**CED 617 – Foundations in School Counseling**  
Course Syllabus

Spring 2019  
Online

# **Faculty Information**

Mary Bess W. Pannel, PhD, LPC, NCC  
[mpannel@deltastate.edu](mailto:mpannel@deltastate.edu) – When possible, please use the Canvas message system to contact me.   
Campus office: Ewing 340  
 Campus office phone: 662-846-4392

Office hours: Monday 11:00-1:00 p.m., Tuesday 2:00-6:00 p.m., Wednesday 11:00-1:00 p.m., Thursday 11:00-2:00 p.m., and by appointment.

Dr. Pannel will respond to messages within two business days of initial communication.

# **Course Materials**

## Required Materials:

Stone, C.B. & Dahir, C.A. (2016). The Transformed School Counselor (3rd ed.). Upper Boston, MA: Cengage.

Recommended:

American School Counselor Association. (2012). *The ASCA National Model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.

Stone, C. (2013). *School Counseling Principles: Ethics and law.* Alexandria, VA: The American School Counselor Association.

Schellenberg, R. (2012). *The school counselor’s study guide for credentialing exams.* Routledge Taylor & Francis Group. New York, NY.

Hermann, M.A., Remley, T.P., Jr., & Huey, W.C. (Eds.) (2010). *Ethical and legal issues in school counseling* (3rd ed.). Alexandria, VA: American School Counselor Association.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

# **Course Description**

Procedures and techniques of organizing and administering counseling services in elementary/secondary schools and in vocational education programs and the study and application of collaboration skills with the various individuals and subsystems encountered by the school counselor. (3 hours)

# **Purpose**

Understanding the roles and responsibilities of a school counselor is crucial to student and counselor success alike. Administrators, teachers, parents, and other stakeholders often have conflicting ideas around counselors and their contribution to the school environment. When effective, proactive organization and administration of services is combined with collaboration and consultation, counselors can actively demonstrate their unique contributions to student engagement, development, and achievement.

# **Program Learning Outcomes (CACREP, 2016)**

This course helps students achieve the following program learning outcomes:

1. Counseling students will develop and demonstrate an understanding of the life-long need to pursue counseling knowledge and professional development. Students will articulate the value of engagement in professional organizations for the purposes of advocacy, certifications, and accreditations.

2. Counseling students will develop an ethical awareness that results in behaviors that reflect an understanding of roles, responsibilities, supervision, and limitations as they collaborate and consult with other behavioral health professionals and systems.

3. Counseling students will utilize critical thinking skills to evaluate the effects of power and privilege for clients. Counseling students will demonstrate decision making strategies to understand the impact of attitudes, beliefs, heritage, understandings and acculturative experiences on views of others. Counseling students will utilize multicultural competencies and awareness to adopt the counseling knowledgebase and work-behavior areas to work with diverse client populations.

4. Counseling students will examine biological, environmental, and systemic factors that affect human behavior, development, and functioning. Counseling students will develop strategies for promoting optimum development, resilience, and wellness across the lifespan.

5. Counseling students will utilize career theories that facilitate the client's pathway to satisfactory work and leisure, including counseling skills that foster values clarification, knowledge of the work world, and personal wellness.

6. Committing to grow deeper toward integrated practice, counseling students demonstrate foundational understanding of the intersection between counseling theory, counseling skills, and differentiated interventions.

7. Counseling students will display knowledge of various models of group work, processes, and development to ensure effective, ethical group experiences with clients.

8. Students will recognize the need to assess and improve their own leadership skills. They will demonstrate the ability to manage group dynamics within counseling venues.

9. Students will demonstrate the ability to make cultural adjustments specifically in the work-behavior areas of counselors including fundamental counseling issues, counseling processes, research, diagnostic and assessment services, professional practice, and professional development.

10. Counseling students will verbalize the importance of counseling history and its ongoing research influencing current counseling practices.

11. Students are aware of their own worldview and its intersection with theories of counseling and development. From this perspective, students demonstrate a beginning verbalization of their own integrated theories.

