

TL 528 - Children's and Young Adult Literature in the Classroom

2021 Summer Syllabus, Section 01, CRN 7220

Course Information

You are responsible for knowing this material, so please read carefully. Any changes will be announced in a Blackboard Announcement. You will be responsible for any changes. Your continued enrollment in this course is your implicit agreement to abide by the requirements of this class.

Instructor Information

Dr. Sonja Brandt
Email: sonja.brandt@und.edu
2021 Summer Office Hours:
Online by appointment
Office Phone: 701-777-3145

About the Professor

For information about your professor for this course, Dr. Sonja Brandt, view the Week 1 folder found under the Weekly Folders tab inside our Blackboard course. Students who are taking this course as part of their graduate-level Reading Education/ Literacy program as well as students taking this course as part of their graduate-level TESOL/ELL program will all complete a short introductory FlipGrid video to introduce themselves! All students will also create a Road Map Introduction via PowerPoint slides to share with the entire class. There will be opportunities for students from both programs to share and interact with one another throughout our course.

Course Description

This course explores the major area of literature for children and young adults in response to two questions: What is the range of literature available for children and young adults today? In what ways might children's and young adult literature be used in the classroom to promote literacy growth?

Updated course description (2021): This course explores the major area of literature for children and young adults in response to two questions: What is the range of literature available for children and young adults today? In what ways might children's and young adult literature be used in the classroom to promote culturally-relevant literature literacy growth?

Learning Outcomes

Based on the questions from the Course Description, the goals for the course are as follows:

Course Objectives:

By the end of this course, students will be able to:

- Expand your knowledge of the wealth of literature available for diverse children in classrooms. (CAEP Standard #1, NBPTS #2, ILA Standards #1 and #4)
- Explore and deepen your knowledge of genres and elements of literature for children to strengthen literature-based engagements in classrooms. (CAEP Standard #1, NBPTS #2, ILA Standard #1 and #5)
- Increase knowledge of foundational aspects of literature (e.g., criticism) and use in purposeful ways as a tool to deepen and assess children's engagements with literature. (CAEP Standard #1, NBPTS #2 and #3, ILA Standard #3)
- Add to your repertoire of practices for connecting children with books and deepening response to literature in the classroom setting. (NBPTS #1, #2, #3 and #4)

Departmental Framework:

This course is aligned with the conceptual framework defined by the Department of Teaching and Learning and with the National Board for Professional Teaching Standards (NBPTS), which have been adopted for the graduate programs in the Department of Teaching and Learning. Note: Not every dimension of the conceptual framework of every NBPTS principle is covered in any single course.

Conceptual Framework:

The teacher education programs at the University of North Dakota are grounded on constructivist principles. Through our programs, we support the development of educators who are learners, active agents of learning and articulate visionaries.

Council for the Accreditation of Educator Preparation:

Link to CAEP Website (<http://caepnet.org/standards/standards-advanced-programs/>)

- Standard #1: Content and Pedagogical Knowledge
- Standard #2: Clinical Partnerships and Practice
- Standard #3: Candidate Quality and Selectivity
- Standard #4: Program Impact
- Standard #5: Provider Quality Assurance and Continuous Improvement

National Board for Professional Teaching Standards:

- Standard #1: Teachers are committed to students and their learning.
- Standard #2: Teachers know the subjects they teach and how to teach those subjects to students.
- Standard #3: Teachers are responsible for managing and monitoring student learning.
- Standard #4: Teachers think systematically about their practice and learn from experience.
- Standard #5: Teachers are members of learning communities.

International Literacy Association: Standards for Reading Professionals

Link to ILA Website (<https://www.literacyworldwide.org/get-resources/standards/standards-forreading-professionals/standards-2010-role-6/>)

- Standard #1: Foundational Knowledge
- Standard #2: Curriculum and Instruction
- Standard #3: Assessment and Evaluation
- Standard #4: Diversity
- Standard #5: Literate Environment
- Standard #6: Professional Learning and Leadership

North Dakota Reading Specialist Standards:

- 05007.4: The teacher candidate has studied and had experiences with teaching appreciation of literature in various literacy genres, personal-social growth through reading, and the use of fiction and content area reading to encourage lifelong learning.

