

Nashville State Community College

Course Information

School of Business and Professional Studies

Early Childhood Education

Language and Literacy in Early Childhood Education

ECED 2380

Fall 2024

[Academic Calendar](#)

Instructor Information

Name: Jennifer Goncalves

NSCC Email: Jennifer.Goncalves@nsc.edu

[Virtual Office Zoom Link](#)

Office Location: D-21 [White Bridge Campus](#)

Office Hours: (See the instructor information inside D2L)

Course/Catalog Description

A study of the research-based principles and practices for providing young children ages birth through eight with a strong foundation in language and literacy using a developmentally appropriate approach. Field experiences required. Prerequisite(s): ECED 2315 or department approval

Course Delivery

Online: ECED 2380 Language and Literacy in Early Childhood Education is an online course in which practically all the content and interactions will be accessed through the [NS Online D2L](#) course.

Credit Hours: 3 credits

Prerequisites: ECED 2315 or department approval

Course Policies

This syllabus sets forth the expectations for course content, work, and grading as well as expectations for student performance and conduct. The syllabus does not constitute a contract between the student and the instructor or the College. The information contained here is subject to change at any time. Students will be notified if any changes are made. Though

changes are possible, it is expected that the course will be conducted as described in this syllabus.

Purpose of the Course

The purpose of this course is to prepare candidates for future professional practice in working with young children to support the development of language and literacy skills. This involves an understanding of early literacy skills including the foundations of a literacy-rich environment, working with families, oral language, selecting developmentally appropriate children's books from a variety of genres, developing read-aloud skills, teaching early reading and writing, and assessing literacy learning. Each student is expected to actively contribute as individuals using online resources that will include communication, documentation of development, time management, and project/assignment management skills.

Structure of the Course

The course is structured in modules. Each module contains readings from the assigned textbook as well as articles, and multimedia content meant to enhance your knowledge of how to support the language and literacy skills of young children. Weekly assignments are typically posted on Monday, discussion submissions are due by Saturday, and assignments and discussion responses are due on Sunday. The Dialogic Reading Literacy Plan is to be completed over a series of weeks but have associated deadlines listed in the schedule. There are no predetermined class meeting times, but you are expected to communicate with your instructor and peers as needed.

Required Textbook(s) & Other Materials:

Once enrolled, all students should verify that they have the correct textbook and materials information by consulting the D2L/NS Online shell for the course.

Textbook(s): *Helping Young Children Learn Language and Literacy: Birth through Kindergarten*, 5th Edition, Pearson, 2020. (Vukelich, Christie, Enz, and Roskos)

ISBN: 9780134866598

Reference Materials: [Tennessee Early Learning Developmental Standards](#) ; [Tennessee Department of Education Curriculum Standards for English Language Arts K-12](#)

Textbook Information

Before courses begin, you should make sure you have the correct textbook and materials for each course. You can look up your courses on the [bookstore's website](#) using your A# or by entering your course information.

Digital Course Materials (DCM):

To ensure the lowest cost for students, this course includes a materials fee. This means that some, or all, of the required textbooks and materials for this course are available through your *NS Online* course shell. When you register for this course, the charge will appear on your account. If you decide you do not want to purchase the course materials embedded in *NS*

Online, you can opt out of the program until the end of the second week of classes. If you opt out, you will be responsible for obtaining the required course materials on your own. For more information, please visit the [NSCC Bookstore](#) at www.nsc.edu/dcm.

Accommodation and Accessibility Needs

If you are registered with the [Access Center](#) and require an alternate format for the textbook and other course materials, please contact the Access Center as soon as possible at 615-353-3363 or accesscenter@nsc.edu.

Honors Option

Honors credit is available in some classes. If you are interested in participating in the [Honors Program](#), please contact your instructor within the first four weeks of class.

Learning Objectives (Course Level Learning Outcomes)

To successfully complete this course, the student is expected to:

1. Identify the central concepts and the learning continuum for early language and literacy (PLO 5) 1a, 5a, 5b
2. Design effective culturally responsive teaching strategies for involving families in supporting language and literacy in young children. (PLO2, PLO4) 2a, 2b, 4c, 5c
3. Examine and select informal tools for assessing children's language development and literacy learning. (PLO 3) 3b
4. Utilize multi-dimensional and pedagogical knowledge when planning and implementing appropriate learning experiences for children to support the development of early language skills. (PLO 5) 4b, 5b
5. Evaluate and reflect on early language and literacy experiences for children using pedagogical knowledge that results in a plan for modification of teaching practices. (PLO 5) 5c, 6e
6. Interpret how technology can be integrated to support the development of early language and literacy in the curriculum (PLO 4) 4c
7. Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues. (PLO 1, 2, and 6) 6c
8. Engage in continuous, collaborative learning to inform practice. (PLO 6) 6d

Course Competencies: The following NAEYC Professional Standards and Competencies are addressed in this course:

Standard 1: Child Development and Learning in Context

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multicultural development.