# **Course Student Learning Outcomes**

At the completion of the course students will understand the following:

1. Professional counseling organizations, including membership benefits, activities, services to members, and current issues (2.F.1.f.)
2. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (2.F.1.i.)
3. Strategies for personal and professional self-evaluation and implications for practice (2.F.1.k.)
4. Self-care strategies appropriate to the counselor role (2.F.1.l.)
5. The role of counseling supervision in the profession (2.F.1.m.)
6. Multicultural counseling competencies (2.F.2.c.)
7. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (2.F.2.d.)
8. The effects of power and privilege for counselors and clients (2.F.2.e.)
9. Help-seeking behaviors of diverse clients (2.F.2.f.)
10. The impact of spiritual beliefs on clients’ and counselors’ worldviews (2.F.2.g.)
11. Theories of individual and family development across the lifespan (2.F.3.a.)
12. Theories of learning (2.F.3.b.)
13. Theories of normal and abnormal personality development (2.F.3.c.)
14. Theories and etiology of addictions and addictive behaviors (2.F.3.d.)
15. Biological, neurological, and physiological factors that affect human development, functioning, and behavior (2.F.3.e.)
16. Systemic and environmental factors that affect human development, functioning, and behavior (2.F.3.f.)
17. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (2.F.3.g.)
18. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (2.F.3.i.)
19. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (2.F.4.b.)
20. Theories and models of counseling (2.F.5.a.)
21. A systems approach to conceptualizing clients (2.F.5.b.)
22. Theories, models, and strategies for understanding and practicing consultation (2.F.5.c.)
23. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (2.F.5.d.)
24. The impact of technology on the counseling process (2.F.5.e.)
25. Counselor characteristics and behaviors that influence the counseling process (2.F.5.f.)
26. Essential interviewing, counseling, and case conceptualization skills (2.F.5.g.)
27. Development of measurable outcomes for clients (2.F.5.i.)
28. Evidence-based counseling strategies and techniques for prevention and intervention (2.F.5.j.)
29. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (2.F.5.m.)
30. Processes for aiding students in developing a personal model of counseling (2.F.5.n.)
31. Characteristics and functions of effective group leader (2.F.6.d.)
32. Use of assessments for diagnostic and intervention planning purposes (2.F.7.e.)
33. Identification of evidence-based counseling practices (2.F.8.b.)

**School Counseling Standards**

FOUNDATIONS

1. history and development of school counseling (5.G.1.a.)
2. models of school counseling programs (5.G.1.b.)
3. models of P-12 comprehensive career development (5.G.1.c.)
4. models of school-based collaboration and consultation (5.G.1.d.)
5. assessments specific to P-12 education (5.G.1.e.)

CONTEXTUAL DIMENSIONS

1. school counselor roles as leaders, advocates, and systems change agents in P-12 schools (5.G.2.a.)
2. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (5.G.2.b.)
3. school counselor roles in relation to college and career readiness (5.G.2.c.)
4. school counselor roles in school leadership and multidisciplinary teams (5.G.2.d.)
5. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (5.G.2.e.)
6. competencies to advocate for school counseling roles (5.G.2.f.)
7. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (5.G.2.g.)
8. common medications that affect learning, behavior, and mood in children and adolescents (5.G.2.h.)
9. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (5.G.2.i.)
10. qualities and styles of effective leadership in schools (5.G.2.j.)
11. community resources and referral sources (5.G.2.k.)
12. professional organizations, preparation standards, and credentials relevant to the practice of school counseling (5.G.2.l.)
13. legislation and government policy relevant to school counseling (5.G.2.m.)
14. legal and ethical considerations specific to school counseling (5.G.2.n.)

PRACTICE

1. development of school counseling program mission statements and objectives (5.G.3.a.)
2. design and evaluation of school counseling programs (5.G.3.b.)
3. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (5.G.3.c.)
4. interventions to promote academic development (5.G.3.d.)
5. use of developmentally appropriate career counseling interventions and assessments (5.G.3.e.)
6. techniques of personal/social counseling in school settings (5.G.3.f.)
7. strategies to facilitate school and postsecondary transitions (5.G.3.g.)
8. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (5.G.3.h.)
9. approaches to increase promotion and graduation rates (5.G.3.i.)
10. interventions to promote college and career readiness (5.G.3.j.)
11. strategies to promote equity in student achievement and college access (5.G.3.k.)
12. techniques to foster collaboration and teamwork within schools (5.G.3.l.)
13. strategies for implementing and coordinating peer intervention programs (5.G.3.m.)
14. use of accountability data to inform decision making (5.G.3.n.)
15. use of data to advocate for programs and students (5.G.3.o.)

