Department of Teaching and Learning
Inquire. Educate. Innovate.

Course Information

Prefix & Number	EDRL 442
Title	**LITERACY INSTRUCTION I**
Credits	3 Credit Hours
Semester	
Instructor	
Office/Phone/Email	
Class Location	
Office Hours	
Prerequisites	Admission to Elementary Education. Concurrent enrollment in EDEL 311 or EDEL 313
Course Description (Course Introduction)	Methods of instruction and assessment for primary readers and writers. Designed to help teacher candidates acquire knowledge and strategies related to literacy development and engagement through classroom application. Reflection, analysis and implementation of lessons with diverse learners. This course is designed to provide quality instructional practices for primary literacy instruction. Teacher candidates will gain knowledge in early literacy skills development.
SPA Standards Addressed: Standard Domain Areas Addressed in this Course **INTASC Principles Addressed in this Course (please insert three**	**Performance Standards/Learning Objectives** 1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. (INTASC). 1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and

subcomponents to them (performance, essential knowledge, and critical dispositions	needs and that enables each learner to advance and accelerate his/her learning(INTASC)
	2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.(INTASC)
	2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.(INTASC)
	3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. (INTASC)
	4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. (INTASC)
	4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline. (INTASC)
	4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. (INTASC)
	5(h) The teacher develops and implements supports for learner literacy development across content areas. (INTASC)
	6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. (INTASC)
	6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning. (INTASC)
	6(g) The teacher effectively uses multiple and

	appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. (INTASC)
	7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. (INTASC)
	7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill. (INTASC)
	7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. (INTASC)
	8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. (INTASC)
	8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. (INTASC)
	9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. (INTASC)
	3.2 Select, develop, administer and interpret assessments, both individual print and electronic, for specific purposes. (IRA)
	3.3 Use assessment information to plan and evaluate instruction.(IRA)
	1.1 Understand major theories and empirical research that describe the cognitive, motivational, and sociocultural foundations of reading and writing development, processes, and components including word recognition, language comprehension, strategic knowledge, and reading-writing connections. (IRA)

	5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback). (IRA)
	5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. (IRA)
	2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. (IRA)
	2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources. (IRA)
	2.0 Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. (IRA)
	3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. (IRA)
	1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement. (IRA)
	6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. (IRA)
	Essential Knowledge
	1(d) The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning. (INTASC)
	1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and

	physical. INTASC) development influences learning and knows how to make instructional decisions that build on learners' strengths and needs. INTASC) 1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others. INTASC) 3(r) The teacher is a thoughtful and responsive listener and observer. INTASC) 3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. INTASC) 3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals. INTASC) 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners. 4 (n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline. INTASC) 5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning. INTASC) 5(o) The teacher understands creative thinking processes and how to engage learners in producing original work. (INTASC) 6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each. (INTASC) 7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. (INTASC)

	8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. (INTASC)
	8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks. (INTASC)
	9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly. (INTASC)
	1.1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections. (IRA)
	4: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society. (IRA)
	5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction. (IRA)
	1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components. (IRA)
	3.1: Understand types of assessments and their purposes, strengths, and limitations. (IRA)
	2.0 Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. (IRA)
	5: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices,

	approaches and methods, curriculum materials, and the appropriate use of assessments. (IRA) 4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. (IRA) ***Critical Dispositions*** 1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development. (INTASC) 1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. (INTASC) 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. (INTASC) 3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning. (INTASC) 3(r) The teacher is a thoughtful and responsive listener and observer. (INTASC) 4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills. (INTASC) 5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas. (INTASC) 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals. (INTASC) 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning. (INTASC)

	7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction. (INTASC)
	7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances. (INTASC)
	8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs. (INTASC)
	9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly. (INTASC)
	1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement. (IRA)
	6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. (IRA)
	4. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society. (IRA)
	3.0 Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. (IRA)
	1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement. (IRA)
	4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. (IRA)

Knowledge Objectives and Related Standards

Results
At the completion of EDRL 442 and EDRL 543 series, the performance, knowledge, and dispositions gained by a teaching candidate will result in the growth of children's literacy, fluency, word recognition, comprehension, composition of text, and motivation to read and write. An introduction to and beginning understanding of the Common Core standards will be an integral part of the learning process.