Policies for Students in Educator Preparation Programs

Dispositions:

The Council of Accreditation for Educator Preparation (CAEP) requires the university to monitor the academic progress and dispositions of every student enrolled in a program leading to an education license or credential. Dispositions refer to a student's actions and behaviors in terms of professionalism, ethics and human relations. Should a concern arise about a student's progress or dispositions, faculty, instructors and/or cooperating teachers may request a one-on-one meeting with the teacher candidate or advanced student to discuss areas of strength or concerns. Written documentation of this conference may be included in the student's permanent file. Specific procedures are delineated on the form, Professional Dispositions for UND Teacher Education.

Essential Abilities Requirements:

Essential abilities are academic performance requirements that refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the educator preparation curriculum and the development of personal attributes required for professional licensure.

The candidate must possess or be able to gain these abilities with or without reasonable accommodation. The essential abilities required by the curriculum are reflected by competencies in the following areas: communication, intellectual, behavioral, social, motor, and sensory (Handbook for Teacher Education).

Reasonable accommodations will be afforded to education candidates with disabilities as required under the Americans with Disabilities Act of 1990. Students who can no longer perform the essential functions of education candidates must report that to the Associate Dean of Student Services and Assessment and suggest any accommodations that they think will enable them to perform as education candidates. The Associate Dean will then determine if the suggested accommodations are reasonable or if there are any other reasonable accommodations that can be made. If accommodations cannot be made, the student may not be able to complete their educational program.

Course Materials

Required textbooks:

- Leland, C., Lewison, M., & Harste, J. (2013). Teaching children's literature: It's critical. New York: Routledge. (ISBN: 9780415508681)
- Knickerbocker, J.L., Brueggeman, M.A., & Rycik, J.A. (2012). Literature for young adults: Books and more for contemporary readers. Scottsdale, AZ: Holcomb Hathaway, Publishers. (ISBN: 9781934432433)

Choose one of the following:

(Read in Week 2 of our summer course):

- Lambert, M.D. (2015). Reading picture books with children: How to shake up storytime and get kids talking about what they see. Watertown, MA: Charlesbridge. (ISBN: 9781580896627)
- Lado, A. (2012). Teaching beginner ELLs using picture books: Tellability. Thousand Oaks, CA: Corwin. (ISBN: 9781452235233)

Choose one of the following books you have not previously read:

These will be read across Weeks 1-3 for our summer course for your Book Review Major Assignment.

Note: These are grouped by general classrooms, EL reading classrooms, and EL writing classrooms:

General Reading Classrooms:

- Kittle, P. (2013). Book love: Developing depth, stamina, and passion in adolescent readers. Portsmouth, NH: Heinemann.
- Miller, D. (2009). The book whisperer: Awakening the inner reader in every child. San Francisco: Jossey Bass.
- Miller, D., & Kelley, S. (2014). Reading in the wild: The book whisperer's keys to cultivating lifelong reading habits. San Francisco: Jossey Bass.

EL Reading (see EL writing choices in the following section):

- Stewart, M. A. (2017). Keep it R.E.A.L.!: Relevant, engaging, and affirming literacy for adolescent English learners. Teachers College Press.
- Herrera, S. G., Kavimandan, S., Perez, D. R., Wessels, S., & De, J. E. J. (2017). Accelerating literacy for diverse learners: Classroom strategies that integrate social/emotional engagement and academic achievement, K-8. Teachers College Press.
- Roberts, T. A. (2017). Literacy success for emergent bilinguals: Getting it right in the preK-2 classroom. Teachers College Press.
- Bell, J., Maksimovich, E., Loates, J., & Loates, J. (2013). New language, new literacy: Teaching literacy to English language learners. Ontario: PippinPub.
- Dove, M. G., & Honigsfeld, A. M. (2013). Common Core for the Not-So-Common Learner, Grades K-5: English Language Arts Strategies. Thousand Oaks: SAGE Publications.
- Honigsfeld, A. M., & Dove, M. G. (2013). Common Core for the Not-So-Common Learner, Grades 6-12: English Language Arts Strategies. Thousand Oaks: SAGE Publications.
- Grabe, W. (2012). Reading in a second language: Moving from theory to practice. Cambridge: Cambridge University Press.
- Kissner, E. (2011). Summarizing, paraphrasing, and retelling: Skills for better reading, writing, and test taking. Portsmouth, NH: Heinemann.

