Instructor: René A. Picó, Ph. D.
Office Hours: Mondays and Wednesdays 10:25-11:25 am and 1:00-3:00 pm; Thursdays 1:30-2:30 pm Other times by appointment only.
Office: Old Main 302
Phone: 724.946.7283
e-mail: picora@westminster.edu

Course Description:
This course is designed to infuse the teacher competencies related to meeting the instructional needs of English language learners. The course will explore the language, culture, standards-based instruction, assessment, and professionalism to understand and teach linguistically diverse learners effectively.
Certification students PreK-12 are required to take this course.
Field Experience Observation STAGE 1: 10 hours of classroom observations are required.

Credits: 3

Course Objectives:
Through engagement with course content and individual and group learning activities, students will learn to:
1. Interconnect the central ideas of the historical development of multilingual and multicultural education in the United States from colonial times to the present times.
2. Describe the legal benchmarks and current policy trends of ELL education in the US at the federal and state levels;
3. Identify the English language learners, their needs, and the requirements for their enrollment, placement, and exit in varied ELL programs;
4. Work with the Pennsylvania ELD Standards and Differentiation Tool to efficiently differentiate instruction and assessment across content areas for ELs at varying levels of English Language Proficiency (ELP);
5. Study the role of culture and Culturally Responsive Teaching in the learning environment;
6. Determine environmental factors in school and community impacting ELL cognitive and affective learning;
7. Identify effective instructional and assessment strategies for the efficient use of receptive and productive domains of language;
8. Identify effective technological tools to assist with the learning of receptive and productive domains of language.

Course Texts: Used by the instructor*:

*Students may acquire the textbook(s) if desired. Textbooks are not required. Course Unit learning modules and readings synthesize the diverse range of topics and viewpoints from different authors.
Westminster College Mission Statement
The mission of Westminster College is to help men and women develop competencies, commitments, and characteristics which have distinguished human beings at their best. The liberal arts tradition is the foundation of the curriculum continually designed to serve this mission in a rapidly changing world.

The College sees the well-educated person as one whose skills are complemented by ever developing values and ideals identified in the Judeo-Christian tradition. Westminster’s quest for excellence is a recognition that stewardship of life mandates the maximum possible development of each person’s capabilities.

OUTCOMES:
- to reason logically and evaluate critically to communicate effectively
- to think creatively, and appreciate aesthetic expressions to demonstrate intellectual curiosity
- to acquire knowledge of self, society, human cultures, the natural world, and human relationships to God to apply knowledge to contemporary issues to demonstrate moral and ethical commitments to neighbor, society, and the natural world to demonstrate commitment to lifelong learning and the acquisition of skills for careers and responsible service as world citizens.

School of Education Mission Statement
The mission of the School of Education at Westminster College is to prepare PreK-4 early childhood/PreK-8 special education and secondary teachers who are distinguished by their subject matter knowledge, interpersonal capacities, pedagogical skills, and professional attitudes.

The School of Education seeks to create a community of learners in which stimulating and challenging expectations are addressed in a positive, caring, and encouraging environment which is respectful of all individuals. The faculty seeks to model the personal attributes and pedagogical practices which distinguish the teaching profession at its best.

Through study in the Westminster Plan, the Intellectual Perspectives, general course work, and professional education, students are encouraged to build a professional knowledge base. Meaningful classroom experiences, multiple opportunities for children and youth, and partnerships with schools and agencies enable students to make connections between academic work and the field of basic education at all levels. Competencies are sought in content knowledge, understanding the diversity of all learners, instructional strategies, management, communication, planning, assessment, professionalism, and collaboration.

The nobility and significance of the preparation of professional educators are acknowledged as the demands for service to an ever-changing, diverse global and technological world increases.

Academic Integrity
Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College. Academic dishonesty is a profound violation of this code of behavior. Outlined in the Graduate Catalog are examples of and specific consequences for academic dishonesty at Westminster. The list of examples is not meant to be exhaustive, but rather to provide an overview of the community’s common concerns. Students who are unsure as to whether specific behavior not listed here will constitute academic dishonesty should consult with their individual course instructors.
Pennsylvania Department of Education: Accommodations & Adaptations for Diverse Learners Guidelines

The following outline includes the competencies addressing the academic needs and adaptations for ELL students.

