



## ENGL 3310: PRINCIPLES OF WRITING INSTRUCTION SPRING 2019

### FACULTY AND COURSE INFORMATION

#### **Instructor**

Dr. Clarice M. Moran, Assistant Professor of English and English Education

#### **Instructor Contact Information**

**Email:** cmoran6@kennesaw.edu

**Mobile Phone:** 919-539-7526 (Please state your name if you text me)

**Office Phone:** 470-578-2616

**Office Location:** EB 120

**Office Hours:** 9-11, Tu/Th, or by appointment

#### **CRN**

12229

#### **Class Location**

EB 251

#### **Class Meeting Times**

11 a.m.-1:30 p.m. T/Th

#### **Course Communications**

Students may contact me via phone (text or call) or email for questions related to course work.

#### **Electronic Communications**

The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, **this is the sole email account you should use to communicate with your instructor or other University officials and the account by which they will communicate with you.**

#### **Required Texts and Technology Resources**

Crovitz, D., & Devereaux, M. (2016). *Grammar to get things done*. New York: NCTE-Routledge.

Kirby, D., & Crovitz, D. (2012). *Inside out: Strategies for teaching writing* (4<sup>th</sup> ed.). Portsmouth, N.H.: Heinemann.

Zinsser, W. (2016). *On writing well: The classic guide to writing nonfiction*. New York: Harper Perennial.

#### **Additional Resources**

- Personal journal (can be spiral notebook, composition notebook, etc.)
- Access to D2L website
- Access to Google Drive (must have a gmail account)
- Chalk & Wire account
- Copies of your writing for your classmates on a weekly basis (at least)
- Regular and reliable access to a computer with internet access and a printer
- Supplemental readings (provided online)

**Course Description, Credit Hours, and Prerequisites**

5 Class Hours, 3 Laboratory Hours, 6 credit Hours

**Prerequisite:** ENGL 2271 and admission into the English Education or Secondary and Middle Grades Language Arts Program

**Co-requisite:** None

**Course Rationale:** This course provides an exploration of theories of composition pedagogy and assessment, including a variety of strategies for teaching writing while dealing with institutional policies such as standardized testing. Students practice oral and written communication for various audiences and purposes. Students also create, implement, and assess writing instruction in a middle school setting and create and practice research-supported approaches to grammar instruction. The course includes a 45-hour embedded field experience in a middle school.

**Course Goals/Objectives/Standards/Activities**

This course is part of a KSU teacher education program that is guided by and/or accredited by the following organizations and standards:

Georgia Professional Standards Commission – Program Area Standards

<http://www.gapsc.com/EducatorPreparation>

Georgia Professional Standards Commission – Ethics Standards

<http://www.gapsc.com/Ethics/Home.aspx>

CAEP – Council for the Accreditation of Educator Preparation

<http://www.caepnet.org/standards/introduction>

InTASC - Interstate Teacher Assessment and Support Consortium

[http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

CAPS – Candidate Assessment on Performance Standards

[https://caepnet.files.wordpress.com/2014/10/breakout\\_iii\\_candidate\\_assessment\\_on\\_performance\\_standards.pdf](https://caepnet.files.wordpress.com/2014/10/breakout_iii_candidate_assessment_on_performance_standards.pdf)

**Conceptual Framework Abstract** (Rev. Dec. 2013)

Our vision as a nationally recognized Education Program Provider (EPP) is to remain at the forefront of educator preparation. Informed by responsive engagement in collaborative partnerships, we advance educational excellence through innovative teaching in an ever-changing global and digital learning environment. Our mission is to prepare educators to improve student learning within a collaborative teaching and learning community through innovative teaching, purposeful research, and engaged service. The essence of our vision and mission is captured in the theme Collaborative Development of Expertise in Teaching, Learning and Leadership which was adopted in 2002 to express concisely the fundamental approach to educator preparation at KSU.