Required Books and Materials
- Tompkins, G. (2014). Literacy for the 21st century: A balanced approach (6th Ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Bear, D., Templeton, S., et al. (2012). Words their way: Word study for phonics, vocabulary, and spelling instruction (5th ed). Upper Saddle River, NJ: Allyn & Bacon.
- Morris, D. (2015). Informal reading inventory: Preprimer through grade 8. New York: Guildford Press.

**Please note: The course syllabus is subject to change at the discretion of the instructor.

Additionally, reading materials are available electronically via WebCampus, in the online course schedule and each of the modules. The following are required in order to successfully complete this course:

A computer with Internet access either personally or through University computer labs, and basic computing skills. There are open computer labs in CEB 212, CEB309A, the Lied & Curriculum Materials Library and other locations on campus. A UNLV student ID is required when accessing these labs. In addition, there are several other computer labs on campus. A complete listing of lab locations, hours, and software is provided at this website http://oit.unlv.edu/labs-classrooms/computer-labs.

WebCampus login and password
Rebelmail Account -UNLV e-mail address - Much of our communication will be done by electronic mail (e-mail). Students are required to use only WebCampus or their UNLV Rebel Mail e-mail address for such communication. In addition, all official UNLV announcements are sent to this address. To activate your e-mail address, connect to the Internet and click on the following link: http://rebelmail.unlv.edu/. There are also directions included to show you how to forward Rebelmail to a preferred email account.

Supplemental Texts And/Or Materials
Additional links and resources will be available in WebCampus.
Specialty Program Area Standards Addressed
Teacher candidates who successfully complete EDRL 442 will have developed proficiency in the following related standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and the International Literacy Association (ILA).

Participation and Assignment Policy
This course is designed as a learning community. In order to gain the full benefits of the course and because you are entering the teaching profession it is imperative to attend each class session. It is YOUR responsibility to be prepared with the appropriate readings and assignments on the date they are due. As you are entering your practicum it is important that you demonstrate professionalism in your course work as well. 100% participation and completion of assignments is expected. All assignments must be completed to successfully complete the course.

- 1 absence = no grade change
- 2 absences = grade drops by 1 degree (i.e., A to A-, A- to B+, B+ to B, etc.)
- 3 + absences = 25 additional points deducted for each absence after 2 (cannot receive an A in the class)
- Arriving late or leaving early 3 times (15 min each) = grade drops by 1 degree (A to A-, A- to B+, B+ to B, etc.)

All assignments, unless otherwise specified, should follow APA format (i.e., https://owl.english.purdue.edu/) be double spaced, Times New Roman and 12 pt font. Late assignments will be accepted, but will result in grade 10% per day up to seven days.

Assignments
The course learning activities/assignments and point values are listed below:

Literacy Log	30
Graphic Organizer	45
Assessment Experiences (1 x 50 & 7 x 25 points each)	225
Lesson Plan Proposal	20
Making Connections Lesson Plan	100
Final Exam	50
Participation in class discussion (13 weeks x10)	130
Total	600

Course Requirements (600 points)
Below is a list of course activities. Late submission incurs a 10% penalty per day off of the assignments starting point value. Assignments and Assessments more than seven days late will not be accepted unless arrangements have been made with the instructor prior to the due date.

Details for the assignments, exercises and assessment criteria will be discussed in class and posted in WebCampus. There are no extra credit assignments or assessments in this course.

Literacy Log (30 pts.)
Keep a record of ALL of your literacy (reading, writing, viewing, speaking) behaviors for one full day (24 hours-NOT as easy as you think). This can take the form of bullet points, visual, graphic, chart, then write a paragraph reflection. How did you feel, what was it like, what did you learn?

