UNIVERSITY OF NORTHERN COLORADO

ELIT 621-900: NEW LITERACIES

SUMMER 2021	CREDITS 3
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New Literacies: The goal of this course is to develop educational professionals and classroom teachers that have foundational theoretical knowledge of multimodal and digitally infused pedagogy for transformative teaching and learning.

A.   COURSE DESCRIPTION

This course provides foundations in digital and multimodal literacy practices. Students will gain an understanding of theories, currently practiced integration models, digital citizenship and evaluate digital tools and applications.

B.   PREREQUISITES

None

C.   RELATIONSHIP OF THE COURSE TO THE PROGRAM KNOWLEDGE BASE

This is a foundational content course in the Masters in Literacy. The course fosters foundational knowledge in understanding digital and multimodal texts and their role in the changing landscape of 21st century reading instruction.

D.   COURSE GOALS

1. Students will identify, articulate and compare theories of design, multiliteracies, digital literacy and multimodality.
2. Students will critically examine the role, affordances and constraints of multiple modes (text, image, audio, video, graphics and multimodal texts) in the elementary classroom.
3. Students will identify and evaluate pedagogical approaches for various digital and multimodal environments.
4. Students will review, analyze, evaluate and design lessons for digital and multimodal instruction.

Course Goals with Learning Objectives

1. Students will identify, articulate and compare theories of multiliteracies and multimodality

    Students will:
    a. Articulate an expanding view of what literacy is in the 21st century.
    b. Identify the relationship and differences between multiliteracies, new literacies, digital literacies, critical literacy and visual literacy.

c. Articulate the concept of digital integration and how that relates to literacy development.
d. Develop and articulate a rationale for integrating digital technology and multimodality into the elementary classroom.
e. Identify national standards that call for this integration.
f. Articulate the concept of multimodality and multimodal composition and why is it important for career readiness

2. Students will critically examine the role, affordances and constraints of multiple modes (text, image, audio, video, graphics and multimodal texts) in literacy instruction and the elementary classroom.

   Students will:
   a. Understand and examine the role and potential for text, image, audio, and graphics, in literacy development.
   b. Develop a repertoire of strategies to locate, use and critically analyze multimodal and digital resources.
   c. Understand concepts of digital citizenship and issues related to technology.

3. Students will identify and evaluate pedagogical approaches for various digital and multimodal environments.

   Students will:
   a. Understand and be able to articulate the philosophy of inquiry based and workshop approaches to teaching and learning in digital environments.
   b. Understand the principles and approaches of 21st Century Skills, as well as the challenges associated with classroom integration.
   c. Identify and understand different ways to construct curriculum
   d. Identify various classroom management approaches to facilitate digital learning environments.

4. Students will review, analyze, evaluate and design lessons for digital and multimodal instruction.

   a. Describe the various levels of technology integration.
   b. Review and compare lessons that are inclusive of multimodality and technology integration
   c. Compare integration learning cycles with more traditional print-based learning cycles
   d. Identify and utilize multimodal and digital elements in lesson planning.
   e. Create lessons that demonstrate creative thinking, constructing knowledge, and developing innovative products and processes using technology.

Course Objectives	Literacy 10	Teacher Quality	Content 8	IRA	Evidence of Performance
Students will identify, articulate and compare theories of multiliteracies and multimodality.					
Articulate an expanding view of what literacy is in the 21st century.	10.03.1e 10.03.2	5.02 d 5.03 a			Reading response and reflection
Identify the relationship and differences between multiliteracies, new literacies, digital literacies, critical literacy.	10.03.2			IRA: 3.1	Reading response and reflection

