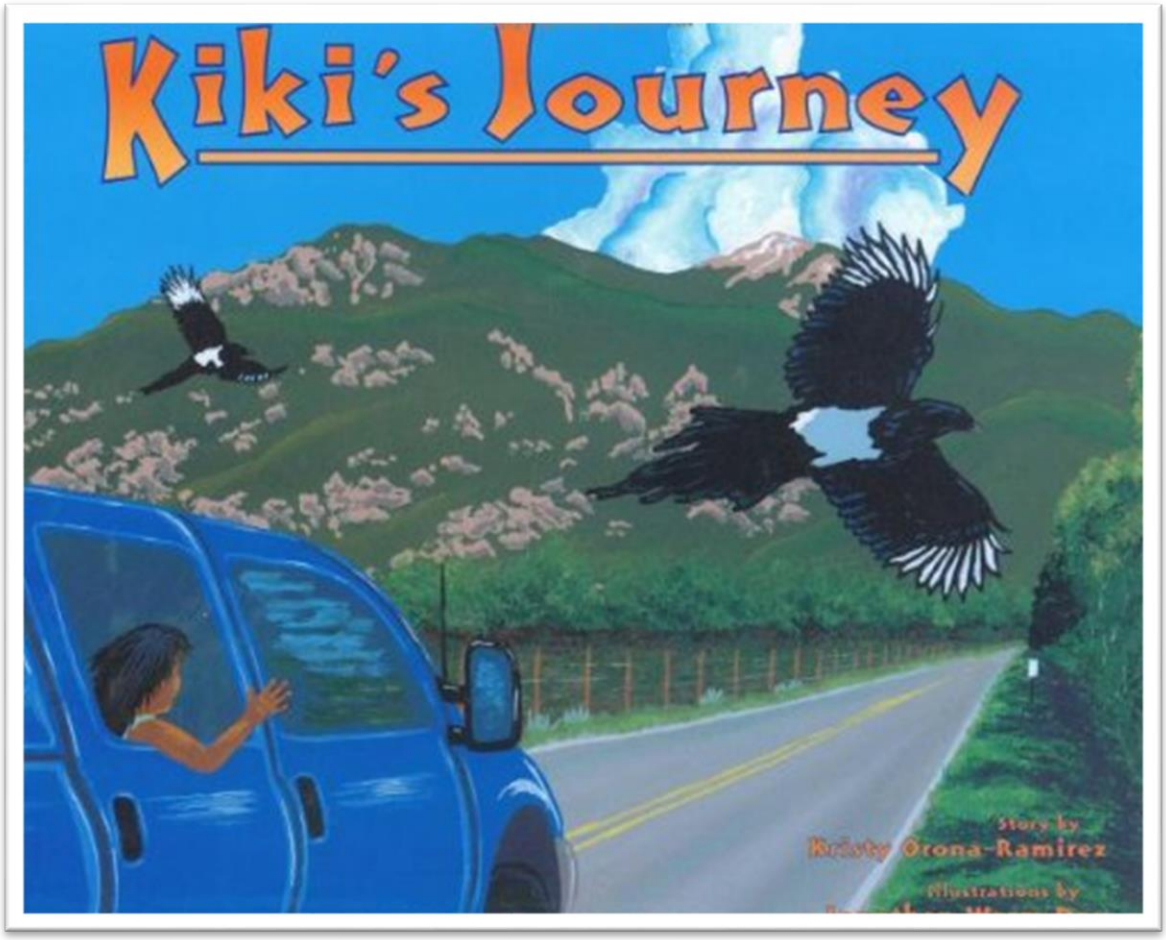
EDUC-2243-501: Children's Literature [for Educators]
Course #83553
UNM-Valencia
Fall 2026
Syllabus