I. Foundations for Pre-service Candidates. Candidates will be able to:

A Language:
1. Demonstrate knowledge of language systems, structures, functions, and variation.
2. Identify the process of acquiring multiple languages and literacy skills, including the general stages of language development.
3. Identify the differences between academic language and social language.

B. Culture
1. Identify sociocultural characteristics of ELLs including educational background and demographics.
2. Describe how ELLs’ cultural communication styles and learning styles affect the learning process.
3. Describe how ELLs’ cultural values affect their academic achievement and language development.
4. Identify bias in instruction, materials, and assessments.
5. Demonstrate cross-cultural competence in interactions with colleagues, administrators, school and community specialists, students, and their families.
6. Observe culturally and/or linguistically diverse instructional settings.

II. Applications for Pre-service Candidates. Candidates will be able to:

A. Standards-based Instruction:
1. Apply research, concepts, and theories of language acquisition to instruction.
2. Implement appropriate research-based instructional strategies to make content comprehensible for all ELL.
3. Demonstrate effective instructional planning and assessment integrating the PA Language Proficiency Standards for English Language Learners Pre-K and the PA academic standards.

B. Assessment specific to ELL
1. Use PA ELPS to design content assessment.
2. Identify issues related to standards (ELPS) based formative and summative assessment for all ELLs.
3. Use assessment data to differentiate and modify instruction for optimal student learning.

C. Professionalism
1. Describe the legal responsibilities related to serving ELLs.
2. Demonstrate collaborative, co-teaching models for serving ELLs.
3. Define common terms associated with English Language Learners.
4. Identify professional resources and organizations related to serving ELLs.
**Evaluation Criteria:**

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<thead>
<tr>
<th>Criterion</th>
<th>Points</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td><strong>Unit Content: Assigned Readings &amp; Quizzes</strong></td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>* Unit In-Class Activities</td>
<td>100</td>
<td>30</td>
</tr>
<tr>
<td>Curriculum and Instruction Project</td>
<td>100</td>
<td>30</td>
</tr>
<tr>
<td>^Field Experience Observation</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>+ Attendance, Participation and Work Ethic</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>320</td>
<td>100</td>
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</table>

**Unit Content Readings** are assessed by: [1] the participation in unit discussions (in class or online); and [2] the integration of unit content into course tasks.

**You must have active Westminster College digital accounts and access to e-mail, D2L and related tools to fulfill course requirements. You are responsible for gathering the required skills to succeed in a digital environment. Please seek help on the use of D2L, e-mail or technological tools necessary for this course.**

As a student enrolled in this course, you should be prepared to use the following basic technological requirements for a successful experience: internet access, video/text conferencing capabilities, web-cam or video camera, video production and editing application, MSOffice Suite or analogous software for preparing documents, presentations, and graphics requested by instructional applications and unit assessments.

**Unit tasks, quizzes, and other class projects are to be submitted on the due date. Tardy work will lose 10% of the grade per day late; they will not be accepted after the fourth (4th) day. Some assignments will be submitted via the D2L system for which NO hard copies will be accepted. There will be no substitution for any missed assignment or activity. NO EXCEPTIONS! Guidelines and evaluation criteria for assignments and class projects will be provided prior to and/or the day of the announcement.**

+ Attendance at every class - coming to class on time and staying until class ends - is **expected and required**. Coming to class late or leaving early will be considered as a one-half unexcused absence. You may need to be absent from class on rare occasions or for serious reasons. Acceptable excuses for an absence are [1] medical, personal or family emergencies and require a signed note from a family member, corresponding representative or licensed professional – self-reported WC Health Center excuses will NOT be considered a valid excuse, or [2] professional or educational engagement supported by evidentiary records. Please, notify Picó in writing ahead of time, or call and leave a message in the case of an emergency. Ten (10) points will be deducted from your Class Attendance points for each unexcused absence. Students with more than three (3) absences may not receive credit for the course. Your inability to live up to attendance expectations will be considered as cause for a failing grade in the course.