Articulate the concept of digital integration and how that relates to literacy development.	10.03.2	5.03 a		IRA: 3.3	Reading Response & Discussion, Digital Learning Experiences
Develop and articulate a rationale for integrating digital technology and multimodality into the elementary classroom	10.03.2	5.03 a		IRA: 3.3	Reading Response & Discussion, Digital Learning Experiences
Identify national standards that call for this integration.				IRA: 1.4	Reading Response & Discussion, Digital Learning Experiences
Articulate the concept of multimodality and multimodal composition and why is it important for career readiness				IRA: 3.3	Reading Response & Discussion, Multimodal Projects
Students will critically examine the role, affordances and constraints of multiple modes (text, image, audio, video, graphics and multimodal texts) in literacy instruction and the elementary classroom.					
Understand and examine the role and potential for text, image, audio, and graphics, in literacy development.	10.03.2		8.02 .9a 8.02.9c 8.02.10.f.g	IRA: 3.4	Reading Response & Discussion, Multimodal Projects
Develop a repertoire of strategies to locate, use and critically analyze multimodal and digital resources.	10.03.1c, e 10.03.2	5.03 a, c, d			Reading Response & Discussion, Digital Portfolio
Understand concepts of digital citizenship and issues related to technology and practice legal and ethical behavior.		5			Reading Response & Discussion
Students will identify and evaluate pedagogical approaches for various digital and multimodal environments.					
Understand and be able to articulate the philosophy of inquiry based and workshop approaches to teaching and learning in digital environments.	10.03.1c, e 10.03.2				Reading Response & Discussion, unit proposal, Multimodal Learning and final presentation
Understand the principles and approaches of 21st Century Skills, as well as the challenges associated with classroom					Reading Response & Discussion, Digital Portfolio, and final reflection

Objective					Assessment
Identify and understand different ways to construct curriculum.	10.03.1c, e 10.03.2	5.01 e, f 5.03 a, c, d			Reading Response & Discussion, Digital Portfolio, and final reflection
Identify various classroom management approaches to facilitate digital learning environments.					Reading Response & Discussion, Digital Portfolio, and final presentation
Students will review, analyze, evaluate and design lessons for digital and multimodal instruction.					
Describe the various levels of technology integration.					Reading Response & Discussion, Digital Portfolio, and final presentation
Review and compare lessons that are inclusive of multimodality and technology integration					Reading Response & Discussion, Digital Portfolio, and final reflection
Compare integration learning cycles with more traditional print-based learning cycles	10.03.2				Reading Response & Discussion, Examining Literate Behaviors
Identify and utilize multimodal and digital elements in lesson planning.	10.03.1c, e 10.03.2		8.02.9c 8.02.10f , g 8.02.13.c.iii		Reading Response & Discussion, Digital Portfolio, and final presentation
Create lessons that demonstrate creative thinking, constructing knowledge, and developing innovative products and processes using technology.	10.03.1c, e 10.03.2				Reading Response & Discussion, Digital Portfolio, and final reflection

## E.	PROFESSIONAL STANDARDS MET

International Society of Technology in Education Standards (ISTE)

- **For Teachers**
  Facilitate and inspire student learning and creativity
  Design and develop digital age learning experiences and assessments
  Model digital age work and learning
  Promote and model digital citizenship and responsibility
  Engage in professional growth and leadership

## E.	RELATED STANDARDS

See Course objective and standard matrix for a list of specific standards met.

The course in EDNL address the following General standards:

International Society of Technology in Education Standards (ISTE)

For Students (UNC students would be able to apply these standards)
Creativity and innovation
Communication and collaboration
Research and information fluency
Critical thinking, problem solving, and decision making
Digital Citizenship
Technology Operations and Concepts

Common Core State Standards

Summary Statements
- Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school and in society.
- Use technology and digital media strategically and capably.
- Employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use.
- Become familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-Literacy.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.R.6

Use technology, including the Internet to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-Literacy.CCRAW.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate information while avoiding plagiarism.

F. COURSE REQUIREMENTS

	Topic/Reading/Assignment 🔍 *Full descriptions of each assignment and corresponding rubric will be available in Canvas.*
Week 1 ---	**Welcome, about the course!** 👋 Social and Multimodal Annotation

