

Dewar College of Education & Human Services
Valdosta State University
Department of Early Childhood and Special Education
LITR 3110
Emergent Literacy Through Children's Literature and the Arts
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Council of Chief State School Offices, (2013, April). *INTASC model core teacher standards and learning progressions for teachers 1.0*. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COURSE DESCRIPTION: LITR 3110: Emergent Literacy Through Children's Literature and the Arts.

Prerequisites: Appropriate 2999 course, and a minimum GPA of 2.75.

Co-requisite: [ECSE 3390](#), [ECED 3190](#), or a practicum approved at the program level.

An integrated approach to incorporating emergent literacy skills with aesthetic appreciation and creative expression. Emphasis is on methods for using children's literature and the fine arts to develop life-long readers.

REQUIRED TEXTBOOKS:

- Giorgis, C. & Glazer, J. I. (2013). *Literature for young children: Supporting Emergent Literacy Ages 0-8 (7th Ed.)*. Upper Saddle River, NJ: Pearson.
- **Georgia Standards of Excellence (GSE) or Georgia Pre-K Content Standards** You will need: English Language Arts (ELA) <https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx> and all related content areas for K-5.
- **Georgia Early Learning And Development Standards (GELDS)** <http://dec.al.gov/Prek/GELDS.aspx>
- **Georgia Standards for Fine Arts appropriate to Pre-K – Grade 5.** https://www.georgiastandards.org/Standards/Pages/BrowseStandards/FineArts_K-5.aspx
- Self-selected quality children's literature representing various genres (NOT necessary to purchase - see Assignment)
- Edutopia.com. (2015). *Arts Integration: Resource Roundup.pdf* (FREE)
- 500+ Kids Arts and Crafts Activities. <https://artfulparent.com/kids-arts-crafts-activities-500-fun-artful-things-kids> (FREE)
- Red Ted Art. <http://www.redtedart.com> (FREE and subscription)
- Additional readings may be provided by the instructor throughout the semester (See BlazeviewD2L)

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

The teacher candidate will:

1. Describe and analyze how personal background and literacy development experiences, personal perspectives, practices, and attitudes towards literacy impact literacy development. (InTASC S1, S2, S3, S9; DL1.1, DL1.2, DL 1.3; IRA Standard 6.2; GACE ECED 0008; GACE ECSE 0005)
2. Identify stages of the literacy development (i.e. reading, writing, listening, speaking, viewing, and visual representation), an understanding of the role of children's response to literature in the teaching of literacy from the perspectives of child development and schema theory (i.e. building background knowledge, prediction, read aloud, listening), and processes and factors (such as language, intelligence, culture, and emotion) that affect children's literacy learning. (InTASC S1, S2, S3, S4, S5; DL1.2, DL1.2; FL1.1; CPL1.1, CPL1.2; CPL 1.3; IRA Standard 1.1; 2.3; 4.2; 5.2; GACE ECED 0008; GACE ECSE 0005)
3. Identify, classify, and evaluate children's literature, the works of major contemporary authors, illustrators of, and awards for children's books, including various genres for PreK-5; identifying books that authentically represent diverse cultures and a global society; describe how categories of race, class, gender, socioeconomic status are socially constructed. (InTASC S2, S4, S7, S8, S9; DL1.1, DL1.2, DL1.3; FL1.1, FL1.2; CPL1.1, CPL1.3; IRA Standard 2.3; 4.1; 4.2; GACE ECED 0007; GACE ECSE 0001)
4. Describe the relationship between various genre of children's literature and materials, children's developmental needs, abilities, and interests, demonstrating how to use books with young readers. (InTASC S1, S2, S3, S4, S5, S7, S8, S9; DL1.1, DL1.2, DL1.3; IRA Standard 1.1; 2.3; 4.1; 4.2; 5.2 GACE ECED 0008; GACE ECSE 0005)
5. Identify and implement in a PK-K classroom three read alouds to reflect the teacher candidate's development (read aloud, read aloud with a literacy extension, read aloud with arts integration and assessment). (InTASC S1, S2, S3, S4, S5, S7, S8; DL1.1, DL1.2, DL1.3; ILA Standard 1.1; 2.3; 4.2; 5.2; GACE ECED 0008; GACE ECSE 0005)
6. Formulate ways to demonstrate knowledge and skill in creating a classroom culture that motivates students to engage in reading, writing, and oral language for personal growth, knowledge, development, enjoyment, and insight into the human experience, incorporating their own interests, successes and struggles, and experiences with emergent literacy (e.g. speaking, listening, reading, and viewing), that aligns and supports local, state, and national early learning standards for Pre-K-5. (InTASC S1, S2, S3, S4, S5, S7, S8, S9; DL1.1, DL1.2, DL1.3, TL1.1, TL1.2, EDL1.2, AL1.1, AL1.3, FL1.1, FL1.2, FL1.3, CPL1.1, CPL1.2, CPL1.3, CPL2.1, CPL2.2, CPL2.3; IRA Standard 2.3; 4.1; 4.2; 5.2; 6.2; 6.4; GACE ECED 0008; GACE ECSE 0005)
7. Identify and utilize technologies to identify professional publications and sources of information to select quality children's literature for the classroom and developmentally appropriate literacy content activities for Pre-K-5 (i.e. phonemic awareness, phoneme identity), and share work with the larger professional audience. (InTASC S1, S2, S3, 4, 5, S7, S8, S9; TL1.1, TL1.2, TL1.3; IRA

