to two of your classmates. Weekly discussions will appear in Weekly Content folders on Saturday.

Observation and Reflection on Animal in Yellowstone (60 points). Each student will be required to write a paper based on his or her observation, reflection, and analysis of the video, *Animal in Yellowstone*, located in the Weekly Content folder. This assignment has three purposes:

1. It offers you a chance to identify and reflect on the differentiated instruction used in a videotaped lesson in an authentic fourth-fifth grade classroom.
2. It helps you learn how to analyze the phases of the differentiated instruction and the beliefs that the teacher might hold for her to teach in this manner.
3. It also provides you a chance to learn how to critique the strengths and weaknesses of differentiated instruction in terms of student learning and their differences.

*Refer to the rubric at the end of the syllabus for specific assignment details and grading rubric.

Analysis of Differentiated Instructional Plan (60 points). Each student will be required to write a paper based on his or her analysis and critique of one of the 20 available differentiated instructional lesson plans provided in Part V of the textbook. Prior to selecting a lesson plan you should carefully read all 20 lessons and select one that best suits your interests. This assignment has two purposes:

1. It helps you learn how to analyze a differentiated instructional lesson plan.
2. It provides you a chance to identify the strengths and weaknesses of differentiated instruction.

*Refer to the rubric at the end of the syllabus for specific assignment details and grading rubric.

Construction of a Differentiated Instructional Plan (60 points). Each student will be required to develop a differentiated instructional plan. First, choose a topic from your content area or a topic that you feel comfortable teaching in which your students might struggle. You will then develop a 60-minute lesson that you could teach. If you teach in the lower grades where an hour lesson is not appropriate, you can develop two short lessons focusing on one topic. The purpose is to develop a differentiated instructional plan you could use in your teaching. This assignment serves for three purposes:

1. It supports you in learning how to plan a lesson using differentiated curriculum materials and instruction strategies.
2. It helps you choose, modify, or develop the differentiated curriculum materials for your students' differences in the lesson.

*Refer to the rubric at the end of the syllabus for specific assignment details and grading rubric.

Peer Critique of Differentiated Instructional Plan (60 points). Each student will be required to write a paper based on his or her analysis and critique of a peer's differentiated instructional plan. If possible, when selecting one of your peer's instructional plans to critique, you should choose one that most closely relates to your own expertise/experience. When completing the critique, you should envision the students the plan was designed for and picture how the curriculum materials, instructional activities/sequence and assessment would be carried out. Additionally, you should try to picture the students' reactions to each phase of the lesson as it was designed.

*Refer to the rubric at the end of the syllabus for specific assignment details and grading rubric.

Grading

This course will utilize the following grading scale in determining final semester grades:

A	380-400	C	296-307
A-	360-379	C-	280-295
B+	348-359	D+	268-279
B	336-347	D	256-267
B-	320-335	D-	240-255
C+	308-319	F	< 240

****At the end of the semester, should you have any concerns regarding final grades, they must be addressed in person during office hours.**

Written Assignment Requirements

All formal written assignments should follow the guidelines outlined in the American Psychological Association (APA) style manual (More information about APA style will be found at: www.apa.org). Special attention should be directed towards spelling, grammar, reference form, aesthetics, and presentation styles. APA requirements dictate fonts, margins, spacing, page formatting, referencing and citation.

- All written assignments should be double-spaced, 1 inch page margins, and 12 point font (Calibri, Times, Times New Roman) and include a cover page but not an abstract.
- All written assignments should use professional academic language and avoid foul language and colloquial remarks.
- All assignments must be completed and submitted by specified time on Daily Calendar. No late assignment will be accepted unless it is due to an emergency or the provision of a university official notice that is provided prior to the due day. Each assignment late no more than two days will be graded based on 90% of its total points and any assignment more than two days late will not be accepted.
- All written assignments must be submitted as Microsoft Word Documents. The file format must be .doc or .docx, NOT .wps, or lnk.

Weekly Discussion Guidelines

Read the assigned chapters in the course book and respond (approx. 2-3 paragraphs) with your thoughts/impressions in the *Discussions* area of WebCampus. This assignment is about your opinions. Everyone is reading the same text, so no re-cap or description of the text is necessary. You do not need to provide a reference page/footnotes.