# **Major Course Activities**

**Course Requirements**

1. **Examinations**

Final Exam

Chapter Quizzes

1. **Major Course Assignments**
   1. **Professional Organization**

Prepare an informational paper from which you could make a 10 minute Powerpoint presentation (minimum 10 slides) on a professional organization **related to school counseling**. The presentation should include information about the organization; its history and scope; membership qualifications, dues, responsibilities, and benefits; dates and location(s) of annual conferences; professional publications; professional development opportunities; and websites and contact information. Please attach membership forms. Examples of appropriate organizations include ASCA, MSCA, ACA, MCA, NBCC, and Chi Sigma Iota. Please check with your instructor for other organizations. (2.F.1.f-g.;5.G.2.a-n.; 5.G.3.a-o.)

* 1. **Journal Article Reviews**

Write two reviews of two different research articles related to school counseling in the outline form listed below. The article must have been published in a national peer-reviewed counseling journal **within the last five years**. Examples include *Professional School Counseling,* the *Journal of School Counseling,* and those listed at http://www.counseling.org/Publications/Journals.aspx. Include page and paragraph numbers in parentheses. (2.F.8.a-j.; 5.G.3.a-o.)

**The review should contain the following components as bold subheadings in APA format:**

1. Cover page, following the format outlined in the student handbook
2. Introductory section
   1. Statement of the problem
   2. Explanation of grounding in the research literature, e.g.:
      1. Smith & Wesson (2012): summary
      2. Turner & Hooch (2004): summary
   3. Research hypotheses, questions, or objectives to be addressed
3. Literature review
   1. Underlying and related studies, e.g.:
      1. Simon & Simon (1992): summary
      2. Brooks & Dunn (2006): summary
   2. Prior conclusions
4. Research design and methods
   1. Population and sample
   2. Sample selection (type of sampling used)
   3. Instrumentation (how data is collected)
   4. Methodology (what was done)
5. Study limitations
6. Conclusions (describing the results and tying them back to the literature)
7. Implications for practice

From your examination of this article, please answer the following questions:

1. How did the researchers address multicultural concerns?
2. Why is this article important to school counselors? How does it advance the school counseling profession?
3. Article citation in APA 6 format

Other than the article citation, each response should employ correct grammar and complete sentence structure.

* 1. **Resource List**

Create a list of resources for your community. Because school counselors are often called upon to act as a referral source, this list should contain a wide variety of information. Contacts should include local therapists (including specialists in family dynamics), food banks, child support services, child abuse advocacy centers, support groups for childhood disorders, social service resources (e.g. CHIPS, Medicare, Medicaid, free eyeglasses, etc.), legal services, court-ordered programs, and tutors. The resource list should contain the name of the contact, a summarization of services provided, qualifications to receive services, and contact information (e.g. phone number, street address, and email). A minimum of 15 resources should be listed. Submitted in the MODULES/Assignments area of the Canvas classroom. (5.G.2.a-n.; 5.G.3.a-o.)

* 1. **Referral Letter**

Compose a sample referral letter to a local therapist on a student’s behalf. Be sure to include your contact information. Also compose a letter to a parent or guardian explaining the referral process and requesting permission for a two-way flow of information as an appendix to the therapist letter. Be sure to include your contact information and a consent clause for a two-way flow of information. Submitted in the MODULES/Assignments area of the Canvas classroom. (5.G.2.a-n.; 5.G.3.a-o.)

* 1. **Classroom Guidance Lesson Plans**

Develop three developmentally appropriate classroom guidance lesson plans for your school setting of interest (elementary, middle, high). One plan will address a social/emotional concern, the second will address an academic concern, and the third will address a career concern. At least two lesson plans must be designed as a group interventions. Each lesson plan should be designed to last 50 minutes, include an activity, list required resources, explicitly address multicultural concerns, provide evidence of differentiated instruction, and include an evaluation of student learning. Submitted in the MODULES/Assignments areas of the Canvas classroom. (5.G.2.a-n.; 5.G.3.a-o.)