Instructor: Joshua Frank Cárdenas, Ph.D.
Classroom: Synchronous Online via Zoom and Canvas (canvas.unm.edu)
Class Days, Times and Location: Tuesday from 4:30 pm - 7:00 pm via Zoom
Office: In person Rm. #111, Arts & Sciences building or via Zoom
Office Phone #: (505) 925-8618; Cell phone: academic emergencies only, 505.369.6694
Office Hours: Tuesday & Thursday 9:00-10:00 (A&S #111). These times may be subject to change, but I will let you know at the beginning of the week with an announcement. If you would like to meet at a time more convenient for you, please suggest 3 times in a Canvas message and I will respond promptly.
Email: jstjoshn@unm.edu, however, *the best way* to communicate with me is by sending a *Canvas* message. I will respond in 24-48 hours. *Note: I do not usually respond to messages from Friday evening until Monday morning. If you have an academic emergency, you can also phone a friend-classmate, contact a Librarian, a Writing Center tutor, or PASOS for help or support.*

Land Acknowledgement

Founded in 1889, the University of New Mexico [main campus] sits on the traditional homelands of the Pueblo of Sandia. UNM Valencia sits on the traditional territories of the Tiwa of Isleta Pueblo. The original peoples of New Mexico, Pueblo (Speakers of Tewa, Tiwa, Towa, Keres, Ashiwi), Diné (Navajo), and Ndé (Apache) since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship with Indigenous peoples. We gratefully recognize our history; past, present, and emerging. Without accountability, responsibility and justice, this acknowledgement is meaningless. How do we do justice?

Course Description

This course is designed to prepare early childhood professionals for promoting children's literacy through literature. This course focuses on building familiarity with high quality, culturally responsive, and authentic children's literature with the purpose of supporting literacy instruction in K-8 classrooms. Students will be introduced to a range of literature and strategies for incorporating this literature into their instruction.

Student Learning Outcomes

1. Identify the characteristics of quality children's literature from various literary genres. NMAC **6.64.2.9.C.2**
2. Evaluate the quality of children's literature. NMAC **6.64.2.9.C.2.a**
3. Analyze literary aspects of children's literature including plot, setting, characterization, theme, point of view, and figurative language. NMAC **6.64.2.9.B**
4. Identify major authors and illustrators of children's literature, past and present; identify major milestones in the history of children's literature. NMAC **6.64.2.9.C.4**
5. Discuss current issues relating to children and children's books via critical thought, engagement and reflection. NMAC **6.64.2.9.4.g**
6. Select appropriate children's literature to meet the needs of individual children. NMAC **6.64.2.9.G.b**
7. A commitment and plan to doing justice, righting wrongs, and overcoming historical barriers to the creation of, access to and utilization of children's literature from our diverse, international and multicultural students and communities. NMAC **6.64.2.9.C.4**

Course Objectives

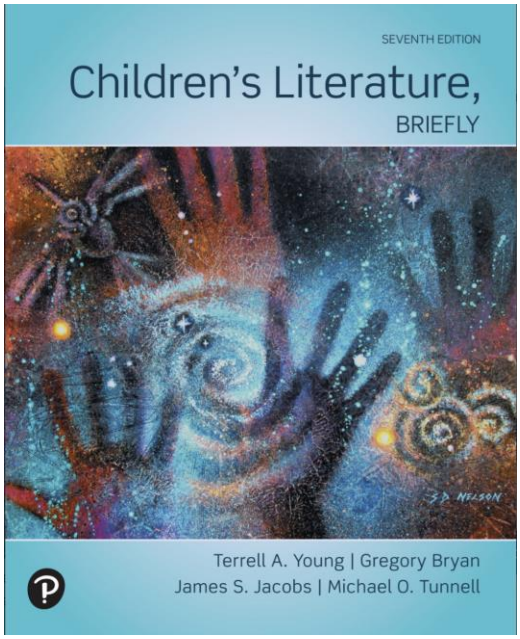
1. You will gain a better understanding of yourself as a reader and of how to engage in personal and critical response to literature. NMAC **6.64.39.A.3.a.**
2. You will develop a broad knowledge of the various genres and types of books for children, including the major authors and illustrators of these books. You will become familiar with the literary and artistic elements and how they interact to create an effective book for children in order to evaluate the literary quality and appropriateness of specific books. NMAC **6.64.39.B.3.b**.
3. You will be able to use reference sources to locate information on children's literature. NMAC **6.64.3.9.A.1.b**.
4. You will examine the role of literature in the lives of children, particularly in relation to

engaging children with literature for both personal and academic purposes. NMAC **6.64.3.9.A.4.e**.