After posting your response, reply to at least two other students' initial responses as well. Your replies to other students should be salient and directly address their thoughts/ideas. Comments such as, "Good job!" "I agree!" and/or "I really enjoyed reading your thoughts" are neither helpful nor adequate; so please put some thought behind your replies to your peers. One paragraph is sufficient. Your writing should be scholarly in nature and not read as a text message to your BFF; therefore, **do not use "text messaging" jargon/shorthand** (e.g., b/c, LOL, IDK, IIRC, etc.).

The earlier you post your initial response on the discussion board, the more likely you are to receive feedback from others!

Daily Calendar

Week / Date	Daily Activities/Assignments	Weekly Reading	Upcoming Assignments
WEEK 1 June 8 - 12	June 8: Read Syllabus, familiarize yourself with course content, and start week 1 assignments	Introduction, Part I, Part II, and Part III	Observation and Reflection on Animal in Yellowstone
	June 9: Submit Initial Introduction Post		
	June 10: Read group introductions and respond to 3 group members		
	June 11: Submit Initial Post for Weekly Discussion 1		
	June 12: Read group responses to Weekly Discussion 1 and respond to 2 group members		
WEEK 2 June 15 - 19	June 15: Complete assigned readings and work on Observation and Reflection on <i>Animal in Yellowstone</i>	Part IV and Part V	Analysis of Differentiated Instructional Plan
	June 16: Submit Initial Post for Weekly Discussion 2		
	June 17: Submit Observation and Reflection on <i>Animal in Yellowstone</i> by 11:59pm		
	June 18: Read group responses to Weekly Discussion 2 and respond to 2 group members		
	June 19: Choose lesson plan from Part V of textbook and start your Analysis of Differentiated Instructional Plan		
WEEK 3 June 22 - 26	June 22: Complete assigned readings and work on Observation and Reflection on Construction of Differentiated Instructional Plan	Part VI	Construction of Differentiated Instructional Plan
	June 23: Submit Analysis of Differentiated Instructional Plan by 11:59pm		
	June 24: Submit Initial Post for Weekly Discussion 3		
	June 25: Start your Construction of Differentiated Instructional Plan		
	June 26: Read group responses to Weekly Discussion 3 and respond to 2 group members		
WEEK 4 June 29 – July 3	June 29: Submit Construction of Differentiated Instructional Plan by 10:00am Comment on Peer's Instructional Lesson Plan you will critique by 5:00pm		
	June 30: Submit Initial Post for Weekly Discussion 4		
	July 1: Read group responses to Weekly Discussion 4 and respond to 2 group members		
	July 2: Submit Peer Critique of Differentiated Instructional Plan by 11:59pm		
	July 3: HAPPY 4th OF JULY!		
WEEK 5	July 6: Complete assigned readings	Part VII	
	July 7: Submit Initial Post for Weekly Discussion 5		

July 6 - 10	July 8: Review the critique of your Differentiated Instructional Plan		
	July 9: Read group responses to Weekly Discussion 5 and respond to 2 group members		
	July 10: Enjoy the rest of your summer!		

Assignment Rubrics

Observation and Reflection on *Animal in Yellowstone*

Prior to completing this assignment, view the brief video, *Animal in Yellowstone*, which is linked in your Week 1 and Week 2 folder. For optimal viewing, use Mozilla Firefox or Internet Explorer. Safari may not allow you to download and view the video. This assignment will provide an opportunity to learn how to critique the strengths and weaknesses of differentiated instruction in terms of student learning and their differences. Grades for this assignment will be based on the following rubric and should include the following sections (by using headings) within your paper.

Grading Rubric	
<p><i>Part One: Lesson Description</i></p> <ul style="list-style-type: none"> • The background and context of the lesson are briefly introduced • The lesson phases are specifically described according to their sequence • Description of each lesson phase is supported with specific examples of what the teacher did and students' behaviors 	8 points
<p><i>Part Two: Lesson Analysis</i></p> <ul style="list-style-type: none"> • Specific concepts, skills, and dispositions that the teacher expected her students to learn, reinforce, and develop in this lesson are clearly described and supported with specific examples that you observed from the video • At least three kinds of student differences in this video and the characteristics for each are clearly identified and supported with specific evidence • At least two strengths and two weaknesses of the instructional activities that the teacher developed are clearly identified and analyzed in light of helping different kinds of students in the class to learn what they expected to learn • Your discussion of the strengths and weaknesses of the lesson is supported with specific examples from the video and relevant part of the text • At least three beliefs of differentiated instruction and student differences that teacher might hold and that might guide her to teach in the way as she did are specifically identified and analyzed • Specific examples from the video and your own experiences of teaching and learning are used to support your analysis of the teacher's beliefs • Describe the kinds of follow-up activities that you might develop for the students after this lesson 	32 points