* 1. **Case Study**

Provide a written evaluation of a case study. You may select any of those cited in the book or perhaps one you would like to cite from another source. The submission format is attached to the assignment in the MODULES/Assignments area of the Canvas Classroom. (2.F.2.c-g; 2.F.4.b.; 2.F.5.a-g,i,j,n; 2.F.7.e, 2.F.8.b., 5.C.1.b-c.,e., 5.C.2.b-d.,h.,j., 5.C.3.a-b.; 5.G.1.a-e.; 5.G.2.a-n.)

1. **Discussion Postings**

Discussions are designed to engage your thinking about the readings and to stimulate interaction with other students. A series of case studies and discussion questions pertaining to assigned chapters or topics will be posted in Canvas. Post **at least two** ***significant*** responses to **each discussion question**, reflecting your understanding of the material. The first response for each topic will be to the original statement or question, while other responses will elaborate upon colleagues’ reflections or comments. All responses for the week will be due by Midnight on Saturday/Sunday night. Before responding, it will be important to thoughtfully read the appropriate material. Points will be given for:

* Timely contributions
* Correct English usage, grammar, and spelling
* Offering up ideas or resources and inviting a critique of them
* Asking challenging questions
* Articulating, explaining and supporting positions on ideas
* Citing relevant resources to validate points
* Exploring and supporting issues by adding explanations and examples
* Reflecting on and re-evaluating personal opinions
* Offering a critique, challenging, discussing and expanding ideas of others
* Negotiating interpretations, definitions, and meanings
* Summarizing previous contributions and asking the next question
* Proposing actions based on ideas that have been developed

**Graded assignments**

Evaluation is based on timely completion of assignments, adequate class preparation, class attendance, supervision session attendance, and quality of work.

Sources for evaluation are:

Final Exam- 25%

Chapter Quizzes- 25%

Major Course Assignments- 35%

Professional Organization

Journal Article Reviews

Resource List

Referral Letter

Lesson Plans

Case Study

Discussion Boards- 15%

Total-100%

# **Evaluation and Grading**

Cumulative course evaluation is based on a 100-point scale. The total number of points earned will determine the semester grade.

94 - 100% = A

80 - 93% = B

70 - 79% = C

Below 70% = F

Evaluation is based on timely completion of assignments, adequate class preparation, class attendance, supervision session attendance, and quality of work.

There will be a rubric provided for written assignments on Canvas. Feedback on assignments will be provided by the instructor in a timely manner.

All assignments are due according to the timeline established by the syllabus unless otherwise noted by the instructor. The maximum number of points awarded will decrease by ten percent for each day the assignment is late.

# **Attendance**

Attendance at each class is required. “In no case shall absences exceed 25 percent of the scheduled meetings of class. In such cases, the student shall receive a grade of F in the class.” (2016-2017 Graduate Catalog, p. 29). If you miss more than 3 classes over the course of the semester, you will receive and automatic grade of “F”. I do not condone “excused absences”. You are either present in class, and receive credit for your presence, or you are not present and you do not receive credit.

[DSU Policy on Class Attendance](http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/)  
<http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/>

# **Academic Honesty Policy/Grievance Policy/FERPA**

[DSU Policy on Academic Honesty](http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/): <http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/>

The policies stipulated in the Graduate Bulletin will be strictly enforced. Plagiarism will not be tolerated. If the instructor discovers plagiarism has occurred, the student will, at minimum, receive a grade of 0 for the assignment.

Academic Grievance Policy-Graduate: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/grievance-policy-academic-graduate/>

Family Education Rights and Privacy Act (FERPA): FERPA provides the faculty member the right to discuss issues pertaining to a student’s performance with DSU employees who have a legitimate educational interest. If a faculty member is concerned about a student, the faculty member may submit an alert to the appropriate DSU department. For more information about FERPA, please visit the website:<http://www.deltastate.edu/academic-affairs/registrars-office/forms-and-policies>

# **Quoting, Plagiarism, Paraphrasing, and Citations**

Plagiarism: As per the American Psychological Association (APA) Publication Manual, “Researchers do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism)” (p. 15).

No more than 10% of any paper or assignment may be quoted material. Beyond 10% will result in an equivalent grade deduction.