The Education Program Provider (EPP) at Kennesaw State University is committed to developing expertise among candidates in initial and advanced programs as teachers, teacher leaders and school leaders who possess the capability, intent and expertise to facilitate high levels of learning in all of their students through effective, research-based practices in classroom instruction, and to enhance the structures that support all learning. To that end, the EPP fosters the development of candidates as they progress through stages of growth from novice to proficient to expert and leader. Within the EPP conceptual framework, expertise is viewed as a process of continued development, not an end-state. To be effective, teachers and educational leaders must embrace the notion that teaching and learning are entwined and that only through the implementation of validated practices can all students construct meaning and reach high levels of learning. In that way, candidates are facilitators of the teaching and learning process. Finally, the EPP recognizes, values and demonstrates collaborative practices across the college and university and extends collaboration to the community-at-large. Through this collaboration with professionals in the university, local communities, public and private schools and school districts, parents and other professional partners, the EPP meets the ultimate goal of bringing all of Georgia's students to high levels of learning.

**EPP Diversity Statement** The KSU Education Program Provider (EPP) believes *all* learners are entitled to equitable educational opportunities. To that end, programs within the EPP consist of curricula, field experiences, and clinical practice that promote candidates' development of knowledge, skills, and professional dispositions related to diversity identified in the unit's conceptual framework, including the local community, Georgia, the nation, and the world. Curricula and applied experiences are based on well-developed knowledge foundations for, and conceptualizations of, diversity and inclusion so that candidates can apply them effectively in schools. Candidates learn to contextualize teaching and draw effectively on representations from the students' own experiences and cultures. They learn to collaborate and engage with families in ways that value the resources, understandings, and knowledge that students bring from their home lives, communities and cultures as assets to enrich learning opportunities. Candidates maintain high expectations for all students (including English learners, students with exceptionalities and other historically marginalized and underrepresented students), and support student success through research-based culturally, linguistically, and socially relevant pedagogies and curricula.

<b>Course Objectives</b>	<b><u>NCTE Standards</u></b>	<b><u>INTASC Standards</u></b>	<b><u>CAEP Standards</u></b>
1. Using the teacher-as-writer model, produce writing in various genres, for various audiences and purposes.	2.1, 4.1, 4.4	3, 4	1.1, 1.3
2. Examine, practice, and articulate various theoretical approaches to writing instruction that meet the various needs of all students	4.1, 4.4, 5.1, 5.2, 5.3	2, 4, 5	1.1, 1.2, 1.4
3. Review, evaluate, and create current research and standards- based practices in teaching writing, including writing processes.	4.1	4, 5	1.1, 1.2
4. Identify and apply a variety of strategies for integrating technology into writing instruction	2.1, 2.3, 5.4	4, 5, 7	1.1
5. Using a range of writing assessment and feedback strategies, respond constructively to writing, and analyze the impact of the strategies used.	4.2, 5.3	6, 7	1.1, 1.2, 1.3
6. Analyze the form, function, and use of the English language (i.e., grammar, syntax, morphology) in order to create and teach a lesson that focuses on grammar in the context of writing.	2.2, 4.3	4, 5, 7	1.1, 1.2, 1.3

### Course Requirements and Evaluation

The successful completion of this course requires that evidence be shown of achievement of each of the course objectives. The student is responsible for providing the necessary evidence. The following course assignments each will help the student show achievement of multiple course objectives. Below are brief explanations of the major writing assignments and projects for this course, along with their point value. More detailed explanations and expectations for each assignment will be provided throughout the semester.

Grammar Scenarios (10 pts each) – 50 points  
 Instructional Conversations (25 pts each) – 100 points  
 Writing Workshops & Shared Public Writing - 50 points  
 What/So What paper – 100 points  
 Feedback Assignment - 50 points  
 Ethics Modules – 25 points  
 Assessments and Rubrics Assignment – 100 points  
 Grammar Mini Lesson Plan – 100 points  
 Three-Day Mini-Unit (during Internship) – 150 points  
 Field Experience – 150 points  
 Final Portfolio – 100 points  
 Candidate Attitudes Rubric – 25 points

900-1,000 points (100-90%) - A  
 899-800 points (89-80%) - B  
 799-700 points (79-70%) - C  
 699-600 points (69-60%) – D  
 Below 599 points (<60%) - F

**TOTAL POINTS FOR SEMESTER = 1,000 points**

Assignments are due on date assigned. All written assignments must be typed in 12-point font with standard margins **in APA format**. **Work that is unedited or not submitted in APA format will be returned for revision with a 10-point automatic deduction.**

### **Grammar Scenarios (50 points)**

When we work through written grammar scenarios in class, you will turn in one scenario (10 points each).