Graphic Organizer (45 pts.)
Make a graphic organizer, semantic map, etc. about the Common Core State Standards/Nevada Academic Content Standards. Be prepared to share in class.

Assessment Experiences (225 pts.) See Course Calendar for due dates.
Assessment is an essential component in understanding the stages of early literacy in students' grades kindergarten through second grade. This assignment REQUIRES you to work with a primary grade student to assess their early literacy skills and analyze the results. This CAN NOT be your own family member as this would create bias in the results. You will need to find a student to work with by the second week of class.
Explicit instructions for each of the following assessment experiences are detailed in WebCampus and will be discussed in class. Sample students are provided to illustrate how these assessments should be administered (Go the Student Assessment Experience Examples located under the Learning Modules tab on the home page). You will analyze all results using the correct forms provided through the course textbook or available on WebCampus.
Assessment Experience #1: Reading Attitude / Survey Interest Inventory – 25pts
Assessment Experience #2: Morris – Alphabet Recognition & Production– 25 pts
Assessment Experience # 3: Morris – Concepts of Print – 25 pts
Assessment Experience #4: Yopp – Phoneme Segmentation – 25 pts
Assessment Experience #5; Morris or WTW – Spelling – 25 pts
Assessment Experience #6: Morris or WTW – Word Recognition – 25 pts
Assessment Experience #7: Morris – Passage Reading & Comprehension– 50 pts
Assessment Experience #8: Informal Writing Assessment – 25 pts

Lesson Plan Proposal (20 pts.) See Course Calendar for due dates.
Write a ½ to 1-page written proposal of what you have decided to plan and teach, then have it approved by your EDRL 442 instructor.
The proposal should answer these questions:
•   Who are the students? (brief general demographic info, grade level, reading levels)
•   What are you going to teach?
•   How are you going to teach? (brief description of lesson method)

- What is the skill you are focusing on?
- What is the Common Core standard?
- How are you going to assess and what will determine mastery?
- How will you document your formative assessment?

Making Connections Lesson Plan (100 pts.) See Course Calendar for due date.
Develop one lesson plan in the area of literacy for a small group of children.

Purpose: to provide an opportunity for you to develop and implement one literacy lesson and one follow-up idea to the lesson for emergent/early/transitional readers and writers that you will plan, implement (the first lesson only) and self-assess. It is called "Making Connections" because of the many connections you can make and the inherent flexibility to ensure that you will be able to make specific links such as:
- Connecting EDRL 442 and other course information
- Connecting assessment (both initial diagnostic and informal ongoing) to instruction
- Connecting 2 lessons in terms of content, skills, strategies

You will plan a small group lesson (e.g., guided reading group or another area of literacy), you are not required to implement this lesson, however depending upon your current circumstances or access to classrooms, I recommend that you find a way to implement lesson. IF you are able to use a real group of students (make the lesson appropriate) and if the lesson is done correctly you may be eligible for an additional 10 points toward the assignment.

The concept or strategy plan and/or lesson taught must have be correlated with the NVACS and/or CCSS. A measure/assessment must be built into the lesson to determine if your students are able to understand or master the concept along with addressing mastery or partial mastery of the NVACS / Common Core standard. The measure might be a checklist, rubric, paper scored for certain elements, or a written assessment of some kind. When submitting your assignment via WebCampus you must include the documentation for the assessment in the work turned in. Ideally, the lesson needs to be taught to a small group of students, you may ask a colleague or the class or the student you are working with. The lesson must be appropriate for the level of the included students.

Procedures/Requirements: <u>Prior to implementation (whether you implement or do not implement- you will still design all of the materials and reflect upon the implementation)</u> of this lesson plan you will need to write a ½ to 1-page written proposal (Due Week 11) of what you have decided to plan and teach, then have it approved by your EDRL 442 instructor.