EL Writing:

- Graff, G., Birkenstein, C., & Durst, R. K. (2017). "They say / I say": The moves that matter in academic writing, with readings. W. W. Norton & Company.
- Swales, J. M., & Feak, C. B. (2016). Academic writing for graduate students: Essential tasks and skills. Ann Arbor, Michigan: The University of Michigan Press.
- Gottlieb, M., & Ernst-Slavit, G. (2014). Academic language in diverse classrooms: Definitions and contexts. Corwin.
- Gottlieb, M., & Ernst-Slavit, G. (2014). Academic language in diverse classrooms: English language arts, grades K-2: Promoting content and language learning. Corwin.
- Reynolds, D. W. (2013). One on One with Second Language Writers: A Guide for Writing Tutors, Teachers, and Consultants. University of Michigan Press.
- Andrade, M. S., & Evans, N. W. (2013). Principles and practices for response in second language writing: Developing self-regulated learners. New York, N.Y: Routledge.
- Craig, J. L. (2013). Integrating writing strategies in EFL/ESL university contexts: A writing-across-the-curriculum approach. New York: Routledge.
- Ortmeier-Hooper, C. (2013). The ELL writer: Moving beyond basics in the secondary classroom. Teachers College Press.

Technical Requirements/Assistance

Whether you're taking courses in the classroom or online, it's important to have the right technology and equipment. Visit the UND Technical Requirements webpage (<https://campus.und.edu/campus-services/uit/tech-requirements.html>) for more information. Students are expected to use their official UND email in the course. For technical assistance, please contact UND Technical Support at 701.777.2222. Visit the University Information Technologies (UIT) website (<https://campus.und.edu/campus-services/uit/>) for their hours, help documents and other resources.

Minimum Technical Skills Needed

In order to succeed in this course, at a minimum, you should be able to:

Insert minimum requirements expected and needed. In the bulleted example list below

- Navigate in and use basic Blackboard functions
- Download and open electronic documents
- Create, save, and upload/attach electronic documents
- Send, receive, and manage email
- Create and share/upload video files of yourself
- Access websites and other resources as described and provided within the course

Course Logistics

Access and Log in Information

This course was developed and will be facilitated utilizing Blackboard. To get started with the course, please go to: <http://blackboard.UND.edu> (<http://blackboard.und.edu/>) and log in with your NDUS Identifier, Username and Password. If you do not know your NDUS Identifier or have forgotten your password, please visit Your NDUS Account page (<https://campus.und.edu/campus-services/uit/ndus.html>) on the UIT website.

Course Overview

The course content is organized into nine weeks. Each week contains a purpose, learning outcomes, and a variety of links to articles, video/audio, and other instructional resources selected to enhance the learning experience and support the various topics. Discussions, blogs, wikis, surveys, quizzes, tests and assignments will be used to assess your comprehension and application of those materials over the course of this class.

To get the most from your experience, it is recommended that you consider the following:

- Review the syllabus and course schedule posted in Blackboard
- Use the FAQ Discussion Board found under Resources to ask questions

- Participate fully and in a timely manner to get the benefit of learning from your peers and the facilitators

What Should Students Do First?

Prior to the start of the first week you should have reviewed the syllabus, explored our Blackboard course, and created your FlipGrid introductory video. During Week 1 you may work on your Road Map Introduction via PowerPoint.

How Students Should Proceed Each Week for Class Activities

On the left side course menu in Blackboard there is a "Weekly Folders" tab. Inside this tab you will find all the required readings, videos, and assignments/activities for the week. An overview of each week can be found in Blackboard under the Schedule tab. The "Major Assignments" tab contains an overview for the major assignments for this course.

Resources

Many services are available to UND students such as writing assistance from the UND Writing Center, free online tutoring from Smarthinking, and more. Visit the Student Resources page (<https://und.edu/academics/services/>) for more information. Students also have access to the UND Student Resource Site via Blackboard. It is recommended that you become familiar with the tools and tutorials within the site to better equip you in navigating the course.