Standard 2.3; 4.2; 5.2; 6.2, GACE ECSE 0005).

8. Use formal Standard English to express themselves clearly, professionally, and logically, demonstrating competence in speaking, writing, and listening (INTASC S3, S5, S8, S9).
9. Demonstrate the professional dispositions required of teachers (InTASC S9; EDL 1.1, EDL1.2)
10. Review and incorporate the appropriate Georgia mandated P-5 English language arts standards in lesson plans.

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS / EVALUATIONS:

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Participation/Preparation/Professionalism/Proofreading: Teacher candidates (and certified teachers) are expected to act professionally and respectfully, and abide by the *Georgia Educator Ethics*. Demonstration of the knowledge you gain from assigned readings, class activities, and practicum experiences is pertinent to development of your teaching persona and creating a comfortable, inspiring learning environment. There will be ample opportunities for each course member to become a full class participant. Active participation in ALL class activities, discussions, sharing ideas, asking pertinent questions, and reviewing materials (outside of class) enhance your learning and teaching development. ***Participation*** is defined as attentiveness, active note taking, responding to questions posed by the professor and classmates, enthusiastic involvement in small and large group discussions, activities, and demonstrations, discussing class reading assignments, and asking appropriate questions in EACH class meeting. ***Preparation*** means having read and reviewed assigned readings and notes from previous classes in order to *be ready to discuss* at least two (2) major points on these issues *in each class meeting*. It includes submitting assignments by due dates and taking responsibility for participation in paired/group required assignments in this course. ***Professionalism*** includes being respectful of your classmates' and professor's comments and opinions, being respectful and courteous toward others, providing a space for yourself and others to share, turning in assignments and bringing requested materials to class as due, and arriving on time and being attentive for the whole class period. Also under this category is keeping chatter to a minimum and not using cell phones, Mp3 players, tablets, laptops, etc. during class time unless instructed to do so. Also in this category are Presentation Skills, such as using correct Standard English grammar, standing and listening appropriately while co-presenting, clearly and appropriately relating information professionally (minimal use of "um", "ah" "like", etc.) as expected for this level of a teacher candidate. ***Proofreading*** includes presenting your best work in a professional manner at a quality representative of a teacher candidate, correct use of APA format, Standard English spelling, grammar (both spoken and written), and mechanics (punctuation). Neatness, organization of materials, and organization of assignments matters. Neatness is also considered in this category.