Standard 2: Family-Teacher partnerships and Community Connections

2a: Know about, understand, and value the diversity of families.

2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.

Standard 3: Child observation, Documentation, and Assessment

3b: Know a wide range of types of assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiated instructions, incorporating play as a core teaching practice, and supporting the development of executive function skills critical for young children.

4c: Use a broad repertoire of developmentally appropriate, culturally, and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 5: Knowledge, Application, and Integration of Academic Content in Early Childhood Education Curriculum

5b: Understand pedagogical content knowledge- how young children learn in each discipline- and how to use the teacher knowledge and practices described in Standards 1-4 to support young children's learning in each content area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

Standard 6: Professionalism as an Early Childhood Educator

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

6d: Engage in continuous, collaborative learning to inform practice.

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Course Policies

As students in this course, you should strive to obtain as much knowledge and improve skill sets that will aid your work as an early childhood educator. As a NSCC student working in an online environment, you should be courteous, thoughtful, detailed, and diligent throughout your coursework. Lack of initiative or motivation will surely impede your opportunity to complete this course successfully.

Student Responsibilities

My goal is for you to excel in this class and to develop the skills necessary to succeed in your chosen career. However, you have the major responsibility for doing well. Achievement of course objectives will require you to know what you need to do to improve your performance and actually do it. You are expected to research all materials and software needed to complete your projects, apply the feedback returned to you, and document your process throughout. You cannot meet the objectives of this course by being a passive learner. As the semester progresses, you should be able to implement several ideas to improve your performance. In addition, you are expected to ask questions to clarify expectations, evaluations, or other aspects of the course not clear to you. Nashville State provides many student resources for academic and personal support; see the “Nashville State Community College Resources” section of this syllabus for more information.

Academic Integrity and Student Authentication

This course strives to utilize scholarly writing and plagiarism detection tools like Turnitin. Online resources may be used to gather ideas for activity plans and literacy learning strategies with proper citation provided. If you have questions about what is and is not acceptable, please contact the course instructor.

Contact Preferences

Any time you have a question as you progress through the course, please contact me by phone, email, text, or in person. My contact information is on the course homepage and the Instructor Contact Information page. To email me, *please use the email in our course to contact me regarding course questions*. Click on the Classlist link and then select the Teacher tab. Select the box next to the instructor's name (a checkmark will display). Click the envelope (below the name), key your message, and click send. If that email is unavailable, you may contact me at my outside email address. Please feel free to ask questions, and I will do my best to get back with you in an efficient manner.

Instructor Presence/ Communication Plan

You can expect a response to your email within 24-48 hours. You will be notified if this schedule cannot be kept. You can expect a weekly email update that includes an overview of the content and assignments for the week. I also check in periodically throughout the week through email and use of the Remind app (text).

Participation/Attendance

To the extent that attendance is kept in this class it is not for the purpose of the College but is instead associated with the instructor's individual grading rubric. The policy for this class is:

Students must participate in all interactive aspects of the course, study and read each module topic, and complete assignments on time. Below outlines additional expectations related to "attendance."

Students are expected to participate in the course at **least 3 times each week**. Participation is defined as reading email, posting discussion, reading content pages, and/or uploading assignments, etc. The instructor will be monitoring this participation. Students are expected to respond to the instructor's e-mails. Students are expected to contact the instructor with any problems. Students are expected to participate in module discussions. Each student must post an original answer to the discussion topic listed for each module and reply to at least two of the other students' postings. **NOTE: Your module assignments will not be graded until you have fully participated in the module content, under Course Content.**

Time Management/Expectations

This online course may require approximately 9-12 hours per week to complete all necessary assignments. Just like in face-to-face courses, students may be expected to expect 2-4 hours of homework per credit hour on average in a college course. Associated weekly readings and assignments will also be expected to be completed quickly so plan accordingly. **Pro Tip:** Treat this course like a part-time job and set aside several hours a week to dedicate to completing your projects and weekly assignments. Some weeks may be lighter than others, but the work ethic you represent will affect your ability to meet the course learning objectives and successfully pass this course.