Course Requirements/Expectations

1. The student will review the syllabus and course schedule posted in Blackboard.
2. The student will access and follow all course instructions found in the Announcements as well as the Weekly Folders and Major Assignments areas of the Blackboard course.
3. The student will participate in any lecture or discussion sessions online as provided and as part of this course.
4. The student will complete and submit assignments, exams, quizzes, etc. by the dated noted and in the manner described in Blackboard and on the course schedule. **We will use Central Standard Time for due dates and times.**
5. The student will participate fully and in a timely manner to get the benefit of learning from instructor and/or peers.
6. The student will always use professional language (no netspeak) in their postings and emails, being respectful of classmates at all times even if one disagrees with others' ideas. Our online posts are our main interactions and discussions as a community of teachers and learners. We are here to learn from and alongside one another!

Communication

Insert information on how you will be communicating with students and how you would like them to communicate with you. Be sure to set expectations regarding response times. Some examples are provided below, please include all categories relevant to your instruction of this course:

Announcements

Announcements will be posted in Blackboard on a regular basis. Be sure to check the class announcements regularly as they will contain important information about class assignments and other class matters.

Email

You are encouraged to post your questions about the course in the FAQs discussion board forum in the Blackboard site or raise them in class if held synchronously or on campus. The Blackboard discussion board is an open forum in which you and your classmates are encouraged to answer each other's questions. But, if you need to contact me directly, check the Faculty tab in Blackboard or the syllabus for my contact information. I will respond back to you within 48 hours during the week or weekend.

Discussion Forums, Blogs, & Wikis

These tools are an excellent way for you to engage with the course material and with your peers. Each week we will have at least one of these tools for you to participate in. You are expected to read all assigned discussion boards, blog posts, and/or wiki pages and provide thoughtful contributions.

Course Etiquette

When participating in class (online or in person) it is important to interact with your peers in an appropriate manner. Always use professional language (no netspeak) in your postings and emails. Please be respectful of your classmates at all times even if you disagree with their ideas.

Assessments

Project (80%)

Course Assignments 50%

The course is organized into nine modules. Each module contains 2-3 different assignments based on the readings and topic for that lesson. Assignments include Discussion Board posts, creating lesson plans, completing study guides, etc. Each discussion board post is worth 10 points and each assignment is worth 20 points.

Your Course Assignments are worth a total of 50% of your final grade.

Paper (20%)

Book Review 20%

You will write a two-part book review about one of the books that you choose from either the general reading classroom, EL reading classroom, or EL writing classroom lists of books provided in the syllabus.

This Book Review Major Assignment is worth a total of 20% of your final grade.

Project (80%)

Literacy Project 30%

This is your final project in which you will draw upon all that you have learned during the course. You will create a classroom-based project that would be practice and usable in your classroom, curriculum, position, etc.

This Literacy Project Major Assignment is worth a total of 30% of your final grade.

Grade Scale (0%)

Grade Scale

Grade Scale

- A 100-90%
- B 89-80%
- C 79-70%

Schedule of Topics and Assignments

Week of	Reading(s):	Agenda/Topic:	Due:
5/17		Introductions (using FlipGrid.com & Roadmap Introductions PowerPoints) Introduction to the course The importance of story	Read the first third of your general reading, EL reading, or EL writing text FlipGrid & Road Map Introductions assignments Week 1 Souvenir
5/24		How picturebooks work The art of the picturebook	Read second third of your general reading, EL reading, or EL writing text Week 2 Souvenir
5/31		Traditional Literature/Folklore Reader response Responding to literature Extensive/Intensive Reading	Read the final third of your general reading, EL reading, or EL writing text Week 3 Souvenir Traditional Literature/Folklore Bibliography

6/7	Poetry Using literature to teach reading Literary elements Fluency through repeated readings	Write your Book Review on your general reading, EL reading, or EL writing chosen text Read your chosen picturebook text (general or EL) Week 4 Souvenir Final Literacy Project proposal Poetry/Novel in Verse Bibliography
6/14	Contemporary Realistic Fiction #WeNeedDiverseBooks Culturally Rich & multicultural literature The Giving Tree	Library Audit Assignment Week 5 Souvenir Realistic Fiction/ Culturally Rich Bibliography
6/21	Fantasy Science-Fiction Graphic Novels Websites for vocabulary teaching & practice	Week 6 Souvenir Nonfiction Graphic Novel Bibliography Fiction Graphic Novel Bibliography Fantasy/Science Fiction Bibliography
6/28	Historical Fiction "Other" texts Inquiry into the world through focused studies Meaning-based writing instruction	Text Sets FlipGrid video Other Texts FlipGrid video Week 7 Souvenir Work on your final Literacy Project assignment Historical Fiction Bibliography
7/5	Nonfiction Biography, Autobiography, & Memoir (BAM) What is "Good Writing"?	Week 8 Souvenir BAM Bibliography
7/12	Conclusion Literature in the classroom Censorship	Final Literacy Project due by Friday at 11:59pm CST