++ Participation in class and online activities via D2L will be monitored as part of the Participation evaluation criteria.

++ Work Ethics. It is of extreme importance to provide original work, professionally written statements, and properly cited work of other literary and digital authorities or sources. Some written tasks will be turned in via the Turnitin System. Plagiarism and unprofessional behaviors in our face-to-face or digital learning environments will not be tolerated and may be considered as a cause for a report to university officials.

++ Westminster College promotes mutual respect, tolerance for individual differences, and collaboration among colleagues. Professional attitude and participation are expected and required. If you are antagonized, provoked or threatened by the behaviors of a classmate during class or group work assignments, please notify Picó as soon as possible. Unprofessional behaviors will not be tolerated.

++ BYOD. The use of wireless computers and tablets is allowed during the class period to view, download, and read materials from and for the course. You will be asked to turn your technology off if caught involved using it for personal business or communication during class. You will be expected to bring your technology during BYOD (Bring Your Own Device) sessions.

++ The use of mobile phones is **strictly prohibited** during class unless authorized by the instructor. There is time for everything. Our time together is devoted to the learning and exchange of ideas. You can communicate with family and friends before, after class or during breaks. Phone activity causes unnecessary distractions and interruptions to you and your colleagues, and it is disrespectful to your instructor and peers. Keep it in your bag. You will be asked to put it away if caught misusing it repeatedly during class. If the defiant use of the phone persists, you will be asked to surrender the phone for the remainder of the session. Please notify the instructor at the beginning of the session if you need to maintain your device active for a special reason such as a family emergency, notification or call.

^Students in ELL206 will be requested to conduct PDE STAGE 1 formal field experience observation hours. This can be achieved by observing a class and/or providing evidence of a professional interview with an ELL, ELL classroom teacher or school administrator. The educator must work in a learning environment where ELL are taught. Students are required by school districts and the PA Department of Education to acquire clearances to observe in an educational setting. For Education Majors: Required Clearances: ACT 33-151: Child Abuse; ACT 34: Criminal; and ACT 114: FBI Finger Printing. For Non-Education Majors: PDE requires the acquisition of free clearances in the form of certificates. All clearances must be acquired prior to visiting a school. It is imperative that you acquire the clearances early in the semester.
Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94 - 100 %</td>
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<tr>
<td>B+</td>
<td>87 - 89 %</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79 %</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69 %</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 93 %</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86 %</td>
</tr>
<tr>
<td>C</td>
<td>74 - 76 %</td>
</tr>
<tr>
<td>D</td>
<td>64 - 66 %</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83 %</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 73 %</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 63 %</td>
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<tr>
<td>F</td>
<td>&lt; 60 %</td>
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Westminster College Resources

Academic Success Center

Wondering how to better tackle your reading assignments? Looking for new ways to prepare for your tests? Worried about keeping up in all your classes? Afraid to ask for help? You’re not the first Westminster College student to have these issues on your mind! The Academic Success Center can help you with free academic support, including drop-in tutoring hours and individual tutoring for specific subjects, as well as individualized academic consultations to help you with goal setting, time management, note-taking, reading strategies and other skills that will help you reach your academic goals.

4th Floor, Thompson-Clark Hall
Availability of rooms for individual or group studying on a first-come, first-serve basis until 10 p.m. every night
For information: www.westminster.edu/academics/learning-center/index.cfm
Coordinator: Jessica Shelenberger TC 412 shelenjp@westminster.edu (724) 946-6700

LIS Help

Library and Information Services oversees technological services for the campus community. The department provides services and support for students, staff, and faculty in their use of information resources. If you require technical support, you can contact LIS Help by calling extension 6000 or (724) 946-6000.