5. You will develop an awareness of social, multicultural and international issues as they connect to literature for children. NMAC **6.64.39.B.3.b**.

Required Textbooks & Materials

Young, T. A., Bryan, G., Jacobs, J. S., & Tunnell, M. O. (2020). *Children's literature, briefly* (Seventh edition). Hoboken, NJ: Pearson Education, Inc. ISBN (eBook): 978-0135185872



For Reference Only: Hougen, M. & Smartt, S. (2012). *Fundamentals of Literacy Instruction & Assessment, Pre-K-6*. [link to Archive.org copy for borrowing]

Credit-Hour Statement

This is a three-credit-hour course delivered in an entirely online modality or asynchronously over 16 weeks during the Fall 2026 semester (August 17th-December 12th). Please plan for a minimum of six hours of out-of-class work (or homework, study, assignment completion, and class preparation) each week.

Course Webpage on Canvas (canvas.unm.edu)

Course information including this syllabus and grades will be available via canvas.unm.edu. This course will appear in your Canvas course listing. I will send messages via Canvas, give announcements or updates, as well as being the place where our resources, assignments and work is completed and turned in. Students should also check their email at least every couple of days, if not every day in case there are unforeseen issues with Canvas.

Grading and Assignments

Assignments	Grade Percentage
Attendance (Weekly x 15, 10 pts each) 25 pts	2.5%
Syllabus Critique & Revision (1) 25 pts	2.5%
Weekly Discussion (5 x 15) 75 pts	7.5%
Weekly Children's Book Review Blogs (5 x 15) 75 pts	7.5%
Author Study & Presentation (1) 100 pts	10%

Chapter Review & Socratic Discussion (1) 100 pts	10%
Storytelling Sample (1) 100 pts	10%
Diversity Book Critique & Discussion (1) 100 pts	10%
Chapter Quizzes (15 x 10) 150 pts	15%
Mid-Term Exam (1) 100 pts	10%
Final (1) 150 pts	15%
Total 1000 pts	100%

Percentages and Grade Equivalent

100-97 A+	89-87 B+	79-77 C+	69-66 D+	58-0 F
96-93 A	86-83 B	76-73 C	65-62 D	
92-90 A-	82-80 B-	72-70 C-	61-59 D-	

Course Outline

Week 1: Aug. 18th

Topic: Course Introduction

Readings: Swamp "Giving Thanks", Anaya "The First Tortilla", Holm "Peoplehood Matrix" (These are all found on Canvas Module 1)

Assignments: Syllabus Critique & Revision; Book Blog 1; Discussion 1

Week 2: Aug. 25th

Topic: Reading the World & Critical Literacies

Readings: Freire "The Importance of the Act of Reading", Cajete "Children, Myth & Storytelling", Ch. 1 Children's Literature

Assignments: Book Blog 2; Discussion 2; Chapter 1 Check for Understanding/Quiz

Week 3: Sept. 1st

Topic: Why Books and other Reading Material

Readings: Ch. 2-4; Choose 1 Traditional or Ancient Story from Canvas (or with approval)

Assignments: Book Blog 3; Discussion 3; Chapter 2-4 Check for Understanding/Quiz; Storytelling Sample

Week 4: Sept. 8th

Topic: A Deep Dive into the History of Children's Literature

Readings: Ch. 5; Nel "Breaking up with your favorite racist childhood classic books"

Assignments: Book Blog 4; Discussion 4; Chapter 5 Check for Understanding/Quiz

Week 5: Sept. 15th

Topic: Privileging Literacy and Literature, and a View of Multicultural/International Lit
Readings: Ch. 6 & (1) Story outside your People or cultural-language-religious group.
Assignments: Book Blog 5; Discussion 5; Chapter Review & Socratic Discussion; Chapter 6 Check for Understanding/Quiz

Week 6: Sept. 22nd
Topic: Organizing and Disorganizing Children's Literature by Genre/Theme
Readings: Ch. 7; Choose a Genre to Focus On
Assignments: Book Blog 6; Discussion 6; Chapter 6 Check for Understanding/Quiz