### **Instructional Conversations (100 points)**

We will have four instructional conversations (25 points each) over the course of the semester in response to assigned course readings. Instructional conversations focus on **applying** the concepts we read about in our textbooks and supplementary articles with a firm grounding in the theory and research presented in the readings. They require that you read, but they also require additional preparation. They are designed to add more depth and context to your reading and, therefore, differ from everyday reading discussions in that way. On occasion, our instructional conversations will simply stem from the reading without the preparation of a formal response. When this is the case, I expect that you prepare and demonstrate obvious reading completion – having texts accessible, marked, referenced during discussion, etc.

### **Writing Workshops and Shared Public Writing (50 points)**

During almost every class meeting, you will have the opportunity to interact with small groups of your classmates about your writing. In fact, because this class is built upon the concept of writers seeking feedback and support from one another to improve their writing, a significant portion of this class will be devoted to writing, re-writing, reading each other's work, and providing careful feedback. This is why your attendance and preparedness are so vital to your participation in this class.

Preparing effectively for the writing workshop means that you have completed a suitable draft of the piece you are working on and posted it as a Google Doc in your student folder on the course site.

During the writing workshop, you will read aloud and share copies of your piece (alternately, group members can read silently, or another person can read aloud if desired). Your writing group will respond by recognizing what's working in the piece, asking questions to help clarify parts that are unclear or confusing, and suggesting ideas for revision and further development. This pattern is repeated for everyone in your group, with the idea that you are engaging in a positive and supportive conversation about your works-in-progress.

Additionally, the class will periodically engage in workshops designed not only to further your understanding of teaching writing to adolescents, but also to provide you with a variety of activities you can use in your own classroom.

Because these workshops cannot be recreated outside of class meetings, your attendance is necessary to earn points for participation. If you are absent, **you may not make up the missed points; NO EXCEPTIONS. Should you arrive late or leave early, please remember an activity may occur during your absence.** To receive full credit for participation, you must think critically about the activity, engage in it, and act in a respectful and professional manner toward your peers and instructor.

*A special note on Shared Public Writing:* Almost every week you will publish a piece of writing, either a major writing project (described below) or a shorter piece that you have revised and shaped based on your journal explorations. Publication of our writing will take place in a Feather Circle (Nelson, 2012), in which we read our work aloud, thereby sharing our life

experiences, viewpoints, and unique writing styles. As audience members during our classmates' readings, we listen with care and gratitude and *without* judgment

**What/So What Paper (100 points)**

Your first major project asks you to narrate an event *and* analyze its significance. This event should be one that involved your own writing and/or reading experience, preferably in an educational setting. You will publish a selection from your piece during a Feather Circle.

**Feedback Assignment (50 points)**

We will partner with Hiram High School students who will provide you with a copy of their final, senior project. You will read through the project and give them constructive feedback based on the feedback models you have learned about in class.

**Ethics Modules (25 points)**

The [Code of Ethics for Educators](#) details the professional standards expected from teachers in Georgia. With this assignment, you'll be introduced to the code and review five of the eleven standards. You will upload your completed certificates for these modules into Chalk & Wire. (You'll look at the remaining six standards in other courses.)

**Assessment and Rubrics Assignment (100 points)**

You will design an assessment and a rubric for a writing assignment. This project is intended to give you practice with designing assessments and grading.

**Grammar Mini Lesson Plan (100 points)**

You and your partner will write a grammar mini lesson and then teach it to your peers. This assignment is intended to scaffold you to your three-day mini-unit assignment. To prepare for this assignment, we will have required workshop days that will teach you how to write effective lesson plans.

**Three-Day Mini-Unit (150 points)**

You and two peers will write a three-day mini-unit that you will implement in a middle grades classroom during the last two weeks of your ELA internship. One of these days must include a lesson that incorporates technology use BY STUDENTS.

**Field Experience (150 points)**

You will earn these points by showing up regularly and promptly to your field experience, as well as submitting weekly reflective journals each Friday. Professional dress, behavior, and responsibility also affect this grade.