IF YOU ARE NOT IN ATTENDANCE, YOU CANNOT EARN PARTICIPATION POINTS FOR MISSED CLASSES. (CO 1, 8, 9, 10) (3 points per class session) **90 points**

2. LITERACY AUTOBIOGRAPHY: Our personal histories influence the ways in which we view teachers and teaching, the ways in which we interact with students and other professionals, and the ways we approach literacy instruction. Think about ***your own*** literacy history. Examine ***EACH*** of the **Language Arts** (Reading, Writing, Listening, Speaking, Viewing, and Visual Representation) across the lenses of Race, Class, Gender, and Diversity. Note what has ***most*** shaped ***your*** literacy development in ***each*** of these areas.

Using the Literacy Autobiography Matrix (see BLAZEVIEW for an electronic version and for a review of each of the Language Arts). Make notes about how ***your*** race, ***your*** class, ***your*** gender, ***your*** diversity, and ***your*** experiences have shaped ***you*** as a literate person across the language arts. Jot your responses in ***each*** block of the Matrix. ***Push*** your thinking to make connections within social and cultural contexts, such as family, friends, school, popular culture, etc. Reflect upon the information you noted on your Literacy Autobiography Matrix, to write a 2-page paper on your realizations, reflections, conclusions, and the implications of what you have realized about your own history. Include how you think these influences have shaped you and how your self-findings will influence you as a literacy educator. **Attach your Matrix to your final paper.** (CO 1, 2, 4, 8, 9) **50 points**

3. READING BIBLIOGRAPHY: Discover the wonderful world of children's literature and how to utilize these treasures in your teaching. **Make sure to save your on-going work electronically and keep it in a safe place!). This has very detailed instructions so please see additional information on Blazeview.**

As future educators, you need to be familiar with the children's section of your local library and make friends with your librarian! You will create a children's literature bibliography of ***high quality children's literature*** across age levels and genres we'll learn about throughout the semester. The expectation is to use ***quality*** literature, so please ***refrain*** from using popular culture books, like Dr. Seuss, Little Golden Books, Sponge Bob Square Pants and self-published types and those written by TV or celebrities (i.e. pop stars, athletes, etc.). The idea is for you to learn about books with which you are unfamiliar.

DO NOT CHOOSE HOLIDAY, RELIGIOUS, OR SEASONAL THEMED BOOKS.

Entries for each book must include a copy of the book cover and the following information: book title (*italicized*), author and illustrator (if the same, write Author/illustrator followed by the person's name), year of publication, genre and intended audience level (take directly from the cover sheet), reading level (ONE grade level at which a child could read the book independently), an integrated idea for using the book with children, and ONE target grade level for this activity. Also include a brief book description (3-4 bulleted points). Include

major book awards as a note, if the book has earned any. (See BLAZEVIEW for template and the samples we will review in class).

Use the **Cover Sheet** (on Blazeview) to assure you have included books across age, interest, genre, and cultural contexts (final copy must be typed and presented with the bibliography). Include **only** books of **high quality** that you have read **this semester** (not read before, *except for your favorite childhood book*). Genres are further described in the documents in Blazeview. Make sure to cross-reference each book! You must have a *minimum* of 50 books (See genre-specific requirements on the Cover Sheet). PLEASE **PROOF READ** entries prior to submission. Points will be deducted for incorrect format use, misspellings, and missing components. This is the major work for this semester.

Literature Extension Activities: For **FIVE** of your favorite books from this collection, choose **Georgia Standards of Excellence** (GSE). You will need: English Language Arts (ELA) <https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx> and the FINE ARTS Standards (https://www.georgiastandards.org/Standards/Pages/BrowseStandards/FineArts_K-5.aspx) to create an idea to **integrate literacy, fine arts, and content areas for each of these five books**. Each Literature Extension must include an activity for one of the Fine Arts (Visual Arts, Theater Arts, Music, Dance), **AND one** English Language Arts, **AND one** other content area (**Science, Social Studies, Math, Physical Education, and Health**) of your choice. Each content area and EACH Fine Art area must be represented across the 5 books. (Example – using *Where the Wild Things Are* by Maurice Sendak: Using water color paints, create a picture for a postcard from the land Where the Wild Things Are (visual arts). For the message - writing (ELA). Use geographic terms to explain characteristics of an island (Social Studies – geography). Describing the island’s habitat (Science). “He sailed in and out of a week... (How many days? - Math). Move like the wild things (physical education) by jumping, hopping, bending, etc. How can Max stay healthy on the island (Health)? Each book must represent a different combination of GSE. Examples will be shared in class and the template is on BlazeViewD2L. (CO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10).