Reporting online via the LIS Help Tech Trouble Report
Email: LIShelp@westminster.edu
Stopping by the LIS Help Desk on the first floor of McGill Library
LIS Help Desk Hours Academic Year (Aug.31 - May 12)
(special hours may apply during holidays)
Monday Thursday: 7:30 AM - 1:00 AM
Friday: 7:30 AM - 9:00 PM
Saturday: 9:00 AM - 5:00 PM
Sunday: 1:00 PM - 1:00 AM

Students with Disabilities Statement

Westminster College makes every effort to provide reasonable accommodations for students with disabilities. This includes individuals with physical disabilities, learning disabilities and mental health disorders who meet the definition of disability under the Americans with Disabilities Act. Students with disabilities have the same responsibility as other students to meet the University's academic, technical, and behavioral standards and to follow the University's general policies and guidelines regarding standards of conduct. Students who plan to request accommodations should contact the Disabilities Resource Center at the beginning of each semester and provide the instructor with a letter outlining your specific academic needs. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact:

Faith Craig
Disabilities Resource Center
Phone: 724.946.7192
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>Assigned Reading of Learning Modules, Advanced Resources &amp; Unit Tasks</th>
<th>In-Class Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEK 1</strong>&lt;br&gt;JAN 14 &amp; 16&lt;br&gt;GEAR UP</td>
<td><strong>GEAR UP!</strong>&lt;br&gt;+ Welcome to ELL206&lt;br&gt;+ Establishing a Learning Community&lt;br&gt;+ Questions and Answers for Pre-Service Professionals&lt;br&gt;<strong>UNIT I: Who is the English Language Learner?</strong>&lt;br&gt;* History of Multilingual Education in the US: Demographics and Population Shifts</td>
<td>D2L Posted Resources&lt;br&gt; Welcome to ELL206&lt;br&gt; ELL206 Syllabus&lt;br&gt; Understanding the Course Format&lt;br&gt; Teacher Resources for Building a Learning Community</td>
<td>+ GU A1: What drives your life and career? &lt;br&gt; + GU A2: Q&amp;A for Pre-Service Professionals</td>
</tr>
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<td><strong>WEEK 2</strong>&lt;br&gt;JAN 21* &amp; 23&lt;br&gt;Martin Luther King Jr. Day – Observed – No Classes&lt;br&gt;<strong>UNIT I: Who is the English Language Learner?</strong>&lt;br&gt;* ELL Legal Benchmarks&lt;br&gt;* Teaching for Social Justice: A Critical Sociological Look at Language and Power</td>
<td><strong>D2L</strong> Posted Resources&lt;br&gt; Learning Module(s):&lt;br&gt; Multilingual Education in the United States: A Historical Journey&lt;br&gt; * Advanced Reading Assignments&lt;br&gt; Guidelines and Rubric</td>
<td>+ UI A 1: We are a Multicultural Society ELL Trivia Game&lt;br&gt; + UI A 2: Topic Discussion&lt;br&gt; + UI A 3: Quiz</td>
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<td><strong>WEEK 3</strong>&lt;br&gt;JAN 28 &amp; 30&lt;br&gt;<strong>UNIT II: Language Policy and the ELL</strong>&lt;br&gt;* ELL Policy – Federal and State&lt;br&gt;* Identification, Assessment and Placement of ELL&lt;br&gt;* English Language Development Standards&lt;br&gt;* Use of ELL Differentiation Tool</td>
<td><strong>D2L</strong> Posted Resources&lt;br&gt; Learning Module(s):&lt;br&gt; Policy and the ELL in PA&lt;br&gt; Using the ELL Differentiation Tool and PA ELD Standards&lt;br&gt; * Advanced Reading Assignments</td>
<td>+ UIII A 1: Case Study 1 and 2 PA ELP Standards into Classroom Practice&lt;br&gt; + UIII A 2: Performance-Based Task – Using the ELL Differentiation Tool</td>
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<td><strong>WEEK 4</strong>&lt;br&gt;FEB 04 &amp; 06&lt;br&gt;<strong>UNIT III: Culturally Responsive Teaching</strong>&lt;br&gt;* Descriptions and Understandings of Culture&lt;br&gt;* Words on Race: The Power of an Illusion&lt;br&gt;* Culture in a Diverse Society: Actions against Racism and Social Injustice – How are ELL impacted?&lt;br&gt;* The Skills and Responsibilities of the Intercultural Educator&lt;br&gt;* Culturally Derived Learning Strategies</td>
<td><strong>D2L</strong> Posted Resources&lt;br&gt; Learning Module(s):&lt;br&gt; Culturally Responsive Schooling&lt;br&gt; * Advanced Reading Assignments&lt;br&gt; Guidelines and Rubric</td>
<td>+ UIII A 1: Pre-Test &amp; Discussion&lt;br&gt; + UIII A 2: Let Us Talk about Food&lt;br&gt; + UIII A 3: CRT Elements in the ELL Classroom&lt;br&gt; + UIII A 4: Culture in My Own Words Post-Test &amp; Discussion</td>
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<tr>
<td>WEEK 5</td>
<td>UNIT IV: Building a Community of Learners</td>
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| FEB 11 & 13 | * The Physical and Conceptual Learning Environment  
* Collaborative Learning Experiences  
* Integrating School, Family, and Society |