Week of JUNE 28	Social and Cultural Studies of New Literacies from an Educational Perspective "The Medium is the Message" Annotate the Syllabus Begin: Digital Portfolio (Due end of course)
Week 2 --- Week of July 5	**Multimodal Meaning-Making** A Grammar of Multimodality An Introduction to the Pedagogy of Multiliteracies The Hill We Climb Found Poetry and Multimodal Literacy **Assignment: Multimodal Found Poetry Slam** (Due 11pm, July 11)
Week 3 --- Week of July 12	**Multiliteracies: New Literacies, New Learning** 🎙 Multiliteracies and Meaning Making Podcasting as Multiliteracy Social Audio **Assignment: Make a Podcast or Social Audio** 🎙 (Due 11pm, July 18)
Week 4 --- Week of July 19	**Gaming Literacy** How 'Among Us' Helps Students Master Argumentative Writing A Guide to Teaching Writing With Minecraft ⛏ Gee: What Video Games Have to Teach Us about Learning and Literacy 🎮 Zimmerman: Manifesto for a Ludic Century **Assignment: Play Deliberately: Gaming Literacy** (Due 11pm, July 25)
Week 5 --- Week of July 26	**Digital Affordances and Writing** Overview of Fan Fiction How Fan Fiction Inspires Kids to Read and Write and Write and Write Fan Fiction in the Classroom **Assignment: Fan Fiction Digital Writing** (Due 11pm, Aug 1)
Week 6 --- Week of Aug 2	**Genres and Genre Writing** BrainPOP as Multimodal Text Genres on BrainPOP T is for Transmedia Multigenre Writing **Assignment: Multigenre Ebook** (Due 11pm, Aug 6) **Assignment: Submit your Google Sites Digital Portfolio Link** (Due 11pm, Aug 6)

G. GRADING CRITERIA (Method of Evaluation): Letter Grade

Your grade will be determined based on the total percentage grades from all work completed. Major projects will include rubrics.

A=94-100; A-=92-93; B+=90-91; B =85-89; B-=82-84; C+=80-81; C=76-79; C-=73-75; F = 0-72

What should I do if I need help?

▪ Come see me. I have Zoom office hours which are specifically set aside as a time when I can meet with you. Feel free to stop by to go over ed tech, questions about teaching… anything!

- I can also meet with you at other times, but I do have quite a few meetings and classes, so email me ahead of time to find a time that work for both of us. I didn't learn how useful it was to go to office hours until I was in graduate school, so learn from my mistakes and come see me!

Grades in the course are based on a weighted system rather than total points. The weights can be seen in the chart below. Your current grade will always be posted in Canvas so you know where you stand at any time.

Assignments are weighted by group:

Group	Weight
WEEK 2, Due Jul 11, 11pm	15%
WEEK 3, Due Jul 18, 11pm	15%
WEEK 4, Due Jul 25, 11pm	20%
WEEK 5, Due Aug 1, 11pm	15%
WEEK 6, Due 11pm, Aug 6	20%
Readings, Discussions, Class Interactions/Practices	15%
Total	100%

F.   COURSE REQUIREMENTS

Full descriptions of each assignment and corresponding rubrics will be in Canvas.
*Subject to change

- **Readings, Viewings, Discussions, Process Activities, Reflections**
  Students are expected to read and respond to the assigned textbook readings. The purpose of these reflecting on your reading is to help you synthesize, activate prior knowledge, and apply your learning to your classroom. Time spent reflecting will serve to increase your understanding and help you gain a better grasp of the content of the course material.

- **Digital Portfolio Website**
  The digital portfolio website is a semester long project. The website will house digital projects. The shell of the website will be designed during the first week using Google Sites (free, and intuitive).

- **Multimodal Found Poetry Slam!**
  Now, more than ever, the affordances of new digital tools and technologies have opened up our understanding of what it means to write. This week we are invoking a culture of remix and exploration. Specifically, you will create poetry by layering new meaning onto a Found Poem. Consider taking some pieces of your written world, the everyday stuff like grocery lists, fortune cookie predictions, or your favorite quote that you have up on your wall in your home or office. Re-discover the words around you, refashion them, re-order them. The literary equivalent of a collage, found poetry is often made from newspaper articles, street signs, graffiti, speeches,

letters, or even other poems." You will then scan in the image to Thinglink and digitally annotate, adding a layer of meaning.

- **Make a Podcast or a Social Audio**🎙
  Create a 1-2 minute (or longer, if you need) podcast on Anchor.FM or social audio, Swell or Clubhouse. *Content topic is your choice: remote teaching lessons, an exemplar of student work, or any from [this PDF](). Or one on any topic you like, for fun.*

- **Play Deliberately: Gaming Literacy**
  Gee observed how video game players learn and master semiotics, by assimilating knowledge through play (Gee, 2003/2007). Semiotics connect to notions around multimodal learning, where meaning is transmitted and understood with written text and spoken words, but also with "visual, audio, gestural, tactile, and spatial patterns of meaning" (Cope & Kalantzis, 2015, p. 3). Gee (2003/2007) wrote, "Meaning and knowledge are built up through various modalities (images, texts, symbols, interactions, abstract design, sound, etc.), not just words" (p. 224).
  You will pick one from a list of award-winning narrative games to play, then Write a 500-word *game review* including at least 3 screenshots, connecting to Gee's 36 Learning Principles.