Quotes require a citation, including a page or paragraph number. As well, as per the APA Publication Manual, “quotation marks should be used to indicate the exact words of another” (p. 15).

Paraphrasing means putting someone else’s ideas, thoughts, or research into your own words, and giving them credit with a proper citation.

Instances of plagiarism may result in a grade of 0 and academic repercussions.

Self-Plagiarism: According to the APA Publication Manual, self-plagiarism, or ‘double-dipping,’ is when an individual presents work they have previously submitted for publication or for a grade as if it is new scholarship (ie. newly completed). Examples of self-plagiarism might include submitting the same assignment (or portions of the same assignment) in a class which is being taken for the second time or in a different class. Keep in mind that ‘recycling’ even ONE paragraph is considered Self-Plagiarism/Double-Dipping.

An instance of Self-Plagiarism/Double-Dipping is a serious offense. You have created no ‘new’ academic work (ie. you received a grade the first time you submitted the work), and therefore, you will receive a grade of 0 and the face academic repercussions of plagiarism.

TURN-IT-IN will be used, and you will have access. Please see Canvas.

# **Etiquette and Civility Online/Netiquette**

Netiquette refers to the guidance and expectations for students communicating online in a group setting. This includes discussion forums, email, and any other form of communication used in this course.

Below is a source with some basic netiquette tips that you may find useful:   
<https://elearningindustry.com/10-netiquette-tips-online-discussions>

# **Additional Course-Specific Rules, Policies, Expectations**

Case studies and other examples inherent in this course will approach counseling from a cultural perspective. This course examines many sensitive areas. Because our student population is very diverse, sensitivity to gender/race/ethnicity/disability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

Please turn all cell phones, pagers, and other electronic equipment to silent when you enter class and place them on your desktop, face up. To create a respectful class environment, please refrain from texting, checking messages, etc. In the case of an emergency, please alert the instructor prior to class.

Papers are expected to follow APA format.

# **Course Schedule/Content Outline**

**Tentative Schedule\***

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Readings and Assignments** | **Standards** |
| 1 | Week of Jan. 7th | Chapter 1  **Professional Organization Assignment**  Chapter Discussion Board  Chapter Quiz  Course Mate Chapter Assignment(s) | (2.F.1.f-g.;5.G.2.a-n.; 5.G.3.a-o.) |
| 2 | Jan. 14th | Chapter 2  Chapter Discussion Board  Chapter Quiz  Course Mate Chapter Assignment(s) |  |
| 3 | Jan. 22th | Chapter 3  Chapter Discussion Board  Chapter Quiz  Course Mate Chapter Assignment(s) |  |
| 4 | Jan. 28th | Chapter 4  Chapter Discussion Board  Chapter Quiz  Course Mate Chapter Assignment(s) |  |
| 5 | Feb. 4th | Chapter 5  **Journal Article Review #1**  Chapter Discussion Board  Chapter Quiz  Course Mate Chapter Assignment(s) | (2.F.8.a-j.; 5.G.3.a-o.) |
| 6 | Feb. 11th | Chapter 6  Chapter Discussion Board  Chapter Quiz  Course Mate Chapter Assignment(s) |  |
| 7 | Feb. 18th | Chapter 7  Chapter Discussion Board  Chapter Quiz  Course Mate Chapter Assignment(s) |  |
| 8 | Feb. 25th | Chapter 8  **Resource List**  Chapter Discussion Board  Chapter Quiz  Course Mate Chapter Assignment(s) | (5.G.2.a-n.; 5.G.3.a-o.) |
| 9 | March 4th | Chapter 9  **Referral Letter due**  Chapter Discussion Board  Chapter Quiz  Course Mate Chapter Assignment(s) | (5.G.2.a-n.; 5.G.3.a-o.) |
| 10 | Spring Break! | | |
| 11 | March 18th | Chapter 10  Chapter Discussion Board  Chapter Quiz  Course Mate Chapter Assignment(s) |  |
| 12 | March 25th | Chapter 11  **Case Study due**  Chapter Discussion Board  Chapter Quiz  Course Mate Chapter Assignment(s) | (2.F.2.c-g; 2.F.4.b.; 2.F.5.a-g,i,j,n; 2.F.7.e, 2.F.8.b., 5.C.1.b-c.,e., 5.C.2.b-d.,h.,j., 5.C.3.a-b.; 5.G.1.a-e.; 5.G.2.a-n.) |
| 13 | April 1st | Chapter 12  Chapter Discussion Board  Chapter Quiz  Course Mate Chapter Assignment(s) |  |
| 14 | April 8th | Chapter 13  **Journal Article Review #2**  Chapter Discussion Board  Chapter Quiz  Course Mate Chapter Assignment(s) | (2.F.8.a-j.; 5.G.3.a-o.) |
| 15 | April 15th | Chapter 14  Chapter Discussion Board  Chapter Quiz  Course Mate Chapter Assignment(s) |  |
| 16 | April 22nd | Chapter 15  **Classroom Guidance Lesson Plans due**  Chapter Discussion Board  Chapter Quiz  Course Mate Chapter Assignment(s) | (5.G.2.a-n.; 5.G.3.a-o.) |
| 17 | April 29th | **Final Exam** |  |