Week 7: Sept. 29th
Topic: Picturing Stories and Stories with Pictures; Guest Speaker Judy Henry
Readings: Ch. 8; "Demands to Ban Books in Rio Rancho Unsuccessful"; Choose a Favorite Illustrator
Assignments: Book Blog 7; Discussion 7; Chapter 8 Check for Understanding/Quiz

Week 8: Oct. 6th (Midterms)
Topic: Midterm Review, Weeks 1-8; Banned Books Week, Guest Speaker
Readings: None
Assignments: Book Blog 8; Discussion 8; Midterm Check for Understanding/Quiz & Reflection

Fall Break from Oct 10th through Oct 11th 2024

Week 9: Oct. 13th
Topic: Traditional Song, Poetry and Oral Stories in Translation/Interpretation
Readings: Ch. 9-10 & Poem for Children to Share
Assignments: Book Blog 9; Discussion 9; Chapter 9-10 Check for Understanding/Quiz

Week 10: Oct. 20th
Topic: Historical and Modern Fantasy
Readings: Ch. 11 & Fantasy Story to Share
Assignments: Book Blog 10; Discussion 10; Diversity Book Critique & Discussion; Chapter 11 Check for Understanding/Quiz

Week 11: Oct. 27th
Topic: Magical Realism, Realistic Fiction, & Historical Fiction
Readings: Ch. 12-13; Magical Realism a Genre for Youth
Assignments: Book Blog 11; Discussion 11; Chapter 12-13 Check for Understanding/Quiz

Week 12: Nov. 3rd (No Class, go out and Vote; Lecture Recorded)
Topic: Autobiography, Biography, Narrative & Testimonio
Readings: Ch. 14 & Excerpt of your studied Author
Assignments: Book Blog12; Discussion 12; Chapter 14 Check for Understanding/Quiz

Week 13: Nov. 10th
Topic: Non-Fiction and Information-Packed Books
Readings: Ch. 15; Final Brainstorm and Research Material
Assignments: Book Blog13; Discussion 13; Author & Illustrator Study & Presentation; Chapter 15 Check for Understanding/Quiz; Final Brainstorm and Research

Week 14: Nov. 17th
Topic: Social Justice, Controversial & Banned Books
Readings: Ch. 16; Kuhn "Library Book Ban Attempts are at an All-Time High"; Freedman "Zines are not Blogs"
Assignments: Book Blog 14; Discussion 14; Chapter 16 Check for Understanding/Quiz; Final Draft 1

Week 15: Nov. 24th
Topic: Teaching with Children's Literature
Readings: Ch. 17; "Why Adults Should Read Children's Books"; "Let Children Read Books for Adults"
Assignments: Book Blog 15; Discussion 15; Chapter 17 Check for Understanding/Quiz; Final Draft 2

Week 16: Dec. 1st
Topic: Finalizing
Readings: No Readings
Assignments: Final Check for Understanding & Final Draft 3 due Dec. 8th by Midnight

Week 17: Dec. 8th - Finals Week
Topic: Reflections & Evaluations
Readings: None
Assignments: Final Draft 3 due Dec. 8th by Midnight; Complete Course Evaluations

** Instructor reserves the right to make required changes during the course

Attendance Policy

Students must attend class each day for the entire class time. A maximum of 3 missed classes is allowed with instructor notification. After 3 absences students will be dropped from the course. Frequent lateness and leaving early is not acceptable and will result in an applied absence for each offense after the 2nd. All students must attend the first day and week of class or will be dropped. Excessive absences, lateness and leaving early prior to census will force a student to be dropped. Quizzes and exams will be administered on Canvas at specific times that will be posted in advance. It is the prerogative of the instructor to decide what an extreme circumstance is. Canvas message me if you have something unusual that comes up that interferes with your ability to complete assignments. A single point will be removed from each Reflective Discussion for an unexcused (non-communicated, fabricated) or beyond the 3rd absence. Lack of participation and completion of the service-learning requirement is also grounds for being dropped from the course.

Required Reading Assignments

Throughout the course, you will be provided with required reading assignments. The textbook for our course should be purchased, rented or borrowed; you cannot succeed without it. The Resources/Materials module has required supplementary sources; however, all articles, videos and other required sources will be within each week's module. The assignments are in each Module and in the Syllabus tab on the course menu. You are expected to complete all of the required reading assignments and to integrate what you have read into your course assignments, weekly in-class discussions, and will be the basis for our Quizzes, Mid-term and Final exams.