Course Policies

Assignment Policy

Due dates for each assignment or activity will be posted in Blackboard. Assignments are to be turned in on the day they are due. Note that initial weekly discussion board or FlipGrid assignments are due on Friday with follow-up comments due by Sunday at 11:59pm CST unless otherwise noted.

Late Work

All assignments must be submitted by the due dates posted in the course. The acceptance of late assignments is at the discretion of the instructor, provided that you contact the instructor before the due date with a legitimate reasons (such as an illness) and ask for an extension. Assignments turned in late without prior arrangements will be accepted for 1 week after the due date, but will receive a letter grade reduction in points and no written feedback. All requirements for this course must be completed during the course dates. Assignments due in the last week of the course will not be accepted late unless prior arrangements have been made with the instructor. Final project assignments due after the last day of the course will not be accepted late unless prior arrangements have been made with the instructor.

Incomplete Grades

It is expected that students will complete all requirements for a course during the time frame of the course. For reasons beyond a student's control, and upon request by the student or on behalf of the student, an incomplete grade may be assigned by the instructor when there is reasonable certainty the student will successfully complete the course without retaking it. The mark "I," Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor. More information regarding UND's Incomplete policy can be found on The Grading System webpage (<http://und-public.courseleaf.com/undergraduateacademicinformation/undergraduateacademicinformation/thegradingsystem/>).

Course Requirements:

In this graduate level course, students are expected to

- Complete all readings in a reflective and critical manner
- Demonstrate graduate-level skills in thinking and communication
- Be considerate of others' thoughts and opinions
- Assignments that are not well-written or well-thought out will be returned to the student for revision. Unless otherwise directed, format assignments using 12 pt. font and 1 inch margins and follow APA style. All assignments must be posted in Blackboard unless otherwise directed. E-mailed assignments will not be accepted without prior permission from the instructor.
- Central Standard Time is used for due dates and times.

Class Participation

Students are required to login regularly to the online class Blackboard site. Students are also required to participate in all class activities such as discussion boards, blogs, and wikis. Students must post their initial discussion board post in a timely manner (by the due date) so the other students in the course have sufficient time to respond.

Effort/Course Rigor

Plan to spend sufficient time on the course. You are expected to put in the same amount of time into online courses as you would if you were enrolled in a face-to-face course on-campus. For example, if a three credit course were meeting on-campus it would meet for three hours a week for sixteen weeks. In addition to this meeting time, you would be expected to spend, at minimum, an additional hour for each hour of class time on assignments and readings. Therefore, for a three credit online course you can expect to spend at least six hours a week on the course. However, because our three-credit course only spans across nine weeks, instead of sixteen weeks, you can anticipate spending at least ten – twelve hours each week working on our course, this would include readings, assignments, discussions, major assignments, etc.

UNIVERSITY OF NORTH DAKOTA POLICIES & RESOURCES

Academic Integrity

Academic integrity is a serious matter, and any deviations from appropriate behavior will be dealt with strongly. At the discretion of the professor, situations of concern may be dealt with as a scholastic matter or a disciplinary matter.

As a scholastic matter, the professor has the discretion to determine appropriate penalties to the student's workload or grade, but the situation may be resolved without involving many individuals. An alternative is to treat the situation as a disciplinary matter, which can result in suspension from the University, or have lesser penalties. Be aware that I view this as a very serious matter, and will have little tolerance of or sympathy for questionable practices. A student who attempts to obtain credit for work that is not their own (whether that be on a paper, quiz, homework assignment, exam, etc.) will likely receive a failing grade for that item of work, and at the professor's discretion, may also receive a failing grade in the course. For more information read the Code of Student Life (<https://und.policystat.com/policy/6747183/latest/>).