**Final Portfolio (100 points)**

You will synthesize your learning from the semester by collecting all your completed writing and adding additional reflective pieces that attempt to define you as a writer, a teacher of writing, and a teacher-researcher. While the content of the portfolio is generally left up to the students, **all portfolios will include an articulation of the student's philosophy of writing and writing instruction.**

**Candidate Attitudes Rubric (25 points)**

You will reflect upon your performance as a collaborative professional in ENGL 3310. Additionally, you will consider your movement towards the year-long field experience. Take into consideration how assignments in this course have helped you to meet the course objectives listed and your own personal goals and objectives.

ENGLISH EDUCATION THREADS	HOW THE THREADS ARE MET
edTPA Expectations	<ul style="list-style-type: none"> <li>• Grammar Mini-Lesson Plan</li> <li>• Three-Day Mini-Unit</li> <li>• Final Portfolio</li> </ul>
Lesson Planning/UBD	<ul style="list-style-type: none"> <li>• Three-Day Mini-Unit</li> <li>• Field Experience</li> <li>• Grammar Mini-Lesson Plan</li> </ul>
Theory to Practice	<ul style="list-style-type: none"> <li>• Field Experience</li> <li>• Feedback Assignment</li> <li>• Mini-Lessons</li> <li>• Final Portfolio</li> </ul>
Discussion/Student-Centered	<ul style="list-style-type: none"> <li>• Writing Workshops</li> <li>• Three-Day Mini-Unit</li> <li>• Grammar Mini-Lesson</li> <li>• What/So What Paper</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Three-Day Mini-Unit</li> </ul>
Diversity/Differentiation	<ul style="list-style-type: none"> <li>• Three-Day Mini-Unit</li> <li>• Field Experience</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Three-Day Mini-Unit</li> <li>• Mini-Lesson Plan</li> <li>• Assessment and Rubrics Assignment</li> </ul>
ELL/SPED	<ul style="list-style-type: none"> <li>• Three-Day Mini-Unit</li> <li>• Field Experience</li> </ul>
Grammar, Syntax, Discourse, Language (Academic)	<ul style="list-style-type: none"> <li>• Grammar Scenarios</li> <li>• Field Experience</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Field Experience</li> <li>• Focused Observations</li> <li>• Ethics Modules</li> </ul>

**Field Experience:** You are required to spend approximately 45 hours this semester at Awtrey Middle School working with students. The key to this field experience is to stay flexible and be accommodating. These are skills that will prove valuable when you are in your own classroom. You should treat this field experience as your first prolonged interview; you should dress professionally, behave professionally, speak professionally, etc. You should never be late or be absent when you are expected to be at the school. If you are late for some reason, you must contact both me and the teacher with whom you are working that day. **You are also expected to make up any time you may miss** in either the Viking Time or the ELA classroom, and you are responsible for setting up the make-up time between you and the teacher. Viking Time is every day from 1:51 to 2:21 p.m. You will be required to go once a week to help with Viking Time.

**If your schedule does not allow for the field experience commitment, you should drop this course and take it another semester when your schedule will allow for it. If you are perpetually late or absent to the field experience, your final grade in this course will be affected.**

#### **ATTENDANCE POLICY:**

You must attend class meetings to receive credit for the course. I expect you to engage fully in this class and to conduct yourself as a professional.

**If you miss two class meetings, your final grade will be lowered by one letter. If you miss three class meetings, your final grade will be lowered by two letters.** If you miss four or more class meetings, you will fail the course. It is important to note that there is no distinguishing between “excused” and “unexcused” absences except in extreme situations, so please factor in travel plans, holidays, and other obligations. Also, consider saving absences for occasions when illness that prevents the attendance of class or other personal emergencies arise. Let me be absolutely clear here: **you cannot pass this course if you miss four (4) class meetings, regardless of the reason for your absence.**

#### **Tardy Policy:**

I expect that you arrive to class **no later** than the scheduled start time and that you plan to stay until the scheduled end time. If you arrive after the start time or leave before the end time, you will be considered tardy. You are considered tardy if I have begun class and you are not in your seat, ready to go. Please note that **three instances of tardiness** will count as one absence. If you cannot make it to class on time *throughout the semester*, please reconsider taking this course.