Book Blogs

- ✓ Weekly, students must contribute to a collective WordPress Book Blog by reading at least one children's book relevant to the topic and chapter(s) for that week. Each post must be a minimum of 250 words. You must also post this to our class Book Blog assignment.
- ✓ Feel free to incorporate ideas from other relevant sources, however, DO NOT leave out our sources, cite them when you use them and you should be using them throughout. No rants.
- ✓ CITE YOUR SOURCES (use APA, "in-text citation" or "parenthetical citation" styles. See OWL Purdue APA for more information), focused on our textbook, required sources and the book, author, illustrator of the text you are reviewing and discussing.
- ✓ This can be in an audio or video format as well (still must cite your sources using APA)
- ✓ Using "I" and the personal subjective voice is okay but keep it academic.
- ✓ Stay away from Grammarly, ChatGPT and other AI writing applications. Instead use Spelling and Grammar to check your writing in Word365 and to find support from a study buddy, the instructor via office hours, the Librarians, Writing Center or Tutoring Services. Find a way to use your own words while seeking input from other students, staff and community. You can build on this the whole term whereas Grammarly forgets what you wrote last time as will you. I am an expert at detecting and catching plagiarism and AI.

- ✓ Due: Weekly on Canvas and to our Blog site on Sunday by 11:59pm.

Discussion

- ✓ Weekly, students are expected to read the required sources before class and participate in class discussion. Each post must be a minimum of 250 words. You must also post this to our class discussion board and then respond to at least 2 other students' posts. The initial post is due Wednesday by 11:59pm and the response posts are due by Sunday at 11:59pm. These must be turned in on time and will not be allowed to be completed late.
- ✓ Feel free to incorporate ideas from other relevant sources, however, DO NOT leave out our sources; cite them when you use them and you should be using them throughout, at least once per paragraph. No rants or purely opinionated writing, keep it academic and focused.
- ✓ CITE YOUR SOURCES (use APA, "in-text citation" or "parenthetical citation" styles. See OWL Purdue APA for more information), focused on our textbook, required sources and the book, author, illustrator of the text you are reviewing and discussing.
- ✓ Using "I" and the personal subjective voice is okay but keep it academic.
- ✓ Stay away from Grammarly, ChatGPT and other AI writing applications. Instead use Spelling and Grammar to check your writing in Word365 and to find support from a study buddy, the instructor via office hours, the Librarians, Writing Center or Tutoring Services. Find a way to use your own words while seeking input from other students, staff and community. You can build on this the whole term whereas Grammarly forgets what you wrote last time as will you. I am an expert at detecting and catching plagiarism and AI.
- ✓ Due: Each Wednesday (1st Post) at 11:59pm and responses (2) by Sunday at 11:59pm.

Major Projects, Presentations & Assignments

Projects and cumulative assignments are rooted in course objectives and give students an opportunity to choose various subjects, formats, and other aspects of the assignment. They are drafted over a period such as a month and comprise multiple parts which entail the whole. Some are individual and group based, performed both in the classroom and out of the classroom. Presentations will consist of in-class performances demonstrating proficiency in a key idea from our course as well as student learning outcomes.

Storytelling Sample

For this assignment students will choose a traditional or ancient story, retell it, provide a discussion of key topics and ideas, and offer ideas about how and when to teach with it.

Chapter Review & Socratic Discussion

For this assignment students will focus on Ch. 5 of our textbook, providing a review of the chapter, selected quotes and critiques, and lead a whole class Socratic discussion.

Diversity Books Critique & Discussion

For this assignment students will locate 3 children's book for grades k-8 that represents the

diversity of our society and community, provide a review and critique of the book, suggest possible uses in the classroom, and lead a whole class discussion.

Author & Illustrator Study & Presentation

For this assignment, students will identify an author & illustrator of children's literature, give a brief biography, discuss at least 2-3 texts written by the author and illustrator, and share this via a presentation.