READING BIBLIOGRAPHY Scoring: 9 points for each single entry (45 books) + 18 points per Literature Extension entry (5 books) = 500 points total

4. **3 - READ ALOUDS & ACTIVITIES MINI-LESSON FOR PRACTICUM**

We want children to ENJOY reading and to see ways that stories can continue after the reading is finished. Your read alouds should **extend** the book by engaging children in the reading, thinking, responding to the story. Your activity should **NOT** include drawing with markers or crayons (the most frequently used post-reading activity). These read alouds should be practiced outside of your practicum placement in advance. The more you read aloud, the better you will become at using expression, pausing, questioning, etc. HAVE FUN!

Coordinate with your mentor teacher to plan three read alouds as described below:

First Read Aloud – Choose a brief picture book that is not familiar to your students (check with your mentor teacher). Plan an introduction, points of engagement in at least 2-3 places in the book, and discussion points to follow your read aloud. Take photos (or ask an adult in your classroom to photograph you).

Second Read Aloud - Choose a brief picture book that is not familiar to your students (check with your mentor teacher). Plan an introduction, points of engagement in at least 2-3 places in the book, and discussion points to follow your read aloud. Plan integration of music or movement during or following the reading of your book. Take photos (or ask an adult in your classroom to photograph you).

Third Read Aloud - Choose a brief picture book that is not familiar to your students (check with your mentor teacher). Plan an introduction, points of engagement in at least 2-3 places in the book, and discussion points to follow your read aloud. After the discussion of the book, you will conduct a 10-15-minute visual arts activity with your students. You are responsible for all of the materials needed for this activity. Take photos (or ask an adult in your classroom to photograph you). Specifics will be discussed in class. (CO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

50 points each=150 points total

Reflection: Within ONE WEEK of completing each of your Read Alouds, you will write, proofread, and submit a one-page reflection on this literacy experience that includes: A copy of the written mini-lesson plan (#4 above), reflection of your experience with children that includes: a). Overview of your mini-lesson goals, b). Bullet points of the actual session addressing what went well, c). What you'd change, d). Your strengths, and e). Things you need to work on. Include 3-5 photos (black and white are fine) with captions, from your session. (CO 1, 3, 7, 8, 9, 10) **20 points each=60 points total**

TEACHER CANDIDATE DISPOSITIONS AND EXPECTATIONS: *This class is part of your professional preparation. Appropriate dispositions are expected. You may earn the maximum number of points for all assignments and activities, contingent upon the knowledge, originality, and quality demonstrated in your work. **Demonstrated mastery of formal Standard English is required in all facets of the course.** Therefore, evaluation of all written work will be made based upon both content and mechanics.*

- **Each** error in spelling, punctuation, syntax, grammar, and typing will result in up to a **half-point deduction** from the total score, regardless of the point value of the assignment.
- All assignments must be submitted in **Microsoft Word** (12-point font, Times New Roman), and double-spaced (unless otherwise noted). **Include at the top of each assignment: Teacher candidate's name, course title, number, and section, assignment title, and due date.**
- All assignments must be the **original work** of the teacher candidate submitting the assignment during the current semester and not submitted to another instructor to fulfill requirements for any other course, past or concurrent.
- References and citations (**using APA latest edition format**) are required when referring to the work of others. (See POLICY STATEMENT ON PLAGIARISM AND CHEATING, which follows).
- Assignments must be submitted at the **beginning of the class period on the due date**. An assignment is considered late if it is not available at the start of the due date class. Late assignments will be accepted with a penalty of ten percent (10%) of the possible total

points deducted **for each day** an assignment is late. ***ALL ASSIGNMENTS MUST BE TURNED IN.***

Teacher candidates' knowledge of information contained in reading assignments, class notes, and class handouts will be assessed during class in a wide variety of ways. Daily in-class activities will be conducted individually and in groups. Should a teacher candidate be absent when the in-class assessment is completed, she/he will not be eligible to earn the points assigned to that in-class assessment. Make-up work will not be assigned for the in-class assessments/activities.