Late Work

See the Semester Assignment Due Dates for specific due dates for each assignment. All due dates are Central Standard Time. To receive full credit, assignments must be submitted on time. *Students who need an extension are required to send an email request 24 hours prior to the due date.* Assignments with an approved extension can be submitted up to 7 days late. Late assignments (any work submitted beyond the due date and time) will have points deducted: There is a 10% deduction based on total points possible, for any assignment submitted after the due date. Discussions and Exams must be submitted on the due date to receive credit. It is the student's responsibility to make sure the instructor receives the assignment if it is turned in late. See example below:

Example: An assignment worth 100 points is due on Feb. 10th. The next module's assignment is due Feb. 17th, a week later. If not turned in Feb. 10th, then it is considered late and will have 10% (10 points) deducted from the total score. You have up until Feb. 17th to turn in the

assignment, but no later. As for grading, if you turned in the assignment late and earned 90 points, 10 points will be deducted, and your final score will be 80.

Document Formatting

Students must submit assignments in Microsoft Word format or PDF using 10- or 12-point font. Any work submitted for this course should be formatted intuitively applying APA or MLA formatting when required. If the instructor has a hard time deciphering your work, it may count against you. Spelling, grammar, and punctuation are important so make the effort to submit your best efforts.

Student Netiquette

I expect you, and your peers, to act as professionals throughout the entirety of the course. This includes posting weekly contributions for team communications, discussion contributions, appropriate planning methods among group members, consistent documented progress, and meeting of all established milestones and deadlines. In this course, you are expected to comply with the [NSCC Standards for Netiquette](#), which emphasizes respect, dignity, and integrity.

Fieldwork Experience

Learning about early childhood education requires you to interact and engage with young children, families, and teachers throughout the ECED coursework. Some assignments in this course will require you to observe and/or engage in activities with young children from age's birth through age 8. (See specific instructions on assignments.) You may be able to complete some of these experiences with children in informal settings such as family or relatives' homes, but it is preferable, if possible, to do these experiences in an early childhood program such as a childcare center or family childcare home. These experiences require the student to be in the "teacher" role; thus, it is not acceptable to do these with your own children. Note: The Dialogic Reading Literacy Plan MUST BE completed in an approved early learning setting.

Assignment Descriptions

For each of the activities listed below, be sure to follow the deadlines provided on the **Course Schedule**, which is available in the Getting Started Module.

Formative Assignments

- **Getting Started Activities and Quiz:** These assignments are found in the Getting Started module and are designed to ensure your understanding of course expectations.
- **Discussions:** Discussions allow you an opportunity to apply concepts from the module in an activity and collaboration with classmates. Each module contains a discussion. You will post your original response to the discussion by the Friday the discussion is due. You will reply to at least two classmates and read 25% of all posts following the criteria in

the Discussion Grading Rubric. The grading rubric can be found in the discussion section of the course.

- **Quizzes:** There will be chapter quizzes based on information from the textbook and course content. You have two attempts with each quiz. The highest score will be recorded.
 - Note: When taking assessments:
 - The preferred browsers to use for an assessment or PC and Mac users are Mozilla Firefox or Google Chrome. Please do not use Internet Explorer.
 - Students should seek a computer with a wired connection if available. If using a wireless connection, be sure to be close enough to a wireless router that has a strong signal.
- **Review Activity-Dialogic Reading Literacy Plan:** This assignment will be used to prepare you for the Summative Project, the Dialogic Reading Literacy Plan. Here, you will review the instructions and can ask questions about this project.
- **Local Library Read Aloud Activity:** In this assignment, you will visit a local library for story time. You will evaluate the read aloud based on criteria learned from the course content.
- **Dual Language Persona (case study) Activity:** This activity will help you identify ways to support a dual language learner as well as their family in an early childcare setting.
- **Oral Language Assessment:** This activity will allow you an opportunity to engage in conversation with a young child and conduct an assessment of their oral language skills.
- **Annotated Bibliography:** This assignment provides candidates with an opportunity to explore several children’s books from various genres and use this information to create an annotated bibliography.
- **Checklist of Book-Related Understandings:** Candidates will develop in their observation and documentation skills of young children’s book related understandings.
- **Environmental Print-Baggie Book Activity:** Candidates will discover the value in using environmental print and understand how to use this “everyday” print to support early literacy skills with young children.
- **DRAFT Dialogic Reading Literacy Plan:** In these assignments, candidates will submit sections of the summative project. Note: In the draft, you are only graded on the level of completeness, not your accomplishment of the NAEYC key competency. This will be graded in your final project submission.