Checks for Understanding (Exams or Quizzes)

There will be weekly tests of your reading and knowledge that focus on each chapter within the textbook. The requirements to complete the exams are the same for all students, whether undergraduate or dual credit. Take these until you get 100% utilizing instructor feedback.

Mid-term Check for Understanding

There are two parts to the mid-term. Part I is a cumulative exam that will test your knowledge at the midway point, ideally weeks 1-8. A pre-test will be given the week before and study materials will be provided after an in-class study session. It will include multiple kinds of questions, will have unlimited time, and unlimited attempts. It can be revised or taken again until you are happy with your grade using rubric graded feedback. Part II is a short reflective essay that will discuss an important topic from weeks 1-8.

Final Check for Understanding & Zine Portfolio

The final will be in two parts: Part I is an exam that covers weeks 9-16. Part II is a "zine portfolio" or a collection of students' "best of" work from this semester that is relevant to the teaching of reading and writing in connection with and related to children's literature.

Due Dates Policy, Late Work and Revision

Students are expected to turn in assignments on the date that it is due. Feedback comes along with each assignment, and so will be given liberally for on time material while late work will receive the minimum of feedback. Late work is accepted, however 1% will be deducted for each day, it is late down to 60%. Late work is graded also in the order it was received along with other late work and never is graded before current ungraded work. All work can be revised for a better grade, but like above, will be re-graded in the order it was received as a regrade, and will be graded *before* late work. Turn in the work on time and often, even early and receive liberal, constant feedback and no penalty. This is a drafting and editing process. Get used to this. Get used to reading and writing 1-2 pages each week as notes, discussion posts and replies, book review blogs, weekly reflections, projects, papers, quizzes, exam questions, and more. Everything is practice as a student and as a future teacher.

Technical Skills

To participate and succeed in this class, you will need to be able to perform the following basic technical tasks:

- Use Canvas (canvas.unm.edu).
- Use Canvas Messages (1st) and UNM email (2nd), including attaching files, opening files, and downloading attachments.
- Copy and paste within applications including Microsoft Office.
- Open a hyperlink.
- Use Microsoft Office applications.
- Download and Open .pdf files (articles, chapters, etc.)

Technical Requirements

• Have regular access to a computer.

• A high-speed internet connection.

• Supported browsers include Chrome, Firefox, and Safari.

• Any computer capable of running a recently updated web browser should be sufficient to access Canvas. However, bear in mind that processor speed, amount of RAM and Internet connection speed can greatly affect performance.

• For using the Kaltura Media Tools inside Canvas, be sure you have downloaded and installed the latest version of Java (URL), Flash (URL), and Mozilla Firefox (URL). They may not be preloaded.

• Microsoft Office products are available free for all UNM students (more information on http://it.unm.edu/software/index.html(URL)).

For Canvas Technical Support, call 505-277-0857 (24/7) or use the "Create a Support Ticket" link in your course.

Tracking Course Activity

Canvas automatically records all students' activities including your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, web conferencing, discussion text and posted discussion topics. This data can be accessed by the instructor to evaluate class participation and to identify students having difficulty.

Tips for Being Successful within this Course and other Courses

1. Due dates and assignment standards are firm. For example, every assignment in this class is due by Sunday at 11:59pm except the various performances like the My Turn for Discussion and the Socratic Facilitations which are due in class the day they are to be performed. Also, only the required product and file type are allowed for submission, all to Canvas, such as a .doc, .pdf or audio/video file. Do not share links to your google or one drive to access the assignment as this will not allow the instructor to "mark-up" the assignment and give you quality and copious feedback.
2. Recognize, Nourish and Develop Your Power, Your Gifts, Your Strengths, Your Abilities, Your Knowledge and Your Experiences, these are what we carry as an individual.
3. Recognize, Nurture and Engage Your Culture, Language, Values & Traditions, for these are what we carry as one of the People.