**D2L Posted Resources**  
Learning Module(s)  
Building a Community of Learners School, Community and Society  
**Advanced Reading Assignments**  

**+ UIV A 1:** Learning Environment Designer  
**+ UIV A 2:** Establishing effective communication with ELL families.

<table>
<thead>
<tr>
<th>WEEK 6</th>
<th>UNIT V: Curriculum and Instruction Project: ELL Advocacy</th>
</tr>
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</table>
| FEB 18 & 20 | * Introduction to ELL Advocacy Project  
* Team Formation  
* Establishment of Goals and Project Phases |

**D2L Posted Resources**  
Guidelines and Rubric  
**C&I PROJECT A 1:** ELL Advocacy Project Tentative Outlines

<table>
<thead>
<tr>
<th>WEEK 7</th>
<th>UNIT VI: Instructional and Assessment Strategies for the Effective Use of Receptive Domains of Language</th>
</tr>
</thead>
</table>
| FEB 25 & 27 | * The Receptive Domains of Language: Listening and Reading  
* Instructional Strategies for Receptive Domains of Language:  
  > Cognitive  
  > Metacognitive |

**D2L Posted Resources**  
Learning Module(s)  
Receptive Strategies for ELD in the Content Areas  
**Advanced Reading Assignments**

**+ UVI A 1:** Assorted Activities for the Input of Language

<table>
<thead>
<tr>
<th>WEEK 9</th>
<th>UNIT VI: Instructional and Assessment Strategies for the Effective Use of Receptive Domains of Language</th>
</tr>
</thead>
</table>
| MAR 04 & 06 | * Instructional Strategies for Receptive Domains of Language:  
  > Cognitive  
  > Metacognitive  
* English Language Development and Assessment in the Content Areas |

**D2L Posted Resources**  
Learning Module(s)  
Receptive Strategies for ELD in the Content Areas  
**Advanced Reading Assignments**

**+ UVI A 1:** Assorted Activities for the Input of Language

<table>
<thead>
<tr>
<th>WEEK 8</th>
<th>SPRING BREAK - NO CLASSES</th>
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<tr>
<th>WEEK 10</th>
<th>UNIT VI: Instructional and Assessment Strategies for the Effective Use of Receptive Domains of Language</th>
</tr>
</thead>
</table>
| MAR 18 & 20 | * Instructional Strategies for Receptive Domains of Language:  
  > Social- Affective, and  
  > Academic Survival and Study Skills  
* English Language Development and Assessment in the Content Areas |

**D2L Posted Resources**  
Learning Module(s)  
Receptive Strategies for ELD in the Content Areas  
**Advanced Reading Assignments**  
Guidelines and Rubric

**+ UVI A 2:** UVI Task(s) Lesson Outline for the Effective Use of Receptive Domain Strategy

<table>
<thead>
<tr>
<th>WEEK 11</th>
<th>UNIT VII: Instructional and Assessment Strategies for the Effective Use of Productive Domains of Language</th>
</tr>
</thead>
</table>
| MAR 25 & 27 | * Speaking and Writing: Language Acquisition and Use  
* Learner Autonomy, Oracy, and Literacy for English Language Development (ELD)  
* Project-Based Learning (PBL) / Phenomenological Learning Experiences |