Access & Opportunity, Disability Support and Medical Services

If you have emergency medical information to share with me, or if you need accommodations in this course because of a disability, please visit with me as soon as possible. My office hours are at the top of this syllabus. If you plan to request disability accommodations, you are expected to register with the Disability Support Services (<https://und.edu/student-life/disability-services/>) (DSS) office online, (180 McCannel Hall, 701.777.3425).

If you have a temporary medical condition such as a broken arm or recovering after surgery, you may be able to arrange for courtesy services. In most cases, it is expected that you will make your own arrangements for these services. Examples of courtesy services include access to a test scribe if the student has a broken hand; lift equipped van transportation when the student has a broken leg or temporary accessible parking for a student using crutches for a short period. If you are unable to make your own arrangements, please contact DSS (777-3425). Unlike services and/or accommodations provided to eligible students with disabilities, the University is NOT obligated to provide courtesy services.

Resolution of Problems

Should a problem occur, you should speak to your instructor first. If the problem is not resolved, meet with insert name of conflict mediator or ombudsperson if available in your department, otherwise delete this sentence. If the problem continues to be unresolved, go to the department chair, and next to the college Dean. Should the problem persist, you have the right to go to the Provost next, and then to the President.

Notice of Nondiscrimination

It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to: Donna Smith, Director of Equal Employment Opportunity/Affirmative Action and Title IX Coordinator, 401 Twamley Hall, 701.777.4171, UND.affirmativeactionoffice@UND.edu (und.affirmativeactionoffice@UND.edu) or the Office for Civil Rights, U.S. Dept. of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

Reporting of Sexual Violence

If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; donna.smith@UND.edu; or visit the Title IX webpage (<http://und.edu/affirmative-action/title-ix/>).

Faculty Reporting Obligations Regarding Sexual Violence

It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, you can find information about confidential support services on the Title IX webpage (<http://und.edu/affirmative-action/title-ix/>).

UND Cares Program

The UND Cares program (<http://und.edu/und-cares/>) seeks to educate faculty, staff and students on how to recognize warning signs that indicate a student is in distress.

How to Seek Help When in Distress

We know that while college is a wonderful time for most students, some students may struggle. You may experience students in distress on campus, in your classroom, in your home, and within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. For more additional information, please visit the UND Cares program Webpage (<http://und.edu/und-cares/>).

How to Recognize When a Student is in Distress

The term "distressed" can mean any of the following:

- Student has significant changes in eating, sleeping, grooming, spending, or other daily activities.
- Student has cut off or minimized contact with family or friends.
- Student has significant changes in performance or involvement in academics, sports, extracurricular, or social activities.
- Student describes problems (missing class, not remembering, destructive behavior) that result from experiences with drinking or drugs.
- Student is acting withdrawn, volatile, tearful, etc.
- Student is acting out of character or differently than usual.
- Student is talking explicitly about hopelessness or suicide.
- Student has difficulty concentrating or difficulty carrying on normal conversation.
- Student has excessive dependence on others for company or support.
- Student reports feeling out of control of one's emotions, thoughts, or behaviors.

UND Cares about Your Success

Important information is available to you through Starfish, which is an online system used to help students be successful. When an instructor observes student behaviors or concerns that may impede academic success, the instructor may raise a flag that notifies the student of the concern and/or refer the student to their academic advisor or UND resource. Please pay attention to these emails and take the recommended actions. They are sent to help you be successful!

Starfish also allows you to (1) schedule appointments with various offices and individuals across campus, (2) request help on a variety of topics, and (3) search and locate information on offices and services at UND.

You can log into Starfish by clicking on Logins on the UND homepage and then selecting Starfish. A link to Starfish is also available in Blackboard once you have signed in.

Ensure Accessibility

To comply with the latest accessibility guidelines, documents posted online, including, but not limited to, Adobe PDF files, Microsoft Word documents, Microsoft PowerPoint presentations, and online flipbooks, must be screen-reader friendly. For directions on how to make your syllabus and other course materials accessible, visit the Creating Accessible Content webpage (<https://und.edu/academics/ttada/academic-technologies/creating-accessible-content.html>) on the TTaDA site.