<ul style="list-style-type: none"> • The reasons for the above follow-up activities are explained with the support of relevant text and your own experience of teaching and learning • At least two relevant parts of the text are used specifically in support of your analysis in this part 	
<p><i>Part Three: What I learned in the Assignment</i></p> <ul style="list-style-type: none"> • Summarize at least three things that you learned about student learning and differences from the video • Synthesize three important things that you learned about differentiated instruction and its application in your own teaching from this video • Describe how the things you learned in this video compare with the three beliefs regarding differentiated instruction you share in your introduction (i.e., any new beliefs, what beliefs changed, what beliefs are reinforced). 	12 points
<p><i>APA Formatting</i></p> <ul style="list-style-type: none"> • Written assignment follows APA Guidelines, including cover page. • Appropriate use of headings (levels) for each part of the assignment. 	8 points

Analysis of Differentiated Instructional Plan

Prior to completing this assignment, read Part V of the textbook carefully and select a differentiated instructional lesson plan from 20 available lesson plans for your critique. Grades for this assignment will be based on the following rubric and should include the following sections (by using headings) within your paper.

Grading Rubric	
<p><i>Part One: Lesson Topic and Context</i></p> <ul style="list-style-type: none"> • Describe the subject, student grade level, and standards to which the selected lesson plan can be applied • Analyze how well this lesson plan could be applied to your teaching situation in light of your relevant standards, grade level, and characteristics of your students • The strengths and challenges that your own students may face in learning about the subject or content are specifically identified and supported with your specific teaching and/or learning experiences 	8 points

<p><i>Part Two: Lesson Materials</i></p> <ul style="list-style-type: none"> • Describe the materials recommended by the lesson plan and explain how well these materials match your teaching and your students • Analyze and describe the necessary adjustments that you would need to make regarding materials in order to use this lesson plan for your students • The analysis and discussion above are specifically supported with examples from your own teaching and learning experiences 	12 points
<p><i>Part Three: Lesson Activities</i></p> <ul style="list-style-type: none"> • Analyze and describe the kinds of activities for this lesson including their strengths and weaknesses in addressing the diverse learning needs and interests of your own students • Discuss the kinds of instructional adjustments to the activities that you will make if you are going to use this lesson plan • Support your analyses of these activities with examples of your student learning, your own teaching and learning experiences, and relevant part of the text 	12 points
<p><i>Part Four: Lesson Assessment</i></p> <ul style="list-style-type: none"> • Describe the assessment as shown in the lesson plan • Identify at least two strengths and two weaknesses of the assessment plan based on your teaching situation and student differences • Discuss how you would modify this assessment plan to adapt to your teaching situation 	12 points
<p><i>Part Five: Summary</i></p> <ul style="list-style-type: none"> • Identify at least two things that you learned specifically about differentiated curriculum and instruction from this assignment • Describe how the things you learned in this video compare with the three beliefs regarding differentiated instruction you share in your introduction (i.e., any new beliefs, what beliefs changed, what beliefs are reinforced). 	8 points
<p><i>APA Formatting</i></p> <ul style="list-style-type: none"> • Written assignment follows APA Guidelines, including cover page. • Appropriate use of headings (levels) for each part of the assignment. 	8 points

Construction of Differentiated Instructional Plan

To complete this assignment, choose a topic from your content area and one that your students struggle to grasp the concepts. You will then develop a differentiated instructional plan that you could teach in 60-minutes. If you teach in the lower grades where an hour lesson is not appropriate, you can develop two short lessons focusing on one topic. You are required to post the lesson as well as the corresponding written assignment to the class blog. Grades for this

assignment will be based on the following rubric and should include the following sections (by using headings) within your paper.