*If you miss more than 30 minutes of class, you will be considered absent for the day, and it will count towards your overall absences.*

If you find you have to be absent or tardy, please inform me as soon as possible regarding your absence or delay. Additionally, if you find you have to be absent or tardy, all assignments and readings stated as being due that day on the course calendar are still due by the start of class. It is your responsibility to send your work with a peer or to email it to me as an attachment (standard email) in order for it not to be considered “late.”

**Students are solely responsible for managing their enrollment status in a class; non-attendance does not constitute a withdrawal.**

#### **Field Experience Attendance Policy Addendum**

If you must be absent from your placement, communication is key. Formal permission for a planned absent from a placement must be coordinated with the collaborating teacher, university supervisor, and director (or coordinator) of English Education. In cases of

emergency absences due to illness or unforeseen circumstances, the candidate will follow the following communication chain:

- Notify the collaborating teacher by phone and email
- o In cases when the CT cannot be reached, call Awtrey's front office at 770-975-6615 and tell the receptionist that you will be absent and ask her to let the CT know.
- Notify the university supervisor (in this case, Dr. Moran) by email at [cmoran6@kennesaw.edu](mailto:cmoran6@kennesaw.edu) and text at (919)-539-7526

### **Viking Time Attendance Policy Addendum**

If you must be absent from your Viking Time assignment, it is essential that you let the school personnel know. They are relying on you, and they will need to make other arrangements if you cannot be there because of an emergency. You will do the following:

- Notify Ms. Lori Hurst at [lori.hurst@cobbk12.org](mailto:lori.hurst@cobbk12.org)
- Notify Dr. Moran by email at [cmoran6@kennesaw.edu](mailto:cmoran6@kennesaw.edu) and text at (919) 539-7526
- Call Awtrey's front office at (770) 975-6615 and tell the receptionist that you will be absent.

### **POLICY ON LATE OR MISSING WORK:**

A key component of professionalism is punctuality with regards not only to attendance but to assignment due dates. All assignments listed in the syllabus will be penalized one letter grade for every day they are late, including weekend days. If you turn in an assignment later than three days past the due date, **YOU CANNOT RECEIVE A GRADE FOR THAT ASSIGNMENT**. Despite this, you **must** submit all assignments listed in the syllabus in order to pass the course, even if they are late. **Because you must turn all major assignments in order to pass this course, you must turn in an assignment even though it is late and may receive an F.**

If you are having particular trouble with some aspect of the course—such as completing an assignment, keeping regular attendance, or otherwise meeting expectations—**please speak to me as soon as possible**. Make an appointment with me, talk to me before or after class, stop by during my office hours, or email me. My door is always open to you. Permission to turn in an assignment late and without penalty will be given rarely and only as a result of a conference with me (and never on the day the assignment is due).

You are responsible for all work missed on these occasions. Not only are you responsible for all work missed when you are absent, but you are responsible for coming to the next class meeting adequately prepared. Get to know your fellow students, exchange phone numbers and email addresses, and create a supportive network so that if you are absent, you can keep up to speed with this very intensive course.

**LAST DATE TO WITHDRAW WITHOUT ACADEMIC PENALTY: Feb. 27, 2019**

### **ACADEMIC INTEGRITY:**

Every KSU student is responsible for upholding all provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. The Code of Conduct includes the following:

- Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or

services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

- Students involved in off-campus activities shall not act in a disorderly or disruptive fashion, nor shall they conduct any dangerous activity.
- Students involved in off-campus activities shall not take, damage or destroy or attempt to take, damage or destroy property of another.

**ACCESSIBILITY:**

Kennesaw State University provides program accessibility and accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to support students with disabilities within their academic program. In order to make arrangements for special services, students must visit the Office of Disabled Student Support Services (ext. 6443) and develop an individual assistance plan. In some cases, certification of disability is required.

Please be aware there are other support/mentor groups on the campus of Kennesaw State University that address each of the multicultural variables outlined above.