Summative Assignments

Any submitted assignments are final submissions and will be graded according to the provided rubrics for each assignment.

- **Dialogic Reading Literacy Plan:** Dialogic Reading is a research-based method of reading aloud to children that supports vocabulary, comprehension, and oral language development. This assignment is designed to aid candidates in their understanding of

using dialogic reading strategies when reading and looking at books with young children. Candidates are required to plan and implement a Dialogic planned experience with a child or small group of children. A video of the implementation of the experience is required. Following the read-aloud, candidates will design five literacy learning stations for a preschool classroom and a literacy activity for families to complete at home related to the book selected for the Dialogic reading.

Note: This is a Key Assessment in the course that demonstrates your knowledge and skill in teaching language and literacy in early education; completion of this project is mandatory for passing the course.

Grading Policy and Feedback

There are several gradable elements in this course, but much of your grade will come from fieldwork and the Dialogic Reading Literacy Plan so be sure to follow the associated rubrics. You will have multiple times throughout the semester to receive feedback from the instructor to improve your work and you should strive to reflect and improve your own learning when given these opportunities. You can expect to receive grades and feedback on assignments within 7-10 days of the due date. If this schedule cannot be kept, you will be informed by the instructor. Late assignments will be graded by the end of the semester.

Rubrics

Detailed instructions and grading criteria (grading rubrics) are provided for each assignment. The grading rubrics will be used to award points earned for student work. It is expected that students follow instructions carefully, study the grading criteria, and ask questions if they do not understand an assignment. For some assignments, you will be required to complete the grading rubric as a self-grading component of the assignment. The purpose of this self-grading is to focus your attention on the expectations for the assignment and enhance your own self-evaluation and critical thinking skills. Even though you may submit a self-scored rubric, the instructor will make the final determination on all grades and scores.

Grading Scale and Weighting

Grade Weighting: Each assignment in the course will count towards a calculated weight distribution.

- Getting Started Quiz = <1%
- Getting Started Activities = <1%
- Discussions = 14%
- Quizzes = 19%
- Review Activity - Dialogic Reading Literacy Plan = 4%
- Local Library Read Aloud Activity = 6%
- Dual Language Persona Activity = 2%
- Oral Language Assessment = 2%

- Annotated Bibliography = 12%
- DRAFTS Dialogic Reading Literacy Plan = 6%
- Checklist Assessment Book-Related Understandings = 2%
- Environmental Print Baggie Book Activity = 2%
- Dialogic Reading Literacy Plan = 28%

Grade Scale

- A= 90% - 100%
- B= 80% – 89%
- C = 70% – 79%
- D = 60 – 69%
- F = below 59%
- FA (never withdrew)
- FN (never attended)

According to NSCC policy, an FA is awarded to students who do not officially withdraw from a course and do not attend after the cut-off date provided in the academic calendar. Please refer to the current academic calendar available on the Nashville State web site, looking for the date that indicates it is the “Last Day to Earn F for Attendance (FA).” Students who stop attending on or before this date receive an FA; students who stop attending after this date receive an F. An FN is awarded to students who never attended class.

For online courses, attendance is defined by submission of assignments. Students who fail a course and whose last assignment is submitted on or before the FA date will earn an FA for the course. Students who fail a course and whose last assignment is submitted after the FA date will earn an F for the course. An FN is assigned to students who do not submit any assignments.

All ECED majors in the AAS degree and Technical Certificate programs are required to receive a C or above in all ECED classes

Technology Statement

- All classes at NSCC are web enhanced.
- It will be essential for students to have access to a computer and an internet connection to complete assignments, engage in online discussions, and access various course materials and technologies through D2L/NS Online course shells.
- Students may also be required to use free video conferencing platforms (ex: Zoom, Teams) for classes and meetings.

- Students will be responsible for appropriate dress while on video, to ensure a distraction free environment (mute sound as needed) and to ensure their background is neutral for others to view.
- If you have questions or concerns regarding access to a computer or internet resources, please review [Nashville State’s Laptop Loaner Program and Internet Access](#) information or contact your instructor.
- Certain publisher materials or supported technologies may not work on cell phones, mobile devices, or Chromebooks.