- **Fan Fiction Digital Writing**
  Select one fan fiction "activity": Write a Prequel; Create Missing Scenes; Alternate Perspectives, Alternate Universes and Alternate Realities
  Write a 500-700- word (approximate word count) fanfic story. Publish your story here: https://www.wattpad.com

- **Multimodal /Digital Learning Experience & Multimedia Text Set**

  Students will create a learning experience drawing from all course content presented using Book Creator.

H.   REQUIRED TEXT

Haiken, M. (Ed.) (2016). *Gamify literacy: Boost comprehension, collaboration and learning.* ISTE.

I.   SUGGESTED READINGS (*may be* included in the readings provided in Canvas)

Alvermann, D. E. (Eds.). (2016). *Adolescents' Online Literacies*. Peter Lang.

Berkowski, D.E. (2012). Framing the future of fanfiction: How the new york times portrayal of a youth media subculture influences the beliefs about media literacy education. *Journal of Media Literacy Education,* 4(3), 198-212.

Black, R. W. (2009). Online fan fiction and critical media literacy. *Journal of Computing in Teacher Education*, 26(2), 75-80. http://files.eric.ed.gov/fulltext/EJ907122.pdf

Cope, B., & Kalantzis, M. (2016). The Things You Do to Know: An Introduction to the Pedagogy of Multiliteracies. In B. Cope, & M. Kalantzis (Eds.), *A Pedagogy of Multiliteracies: Learning by Design* (pp. 1-36). Palgrave Macmillan. https://doi.org/10.1057/9781137539724_1

Cope, B., & Kalantzis, M. (Eds.) (2016). *A Pedagogy of Multiliteracies: Learning by Design.* Palgrave Macmillan. https://doi.org/10.1057/9781137539724

Gee, J. P. (2007). *Good Video Games and Good Learning.* Peter Lang.

Knobel, M., & Lankshear, C. (Eds.). (2018). *Researching New Literacies.* Peter Lang.

New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review, 66*(1), 60-60.

J. COURSE POLICIES

We learn better as part of a community where everyone has the opportunity to participate and engage. One the first day of class, we will work together to develop norms for participation and together we hold each other accountable for our actions in class.

We will be spending much of our time in class working together on activities. Your participation in these activities weighs on your grade (it's worth 10%), so to be successful you need to come to class.

You are expected to attend all synchronous sessions on time and for the full length of class. If an emergency arises and you are unable to attend a face-to-face or synchronous session, make-up assignments may be provided. Please try to email me *before* a missed class, if possible.

Asynchronously, you are expected to stay up to date on what is expected and participate in discussions or assignments. You are expected to participate thoughtfully, responsibility, and constructively in discussion on a regular basis. Our discussions serve as a forum in which you sharpen your thinking, share your ideas, ask questions, exchange insights and perceptions with each other and contribute to the community's learning.

Late and Missing Assignments

Submission of ALL assignments is expected to be on time and in the prescribed format and manner. Work and projects are expected at the designated due date.

Electronic submission of assignments that are not in the specified format (software available on campus), will also be considered late. These assignments will be rejected until resubmitted. Resubmission will be expected by the beginning of the next day.

Generally, late assignments are not accepted. Exceptions may be arranged by communicating your extenuating circumstance to your instructor **prior** to the due date. Students frequently ask for an extension when their computer or storage device crashes and they lose an assignment. A backup storage device is a requirement for this course. You will NOT be granted an exception for late work in this situation. You should dutifully back up all your work every time you work on it. That way you if a crash occurs you only lose work from the last session.

Written Assignment and Communication Policy

All assignments and written communications in this class (including email and discussion board postings), are expected to be word-processed and conform to university level writing standards. Your writing should be professional, clear, and when appropriate or required, include proper citations of expert knowledge and media in American Psychological Association (APA) format. Errors in spelling and/or grammar are expected to be rare. Colloquial, informal writing is not appropriate. When grading or reviewing student work that does not meet these standards, your instructor will return the work for revision.