4. Build and Rebuild Your Relationships, Family, Friends, Students, Instructors, Staff & Community, for these are what we depend upon for support and in turn, support. Don't abandon them and they won't abandon you.
5. Valencia.unm.edu/library, Library.unm.edu, Archive.org and Canvas.unm.edu are our local and extralocal storehouses of knowledge. Use them at will.
6. Everyone needs a Mentor, to be Seeking & Finding Alumni and Advanced Students to learn from and how better to learn.
7. Everyone needs Tutoring and Advisement: so, reach out and ask for help all the time. There is no shame in struggling to learn, everyone does in their own way.
8. "Take Copious Notes", or a ridiculous amount of notes. Type up your assignments & review the Sources before class. Don't cheat yourself, you need strong study skills.
9. Take a Fun or non-Academic Class such as Art, Music, Martial Arts, Yoga, Etc.. for balance, health/sanity.
10. Go to Office Hours, usually before or after class and communicate regularly with instructors, for me it's via Canvas messaging for others another method.
11. Make Friends, Have Study Buddies, & Study Sessions. Others learn differently and can provide new and innovative ways to succeed that may work for you, while yours may work for them.
12. Attendance is mandatory as is participation. Show up on time and ready. Online students need to show their faces and be present so find the right place to take synchronous classes and get comfortable being uncomfortable. If your teacher and other students do not get to know you, by exposing parts of your self-identity, you will not get to know them either.
13. You will need a computer and good internet connection all the time. Check email every day. Check Canvas every day.
14. Draft your work. Start with your own reading of the materials and your own notes. Add lectures, discussions, teacher communications, handouts, etc.. Then attempt the regular assignments and gain instructor and peer feedback in the process. Work on assignments early and draft your work from first to final.
15. Frequent advisement. You must know where you have come from to know where you are headed. You must talk to others who have been successful and those trained to serve as advisors for advice and guidance.
16. No judgements, no assumptions, no disrespect or discrimination. Come with an open mind and heart and you will leave fuller than you can imagine.
17. Find a job that will support your academic experience, that will give you the time off when you need to study, or better, it provides financial assistance to attend and complete. Scholarships exist within your school and outside of it and you must attempt many of them to get a sense of the standards and rationales of each, and to get the hang of rejection and acceptance.
18. Talk to your family and community about your desire to gain an education. Let them know what it will take, how to support you, the sacrifices you will need to make, and that you will not leave them behind or forget about them. Many of our family does not understand everything that is involved in going to college and so misunderstand our actions or motives or feel rejected or left behind when we devote so much time to gaining knowledge, a degree and a profession. It may be foreign to them so let them in on what it's like so there are mutual understanding and support.

Academic Honesty & Dishonesty

Cheating and plagiarism (academic dishonesty) are often driven by lack of time, desperation, or lack of knowledge about how to identify a source. Communicate with me and ask for help, even at the last minute, rather than risking your academic career by committing academic dishonesty. Academic dishonesty involves claiming that work created by another source is your own original work. It is a Student Code of Conduct violation that can lead to a disciplinary procedure. When you use a resource in work submitted for this class, document how you used it and distinguish clearly between your original work and the material taken from the resource.

The use of AI on assignments is expressly prohibited except ***after*** you have completed your work to review, revise, edit and improve your own writing and work. The most common uses of AI include having AI applications to write for you, do research for you, creating images, or creating presentations. Using AI to create a presentation is only allowed for structural components like color, shapes, text or image boxes, etc., rather than a content-quality component, whereby words and images are created, and AI generated searches and research is substituted for your own efforts. Every single word and image choice must come from you as a student. Asking AI for suggestions is okay, but replacing your choices with AI generated work is not allowed. Instead, do the work and research, advance your own voice and analysis, make friends and find support with people who can help you over the long term and can add to your knowledge, skills and abilities academically and socially. AI is not your friend; it is a crutch and artificial conjuror that often gets things wrong. I am also an expert at detecting AI use and will strictly reinforce my standards and rules. One rewrite is allowed; otherwise, repeated use will be subject to disciplinary procedures.

University of New Mexico-Valencia faculty, staff, and students commit to values of trust, honesty, integrity, and accountability. We will not tolerate academic dishonesty. By enrolling in any course at UNM-V, the student accepts the UNM Academic Honesty Code and affirms the following pledge:

I will not lie, cheat, fabricate, plagiarize, or use any other dishonest means to gain unfair academic advantage.

Accommodations

UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact the UNM-Valencia Equal Access Services (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu.