COURSE EVALUATION: ALL Assignments MUST be turned in. Assignments NOT turned in on Due Dates will lose 5 points per day late after being graded.

Scoring for this Course: GRADES

A = 90-100% of total points possible for course (765-850) B = 80-89% (680-764)
C = 70-79% (595-679) Below a C (fewer than 591 points) is considered failing this course.

Each of the assignments listed below corresponds to the same number assignment and course objectives listed in the Course Activities/Assignments/Requirements section. Point values for all assessments are listed below:

ASSIGNMENT	OBJECTIVE	POSSIBLE POINTS
1. Preparation/Professionalism/Participation/Proofreading (also reflected in your Dispositions among faculty)	CO 1, 8, 9	90
2. Literacy Autobiography	CO 1, 2, 5, 8, 9	50
3. Reading Bibliography	CO 1, 2, 3, 4, 5, 6, 7, 8, 9	500
4. Read Alouds 50 points each (x3)	CO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	150
5. Read Aloud Reflections 20 points each (x3)	CO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	60
TOTAL POSSIBLE POINTS		850

ATTENDANCE POLICY

This is an activity-based class; you must participate to be successful. Please be familiar with the attendance policy as stated. Teacher candidates are expected to attend *all* class sessions and *actively participate* in class discussions, groups, and individual activities for the full session. All assignments and class activities are the teacher candidate's responsibility. You are expected to arrive promptly for every class and to call or email the instructor in the case of an emergency. Attendance is taken at the *beginning* of each class. Please see the professor if you are tardy to ensure that your attendance has been noted. If you are absent from class, please ask another

member of the class to collect handouts and other materials distributed in class to ensure that you have all the course materials.

Tardiness and/or early departures (10-15 minutes) three (3) times will count as **one** absence and will be reflected on your Teacher Candidate Dispositions review at the end of the semester.

Longer times count as a missed class. **EACH ABSENCE WILL RESULT IN THE DEDUCTION OF TEN (10) POINTS FROM THE FINAL COURSE GRADE. See the University policy below, as well.**

VSU ATTENDANCE POLICY (stated below) for teacher candidates: "The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination... Instructors are required to maintain records of class attendance... It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are compelled for any reason to be absent from class, they should immediately contact the instructor. **A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course**" (*VSU Undergraduate Catalog*).

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM: All work must be the original creation of the teacher candidate for this course.

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

TITLE IX STATEMENT: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESS STATEMENT: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION: At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

STUDENT SUCCESS CENTER:

<http://www.valdosta.edu/academics/student-success-center/>

Langdale Residence Hall (ground floor, Look for red awning).

CAMPUS CARRY: HB 280 (“Campus Carry”): It is now legal to bring concealed guns to our campus IF you have a permit. “Concealed guns” refer to firearms that are “carried in such a fashion that does not actively solicit the attention of others and are not prominently, openly, and intentionally displayed.” However, even license-holders may NOT carry a handgun into the following locations:

- - buildings and property used for athletic sporting events
- - student housing facilities including residence halls
- - classrooms in which high school students are enrolled, whether through dual enrollment or programs such as Move On When Ready (MOWR)
- - faculty, staff and administrative offices

Note: It will be the responsibility of those who choose to carry handguns on campus to know the law. Thus, among other things, license-holders need to visit the Registrar’s Office to determine if there are high school students enrolled in their classes. It is a misdemeanor to violate any of the regulations put forth in HB 280. Moreover, those found in violation of HB 280 will be reported to the Student Conduct Office and the VSU Police. If you have any questions concerning HB 280, contact the VSU Police (229-333-7861), the University Attorney (229-333-5351) or visit the website of the University System.

<http://www.valdosta.edu/administration/finance-admin/police/campuscarry/>