Grading Rubric	
<p><i>Part One: Lesson Topic and Objectives</i></p> <ul style="list-style-type: none"> • Identify the topic of your lesson and explain the reason you chose it • Discuss the connections between the topic and what your students have already learned or may have already learned • Explain each objective for this lesson and the importance of these objectives • Submit the lesson with the written assignment 	8 points
<p><i>Part Two: Students and Their Diversity</i></p> <ul style="list-style-type: none"> • Describe the students for which you wrote this lesson for including the number of students, gender, grade level, social cultural backgrounds, and their learning interests 	12 points
<p><i>Part Three: Curriculum Materials</i></p> <ul style="list-style-type: none"> • Describe the curriculum materials used in this lesson and identify and explain the important and difficult concepts for your students to learn • Identify at least two strengths and two weaknesses of your curriculum materials and discuss how you are going to build on the strengths to reduce the weaknesses • Support the discussion of curriculum materials with specific examples and the relevant parts of the text 	12 points
<p><i>Part Four: Your Instructional Activities and Sequence</i></p> <ul style="list-style-type: none"> • Describe and explain each phase of your instruction, how much time for each phase, and the specific activities and materials used in each phase • Explain and analyze why the above phases of instruction will help you differentiate your instruction to match the various needs and interests of your students • Support your analysis with relevant parts of the text 	12 points
<p><i>Part Five: Your Assessment Plan</i></p> <ul style="list-style-type: none"> • Describe specific methods that you are going to use in assessing the effectiveness of your teaching and your student learning in the lesson • Explain why these methods will help you assess your student learning by considering their different needs and interests • Explain why these methods will help you check the specific objectives that you set up for your students to reach 	8 points

<p><i>APA Formatting</i></p> <ul style="list-style-type: none"> • Written assignment follows APA Guidelines, including cover page. • Appropriate use of headings (levels) for each part of the assignment. 	8 points
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Peer Critique of Differentiated Instructional Plan

To complete this assignment, you will choose one of your peer’s instructional lesson plans to critique and provide feedback. If possible, when making your selection choose one that most closely relates to your own expertise/experience. Each student in the class will have their instructional plan critiqued by one of their peers; therefore, it is important to respond to the blog entry for which you are going to critique as soon as possible. Once one person has indicated they will provide the critique, no one else can critique that same lesson. When completing the critique, you should envision the students the plan was designed for and picture how the curriculum materials, instructional activities/sequence and assessment would be carried out. Post your written critique as a blog entry for the original author to view. Grades for this assignment will be based on the following rubric and should include the following sections (by using headings) within your paper.

Grading Rubric	
<p><i>Part One: Lesson Topic and Objectives</i></p> <ul style="list-style-type: none"> • Discuss the appropriateness of the topic of the lesson • Discuss the appropriateness of each objective for this lesson 	8 points
<p><i>Part Two: Students and Their Diversity</i></p> <ul style="list-style-type: none"> • Discuss the appropriateness of the students for which the lesson was written for and explain why it may or may not be appropriate 	8 points
<p><i>Part Three: Curriculum Materials</i></p> <ul style="list-style-type: none"> • Discuss the appropriateness of the curriculum materials used in this lesson • Describe any necessary adjustments that you would need to make regarding materials in order to use this lesson plan • Suggest at least 2 other potential curriculum materials that could be used 	10 points
<p><i>Part Four: Instructional Activities and Sequence</i></p> <ul style="list-style-type: none"> • Discuss the appropriateness of each phase of instruction, how much time for each phase, and the specific activities and materials used in each phase • Analyze and describe the kinds of activities for this lesson including their strengths and weaknesses in addressing the diverse learning needs and interests of your own students • Discuss the kinds of instructional adjustments to the activities that you will make if you are going to use this lesson plan 	10 points

<p><i>Part Five: Your Assessment Plan</i></p> <ul style="list-style-type: none"> • Discuss the appropriateness of the specific methods used to assess the effectiveness of the lesson • Identify at least two strengths and two weaknesses of the assessment plan based on your teaching situation and student differences • Discuss how you would modify this assessment plan to adapt to your teaching situation 	8 points
<p><i>Part Six: Summary</i></p> <ul style="list-style-type: none"> • Identify at least two things that you learned specifically about differentiated curriculum and instruction from this assignment • How will you take what you have learned regarding differentiated instruction and apply it in the future 	8 points
<p><i>APA Formatting</i></p> <ul style="list-style-type: none"> • Written assignment follows APA Guidelines, including cover page. • Appropriate use of headings (levels) for each part of the assignment. 	8 points

SPECIAL NOTES

Academic Misconduct

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. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

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>.

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.

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 within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, 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>.

Transparency in Learning and Teaching

The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

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.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or

call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

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/>.

Rebelmail

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail 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. Emailing within WebCampus is acceptable.

Final Examinations

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library Resource

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.