The course Canvas shell contains a support button with web-based resources to help you with your writing skills in areas such as APA, grammar, second language issues, etc. Additionally, the Writing Center offers one-on-one support for students. Appointments are recommended. If more than one assignment is rejected for writing issues, a Personal Improvement Referral may be submitted to your department chair. At their discretion a Personal Improvement Plan may be issued.

Preferred pronouns/methods of address

If you have a nickname, or a preferred pronoun that is different from what I may assume, please let me know, and I will do my best to follow your preferences. You may address me as Professor Farber, or Dr. Farber (preferred pronouns: he/him/his).

Appropriate Use of Electronic Communications

Discussion boards and email communications are an important instructional tool this course. Here are some of the most important rules for this class regarding the use of discussion boards and email:

- Working together, we can maintain an environment free of harassment - of any kind. This includes, but is not limited to, demeaning written or spoken comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature.
- In all communications, respect the diversity of opinions among instructors and classmates, and engage with them in a courteous, respectful, and professional manner. Remember that you can challenge ideas without making the challenge a personal one. If you have concerns about something that has been said, please let your instructor know.

UNC University Policies

Liability Statement
For unpaid field-related requirements such as practicum, service learning, intern, student teaching, UNC purchases insurance that provides liability coverage to teacher candidates (subject coverage limitations and deductibles of the applicable insurance policy) for claims made against the teacher candidate while s/he is acting in the course and scope of her/his/their responsibilities in field experience. Such coverage is subject to limitations and exclusions for, among other things, alleged intentional acts and other uncovered claims. In addition, the teacher candidate, during her/his/their practice teaching in a school is deemed an employee of the school district for the purposes of workers' compensation and liability insurance as provided for other school employees.
Personal Liability: It is each teacher candidate's choice to determine if s/he wishes to purchase additional liability coverage. Several professional organizations, including but not limited to the Colorado Education Association, the Council for Exceptional Children, and the National Education Association, offer personal—professional liability insurance that can be purchased by the teacher candidate at her/his/their expense.

ADA and TITLE IX Syllabus Statements

Disability Resources
It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievements (e.g. time-limited exams, inaccessible web content, use of videos without captions), students should please communicate about these aspects with their instructor(s) professor and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

Title IX
The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC).   This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or http://www.unco.edu/asap

UNC Counseling Center: 970-351-2496 or http://www.unco.edu/counseling

UNC Psychological Services: 970-351-1645 or http://www.unco.edu/cebs/psych_clinic
Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

Additional Syllabus Statements
The recommended syllabus statements promote inclusive practices and provide resource information for UNC students.

Academic Integrity
Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

Attendance
Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, this instructor should not require doctors' notes to determine whether or not to excuse an absence.

COVID-19 (new for fall 2020)

Due to the current global pandemic, the fall 2020 semester will be unlike any other that the University has experienced. The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors.

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. Therefore, students should review frequently the Return to Campus website: https://www.unco.edu/return-to-campus/ for updated information. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations.
To mitigate the spread of COVID-19, students, faculty and staff are expected to follow university requirements about wearing face coverings when on campus, including in the classroom. Additionally, members of the university community are expected to follow physical or social distancing requirements by keeping at least 6 feet from others, covering their coughs, and practicing good hand hygiene.
Persons who fail to adhere to these requirements will reminded of them so that they can address and correct their noncompliance. Thereafter, persons who fail to correct their behavior will be asked to leave the classroom (until such time as they comply with UNC's requirements) and may be referred to the Dean of Students Office or Human Resources.
It is important that all members of the university community work together to do all we can to keep our community safe.

Equity and Inclusion
The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions,

immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact Chief Diversity Officer, Dr. Tobias Guzman, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.

Food Insecurity and Basic Needs
Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.
Students who face challenges securing their food or housing and believe this may affect their performance in this course are also urged to contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS can assist students during difficult circumstances, which may include medical, mental health, personal or family crisis, illness or injury. The Dean of Students Office/SOS can be reached at dos@unco.edu or via phone at 970-351-2001.

Land Acknowledgment
The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.
As part of the learning and reflection process please visit https://native-land.ca/ or call the Office of Equity & Inclusion at 970-351-1944.