\*The instructor reserves the right to make adjustments in the syllabus, assignments, activities, and the grading schedule as needed to meet course objectives and needs.

\*Make sure all readings and other assignments are completed BEFORE you come to class.

Add and Drop deadlines are listed in the Academic Calendar: <http://www.deltastate.edu/academic-affairs/calendar/>

Other important information may be found in the Course Catalog: <http://www.deltastate.edu/academic-affairs/catalog/>

# **Technology**

For assistance using Canvas, you can click the help icon in your course, or refer to the [Canvas Student Guide](https://guides.instructure.com/m/4212). If you experience technical difficulties, or need technical assistance with this course, please contact OIT's 24-hour Help Desk via email at [helpdesk@deltastate.edu](mailto:helpdesk@deltastate.edu) or by phone at 662-846-4444 or 866-264-1465 (toll free). Please include the course name and your 900# when contacting the Help Desk.

[Link to Canvas](https://deltastate.instructure.com): <https://deltastate.instructure.com>

[Canvas Technical Requirements](https://community.canvaslms.com/docs/DOC-10720): <https://community.canvaslms.com/docs/DOC-10720>

[Canvas Privacy Policy](https://www.canvaslms.com/policies/privacy): <https://www.canvaslms.com/policies/privacy>

[Canvas Accessibility Statement](https://www.canvaslms.com/accessibility): <https://www.canvaslms.com/accessibility>

# **Student Support Services**

## Student Success Center

The Student Success Center provides educational learning services and assistance for all students. Additional information can be found at: <http://www.deltastate.edu/student-success-center/>.

## Roberts-LaForge Library

The Roberts-LaForge Library provides numerous resources and services for students, faculty, and staff. Along with the diverse print collections there are thousands of full-text journals and eBooks available 24/7 through its website. It also houses a computer lab, group study rooms, and individual study spaces. Research assistance is always available and additional material can be ordered from across the country using Interlibrary Loan. Additional information about the Roberts-LaForge Library can be found at: <http://www.deltastate.edu/library/>.

[Writing Resources for Students](http://www.deltastate.edu/library/student-writing-resources/)

* Roberts-LaForge Library: <http://www.deltastate.edu/library/student-writing-resources/>
* <http://www.deltastate.edu/academic-affairs/center-teaching-learning/writing-enhanced-courses/>
* Student Success Center: <http://www.deltastate.edu/student-success-center/academic-support-services-developmental-studies/>
* Writing Center: <http://www.deltastate.edu/artsandsciences/languages-literature/writing-center/>

Services include individual assistance at all stages of the writing process, including: brainstorming, discovering a thesis, organizing and developing and argument, sentence structure, documentation style, and resumes and letters of application.

# **ADA Statement and Disability Services**

Information about [Disability Services](http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/) can be found on the DSU website. <http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/>

For assistance with and to make arrangements for accommodation for disabilities, please contact [Disability Services](http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/), at the O.W. Reilly Student Health Building, 662-846-4690. It is the responsibility of students who have professionally diagnosed disabilities to notify the disability coordinator and present documentation in a timely manner so that necessary and/or appropriate modifications can be made to meet any special learning needs.

Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, gender identity, sexual orientation, age, disability, or veteran status. This policy extends to all programs and activities supported by the University.

# **Disclaimer**

This syllabus is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events.