Student Support

Confidential services for students are available at LoboRESPECT Advocacy Center, Women's Resource Center, and the LGBTQ Resource Center. The Women's Resource Center supports all students, including those who are pregnant or are parents. UNM Pregnancy and Parenting Support information is available on Main Campus. UNM-Valencia has lactation stations located in LRC 112 (Tomé campus) and in the Workforce Training Center.

Main Campus Resources: Student Health and Counseling (SHAC) at (505) 277-3136. TimelyCare: Free 24/7 virtual care services (medical, emotional support, health coaching, self-care, basic needs support). LoboRESPECT Advocacy Center (505) 277-2911: help with contacting faculty and managing challenges that impact your UNM experience.

Valencia Campus Resources: PASOS Resource Center (505) 925-8546, mailto:pasos@unm.edu. The Resource Center is an on-campus center that serves as a "one-stop" for all non-academic needs of UNM-Valencia students. Laptops are available for checkout for enrolled students, need a student ID in the administration building. Contact Student Services at 505.925.8560 or vcadvise@unm.edu for information

The Library is also an incredible resource which provides reference desk help either in person (LRC), call (505) 925-8990, text (505) 916-1647, or you can Schedule an Appointment with a Librarian including Chat Reference - Ask a Librarian from our Facebook page.
The library also provides numerous other services including the following:

- Library has a scanner.
- Library makes your LOBO ID. More Info
- Library will borrow books/articles not owned (interlibrary loan).
- Library does not buy textbooks.
- Library has a Study Room available for group study.
- Library provides Reserve Collection for class support
- Library requires your LOBO ID to borrow materials.
- Library also has black and white printing available.
- Weekly events such as an ASL social, Gaming Club meetings and tournaments.

Other Resources are available on the Student Resources website by clicking the link.

Learning Commons: Tutoring Services & the Writing Center
Tutoring is available to you in education, math, science, writing, and other subjects through the Learning Commons: Learning and STEM Centers and Writing Center. In-person tutoring is in these centers in the LRC (the building that also has the library). In addition, tutoring in Zoom and, for writing, through email, is also available. Tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses. To schedule an appointment, please go to Learning Commons Bookings.

If you have difficulty with the scheduling link above, would like an appointment in a subject not listed at that link, or have a question, email tutor@unm.edu. You'll get answers during business hours Monday through Friday. **T**he webpage, with more details about available hours, is here: Learning Commons: Tutoring Services webpage.

Title IX: UAP 2720 and 2740
Our classroom and university should foster mutual respect, kindness, and support. If you have concerns about discrimination, harassment, or violence, please seek support and report incidents. Find confidential services at LoboRESPECT Advocacy Center, the Women's Resource Center, and the Arcoiris Center. UNM prohibits discrimination on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity). All instructors are "responsible

employees" who must communicate reports of sexual harassment, sexual misconduct and sexual violence to Compliance, Ethics and Equal Opportunity. For more information, please see UAP 2720 and UAP 2740.

COVID-19 Health and Awareness

UNM is a mask friendly, but not a mask-required, community. If you have a positive COVID-19 test, please stay home for five days, and isolate yourself from others, per the Centers for Disease Control (CDC) guidelines. If you need an extension, please get in touch with me via CANVAS; I can work with you to provide alternatives for course participation and completion. UNM faculty and staff know that these are challenging times. Please let me, an advisor, or another UNM staff member know that you need support so we can connect you to the right resources. Please be aware that UNM will publish information on websites and emails about changes to our public health status and community response.

Citizenship and/or Immigration Status

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. UNM has committed to the success of all our students and our undocumented community members community. The Administration's welcome is found on our website: http://undocumented.unm.edu/. UNMV is a safe space for learning and sharing information. ICE is not allowed in any space without explicit permission and cannot detain persons without probable cause of a crime or a judicial warrant.

Religious Accommodations

Every effort shall be made to reasonably and fairly accommodate religious obligations that will conflict with scheduled assignments or required attendance, provided advance notification is given. Whenever possible, you should give at least two weeks' advance notice to request special accommodation.

** The Instructor reserves the right to make required changes during the course, for students' benefit. This will be done first via Canvas and followed by a Syllabus Revision**