**D2L Posted Resources**  
Learning Module(s)  
Learner Autonomy and Strategies for Productive EL  
**Advanced Reading Assignments**

**+ UVII A 1:** Exploring Learner Autonomy through Meaningful PBL Experiences for ELL
| WEEK 12  APR 01 & 03  UNIT V-VIII | **Curriculum and Instruction Project: ELL Advocacy**  
*Class Project Development Revisions  
UNIT VII: Instructional and Assessment Strategies for the Effective Use of Productive Domains of Language  
* Learner Autonomy, Oracy, and Literacy for English Language Development (ELD) | **D2L Posted Resources**  
**UV Task(s) Guidelines and Rubric**  
**Learning Module(s)**  
Learner Autonomy and Strategies for Productive EL | **C&I PROJECT A 2: C&I Project Themes and Development** |
| WEEK 13  APR 08 & 10  UNIT VII | **UNIT VII: Instructional and Assessment Strategies for the Effective Use of Productive Domains of Language**  
* Speaking and Writing: Language Acquisition and Use  
* Learner Strategies and Learner-focused Teaching | **D2L Posted Resources**  
**Advanced Reading Assignments**  
Guidelines and Rubric | **UVII A 2: UVII Task(s) Lesson Outline for the Effective Use of a Productive Domain Strategy** |
| WEEK 14  APR 15 & 17  UNIT VIII | **UNIT VIII: The Role of Instructional Technologies in English Language Learning**  
* CALL and Language Acquisition  
* The Digital Divide: Socio-Economics and Gender  
* Digital Tools for the Improvement of Receptive and Productive Language Domains | **D2L Posted Resources**  
**Learning Module(s)**  
The Impact of Technology on Language Learning  
**Advanced Reading Assignments** | **UVIII A 1: Selection, Evaluation, and Recommendation of Tech Tools for the ELL** |
| WEEK 15  APR 23* & 24* | * EASTER BREAK CLASSES RESUME ON A TUESDAY - Follow Monday Schedule  
UNIT VIII: The Role of Instructional Technologies in English Language Learning  
* Augmented and VR technologies for the ELL classroom  
* CLASSES DO NOT MEET - Faculty/Students to attend Undergraduate Research Arts Celebration (URAC) | **D2L Posted Resources**  
**Learning Module(s)**  
The Impact of Technology on Language Learning  
**Advanced Reading Assignments** | **UVIII A 2: VR for ELL: Integration to Lesson Development UVIII Task(s) Lesson Outline for the Effective of Use of IT for ELL** |
| WEEK 16  APR 29 & MAY 01  C&I PROJECT: ELL ADVOCACY | **C&I PROJECT: ELL ADVOCACY**  
*C&I Project Final Revisions  
*C&I Project Presentation Revisions  
* Course Evaluation | **D2L Posted Resources**  
**UV Task(s) Guidelines and Rubric**  
**Course Evaluation** | **C&I Project Revisions  
Course Evaluation** |
| WEEK 17  MAY | **FINAL SESSION – Thursday @ 8:00-10:30 am**  
*C&I Project Presentations | **D2L Posted Resources**  
**Course Evaluation** | **Upload C&I Project Documents** |

This is the customary outline for the course. Dr. Picó reserves the right to change the schedule and evaluation criteria if/as the need arises. Some course tasks will be performed in class while others will be assigned for completion outside the class period. Due dates will be offered in the guidelines. The class will be notified of changes before they take effect. The topics are many, and the outline seems a bit hefty, so be careful not to fall behind.

**CONTACT THE INSTRUCTOR IF A PROBLEM ARISES OR YOU NEED HELP!**

Dr. Picó will answer messages or requests from **Monday to Friday** within a **24- to 48-hour** period. Messages or requests received during the weekend will be answered on the next workday.