Minimum Technology Requirements

Students taking courses that utilize online learning will be required to access a reliable computer and high-speed internet. You should have or will acquire the following technology skills throughout this course:

1. Downloading and installing software applications.
2. Using Microsoft Office 365 (or similar alternative software) to draft and save in multiple file formats.
3. Copying and pasting between documents and D2L. To **select all** press and hold *Ctrl* (the control key) on the keyboard and then press the *A* on the keyboard. To **copy**, press and hold *Ctrl* and then press the *C* on the keyboard. To **paste**, press and hold down *Ctrl* and then press *V*.
4. Communicate effectively using a webcam and microphone in synchronous interactions using supported video conferencing tools (Zoom or Microsoft Teams) to participate in video conferencing sessions, view recordings, or create recordings (if applicable).
5. Using D2L to upload files, post to discussion boards, complete tests, and submit files and assignment entries (where applicable).
6. Using NSCC email accounts to communicate with your instructors.

If you need additional support with any of these technology skills, please schedule an appointment with the [Learning Center](#) to meet with a Tech Tutor.

You should also have access to the following software and hardware:

- Computer or Laptop; Chromebooks or mobile devices may not be sufficient.
- High-Speed Internet
- **Internet Browsers:** [Google Chrome](#) and [Firefox](#) are the recommended browsers to use with NS Online D2L.
- [Install Office 365](#) (free)

- **Mandatory Accessory:** Webcam (built-in or external),
- Recommended Accessory: Noise-cancelling headphones/microphone (external, not one built into your computer)
- Student Wi-Fi Zones: Wi-fi is available for students on all campuses.
- [How to Login to Student WiFi](#): Nashville State also has WiFi Zones in designated parking areas at its [White Bridge](#), [Clarksville](#), [Humphreys County](#), and [Southeast](#) campuses.

Computer Labs

Computers are available for all Nashville State students to use at each campus during open hours. Open computer lab availability may vary from campus to campus.

You should check the NSCC website for current hours of operation.

NS Online/ D2L

It is students' responsibility to check D2L/NS Online course shells for all enrolled courses and myNSCC, including student email, on a regular basis. These are the official communication channels between the college and students, who are responsible for the information communicated through those channels. D2L/NS Online contains specific course information and myNSCC contains information important for other purposes. To register or access Nashville State online courses, go to [NS Online](#). NSCC web courses have a "W" section number. Any course ending with section number R50 is a TN eCampus course.

Student Email

Find student email within Office 365. Use your student email address as the login ID and your myNSCC password. Download the Microsoft Office suite once you are logged in by clicking the "Office 365" download link on the upper left.

ADA Compliance Statement

Nashville State complies with the Americans with Disabilities Act (ADA). Nashville State complies with the Americans with Disabilities Act (ADA) and so provides accommodations for students with a documented physical, emotional, and/or learning condition. If you require accommodations for any courses in which you are enrolled, contact the [Access Center](#) at 615-353-3363, or e-mail accesscenter@nsc.edu. If you are registered with the [Access Center](#) and require an alternate format for the textbook and other course materials, please contact the Access Center.

Academic Misconduct

Any form of academic dishonesty, cheating, plagiarizing, or other academic misconduct is prohibited. Students are responsible for understanding and abiding by the [Academic Misconduct Policy](#) in the Nashville State Student Code of Conduct. In addition to other possible disciplinary measures that may be applied through regular college procedures as a result of

academic dishonesty, the instructor has the authority to assign an “F” or a “zero” for the exercise, paper, or examination, or to assign an “F” for the course. Students may appeal through the appropriate college grade appeal procedures.

Classroom Misconduct

Nashville State Community College has a zero-tolerance policy for disruptive conduct in the classroom. Students whose behavior disrupts the classroom will be subject to disciplinary measures. Please review the [Nashville State Student Code of Conduct policy](#). Please be aware that children are not allowed in class or to be left unattended on campus.

Sexual Misconduct Policies

It is the policy of Nashville State Community College, in order to maintain an environment in which the dignity and worth of all members of the institutional system are respected, that sexual harassment of employees or students is prohibited. Such conduct is a form of behavior, which seriously undermines the atmosphere of trust essential to the academic environment. This policy is consistent with federal and state laws prohibiting sex discrimination. It is also a policy of the University that willful false accusation of sexual harassment shall not be condoned. Review [NSCC’s Sexual Misconduct Policies](#).