Once your EDRL 442 instructor approves the proposal, you may approach a colleague/friend/teacher in CCSD or other schools to discuss the opportunity for implementing

your lesson (you might want to do a little of this prior to your proposal submission, so that you have some background information about the students). You are required to follow the COE guidelines for writing and implementing the lesson plan. Student artifacts should be scanned or saved as a PDF and submitted with the assignment:

- Initial proposal with instructor approval.
- One **UNLV field experience lesson plan** using Common Core standards with built-in reflections about the implementation of the lesson
- Artifacts – student work, documentation of assessment
- Written paper (analysis/reflection):
  - Introduction about group, age, grade, abilities of students
  - One paragraph summarizing your lesson
  - Do you think your instruction in the lesson met the needs of the children? Please explain and include how your lesson focused on the Common Core standard.
  - What did you learn about teaching the content you chose?
  - What did you learn about early literacy learning from this project?
  - Would you change anything about this lesson if you taught it again?

*A rubric will be shared in class and posted on WebCampus.

Final Exam (50 pts.) See Course Calendar for due date.
The online final exam will be open during the "finals week" of the semester. This will be a cumulative exam covering all topics, readings, and assignments/assessments covered over the duration of this course. The exam will be a multiple choice exam (50 points) grade given as soon as the exam has been complete and submitted. **The exam will be timed** and all students will be required to finish them and submit them within the allotted time. Each exam is open book and note. During the exam you will have access to all of your readings, and assessments, but you will have limited time, so make sure you plan ahead and study. Also, this is NOT a teamwork exam, there are several versions and you are to work on this exam independently, the system (WebCampus) tracks users. Any attempt to take the exams in an unethical manner (cheating) will result a zero for the exam with no, absolutely NO make-ups. This could also result in failing the course if the instructor deems fit. Take this opportunity to use YOUR individual knowledge gained from this course to show what YOU have learned!

**** Important Note Regarding Assignments and Exercises: BE SURE TO SAVE A BACK UP COPY OF ALL ASSIGNMENTS FOR THIS COURSE. Files can get lost in cyberspace, and it is important to protect yourself and your work. The instructor cannot be responsible for technical problems resulting in lost assignments. Once you complete an assignment, please save a backup copy.

Grading Policy

All grades will be posted online in WebCampus accounts, Grade Center. The number of points you earn during the course will determine your final grade. The grades of A and A- are reserved for students who consistently show exemplary performance in their assignments and class participation. If you have questions about the grading standard, please refer to the Academic Policies in the UNLV undergraduate catalog:

http://catalog.unlv.acalog.com/content.php?catoid=4&navoid=164

A   541-600
B   481-540
C   421-480
D   360–420
F   < 359

The course grade is NOT based or calculated by percentages, your grade is earned and assigned by the points you earn through the completed course requirements: assignments, digital dialogues, assessments, and exam only! Plus and minuses will be assigned accordingly.

Specialty Program Area Standards Addressed

Teacher candidates who successfully complete EDRL 442/543 will have developed proficiency in the following related standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and the International Reading Association (IRA).

All assignments, unless otherwise specified, should be double spaced, use Times New Roman, 12 pt. font, and in APA Format. Late work will be accepted, you will incur a 10% penalty per day (off of the assignments starting point value) up to seven days past the assignment/assessment original due date. Assignments and Assessments more than seven days or one week late will not be accepted unless arrangements have been made with the instructor prior to the due date.

Assessment & Evaluation

A variety of informal and formal assessments will be used throughout the semester to evaluate your performance and growth in this class. This may include the use of rubrics, some of which may be refined with class participants.

Course Resources

https://webcampus.unlv.edu
http://tl.unlv.edu/content/literacy/methods_resources
www.reading.org – International Literacy Association
https://bighorn.doe.nv.gov/sites/CommonCore/ccss/Pages/EnglishLanguageArtsDocuments.aspx
https://owl.english.purdue.edu/owl/section/2/10/

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. 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/.