**edTPA Information and EPP Policy Statements:**

**Important information about edTPA and the following EPP Policy Statements are located at <http://bagwell.kennesaw.edu/bcoe/epp-syllabus-statements>.**

1. edTPA Information
2. Video Recording Release Forms for Assignments Other than edTPA
3. KSU EPP Conceptual Framework
4. Use of Technology Statement
5. School-Based Activities Statement
6. EPP Diversity Statement
7. Campus Resources Statement

**PROFESSIONALISM**

The English Education courses you take prior to student teaching provide you with the opportunity to develop the habits essential to successful teachers. These include regular attendance and punctuality; successful completion of work prior to deadlines; active and engaged participation in class activities; careful revision and proofreading of your written work; proactive research and preparation of course and/or teaching content with which you are unfamiliar; and responsibly communicating with your instructors and/or supervisors when problems arise. It is vital for you to model the habits of work and of mind that you want your own students to have, and the English Education faculty expects you to demonstrate these habits throughout your coursework at KSU. Failure to do so will not only impact negatively on your grades in these courses, but could also affect your future success in your own English Language Arts classroom. Take this opportunity to transition from seeing yourself as a student to seeing yourself as a future teacher. The goal is to apprentice you into the profession of teaching. Making mistakes is part of the process; however, not addressing concerns after they have been identified is irresponsible and unprofessional.

**CAMPUS RESOURCES****Undergraduate Advising Center (UAC)**

(<http://www.kennesaw.edu/hssadvising/appointments.php>) The College of Humanities and Social Sciences is pleased to offer academic advising to students in the Undergraduate Advising Center (UAC). The UAC is located in Pilcher 129 (the library building), on the first floor near the Foreign Language Resource Center. Their hours are Monday - Thursday 8 am - 6 pm, and Friday 8 am to 5 pm. Students are encouraged to make appointments using the website or by calling the Center during office hours at 770-794-7728. For more information, visit the UAC Center.

**Teacher Resource and Activity Center (TRAC) (<https://education.kennesaw.edu/trac/>)**

TRAC is a curriculum center designed to help education students, educators, and community members plan and prepare effective and creative classroom instruction and activity. TRAC houses over 8,000 books, more than 2,000 DVDs and videos, 500 kits and games, and 66 professional journals and periodicals.

Visitors can check out books, DVDs, videos, and instructional enhancement items, conduct educational research, access the Internet, preview videos, make copies, and much more! Visit our workroom to find everything you need to create manipulatives and projects. Friendly staff is available to assist visitors. The center is located in Room 2005 on the 2nd floor of Kennesaw Hall on the Kennesaw State University main campus. It is open to all KSU students, faculty, and staff.

**Writing Center ([www.kennesaw.edu/writingcenter](http://www.kennesaw.edu/writingcenter))**

The KSU Writing Center helps students in all majors improve their writing. Experienced, friendly writing assistants help with topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment, visit [writingcenter.kennesaw.edu](http://writingcenter.kennesaw.edu) or stop by English Building, Room 242 (Kennesaw campus) or Building A, Johnson Library Room 121 (Marietta campus).

**disAbleD Student Support Services ([http://www.kennesaw.edu/stu\\_dev/dsss/dsss.html](http://www.kennesaw.edu/stu_dev/dsss/dsss.html))**

disAbleD Student Support services is the first contact for students with disabilities to arrange accommodations and locate campus and community resources. To make arrangements for special services, students must provide documentation that meets University System of Georgia requirements, and arrange appropriate accommodations.

**ESL Tutoring Center (<http://www.kennesaw.edu/uc/esl/>)**

The ESL Tutoring Center provides computers for academic work and an extensive selection of ESL textbooks in an attractive, comfortable space located in the Library, room 442. At the Center, students are offered tutoring in writing, reading, pronunciation, and reviewing grammar as well as general education academic advisement.

**KSU Safe Space Initiative (<http://www.kennesaw.edu/safespace/student/>)**

The KSU Safe Space Initiative offers teacher candidates resources and strategies for working with and supporting their future students.

**Counseling and Psychological Services (CPS)**

(<http://www.kennesaw.edu/studentssuccessservices/cps/cslgindex.html>)

Counseling and Psychological Services helps students to recognize their potential and overcome any obstacles that are preventing them from succeeding through individual or group personal counseling, career counseling, workshops, or class presentations. Appointments can be made by calling 770.423.6600 or by dropping by our office located on the 2nd Floor of Kennesaw Hall, Room 2401.