Copyright

Nashville State Community College urges everyone in its community to abide by the computer acceptable use policy and comply with copyright law. Copying or sharing music or other copyrighted material, including software, without a permissible copyright defense, such as Fair Use, or a valid license, is not only a violation of the colleges and the Tennessee Board of Regent’s policies, but also illegal. It may have dire personal consequences and jeopardize the individual’s continued enrollment or continued employment, as well as future job prospects.

[Acceptable Use Policy](#) (PDF)

Academic Early Alert System

Nashville State Community College uses an Early Alert System to let students know of a faculty member’s concern in one or more of these academic areas: lack of attendance, lack of classroom participation, late or missing assignments, and/or poor performance on assignments/tests. *Please note that Early Alerts do not affect a student’s academic standing. If you receive an Early Alert email, please see your instructor and your academic advisor as soon as possible.

Student Wellness

Your well-being is important to us. With this in mind, the college has several resources available to provide support when needed:

- [Free tutoring](#) provides assistance beyond the classroom to help you make the most of your college education.

- [These resources](#) include NSCC email, scheduling, online courses, textbooks, tech check out and support, computer labs on campuses, academic advising, financial advising, and procedures on campuses.
- [Services](#) that help with bus passes, food, childcare, textbooks, housing, financial counseling, personal counseling, suicide prevention, health insurance.

Equity Statement

Nashville State Community College has a relentless commitment to the transformation of our institution through the intentional design of college experiences that expect and promote excellence from students, faculty, staff, and administration. We consider equity to be an obligation of higher education. We strive to ensure that each student receives what that student needs to be successful, with goals of success beyond the classroom. We do this through an evidence-based and collaborative effort, understanding that our student population has diverse needs that must be addressed. We recognize that this effort may not always be comfortable and that partnering with students is the driving force to overcome barriers to success.

Academic Freedom

“Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matters which have no relation to the subject.” The preceding comes from the [American Association of University Professors’ statement on academic freedom](#). Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. This means that faculty members have the right to conduct their classes in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty.

Financial Aid and Attendance

The College is not an attendance taking institution as defined by [34 CFR 668.22\(b\)\(1\)](#) in the Code of Federal Regulations; however, students are expected to attend all scheduled classes and laboratories.

- Absences in a course may affect a student’s final grade.
- Tardiness may also affect a student’s final grade.
- Students are responsible for all work/tests that occur during any missed class session(s) regardless of reason(s) for absence.
- Students who are sick or not well enough to attend class must notify the instructor as soon as possible before the scheduled class time, unless incapacitated or unable to do so. In that case, students must contact the instructor as soon as reasonably possible.
- If a student has an unavoidable conflict with a scheduled class session, students must notify the instructor, preferably before the class session, or as soon as possible.

For purposes of financial aid continued attendance is determined via engagement in the course. This can be accomplished in several ways including, but not limited to, continued attendance and/or participation in on-ground class sessions, participating in D2L as prompted (e.g., responding to an instructor's email, posting to a discussion board), and/or completing and submitting assignments.

Incident Weather, Campus Closings, and RAVE

Emergency events can happen at any time, and Nashville State Community College wants to notify students if and when they occur. For this reason, all students can log in to this free alert system to receive text messages about emergencies related to NSCC campuses:

<https://www.getrave.com/login/nscc>.

Nashville State will use the RAVE alert system to send a text message to students, staff, and faculty about adjusted hours of operation and/or closings at individual campuses. All students should check [the Nashville State web site home page](#) at www.nsc.edu for announcements on campus closures, which may vary from campus to campus. Campus closures will also be announced on local television stations. Students should use their own best judgment in determining whether to report to campus during incident weather when classes are not cancelled.

Your RAVE Username is your NSCC email address. If you have never received an email from RAVE with your password, or if you need to reset your password, select "Forgot your password?" and a new password will be emailed to you. Should the RAVE system indicate "user not found", select Register and create your own RAVE account.

Even when campuses are closed, students are still responsible for completing all assigned work. When classes are cancelled, faculty will post online assignments and any additional instructions in the D2L/NS Online course shell. Check D2L/NS Online for a message from your instructor regarding your online assignment requirements. Faculty have discretion over adjusting deadlines or due date for assignments, but students are responsible for completing all assigned work by the due date established by the instructor.

Class Cancellation Policy

If the class is cancelled, the instructor will notify all students by posting in the D2L/NS Online course or e-mailing through D2L/NS Online. In the event of class cancellation, students must access D2L/NS Online to complete classwork and the assignment that will be posted in the course D2L site.