Elementary Education 320

Elementary Literacy Instruction
(2 credits)

Spring 2016

Instructor: Dr. Eric D. Rackley	**Prerequisites:**
Office Hours: By appointment	**Class Days: WED and FRI**
Phone: (O) 808.675-3889 or (C) 808.954.5243	**Class Hours: 2:30 – 3:30 p.m.**
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I. Mission Statement

Recognizing the unique religious base of Brigham Young University Hawaii Campus, the mission of the School of Education is to prepare quality teachers to meet the needs of all students in today's diverse and changing society by (1) instilling a love of life-long learning and developing problem-solving abilities; (2) teaching and modeling the best current educational practices, balanced with gospel principles; and (3) developing caring, compassionate, and collaborative individuals who are actively serving others at home, school, church and community, both locally and internationally.

II. Course Description

Our world is rapidly reflecting the need for greater reading, oral, written and visual communication skills. This course will examine how teachers can help students become critical readers and competent and effective language users and communicators in the information age. The overall goal of this course is to *explore, apply,* and *evaluate* empirically tested approaches and techniques for literacy instruction. It also attempts to present the theory behind the methods so you will be free to choose, adapt, and/or construct those approaches and techniques that best fit the instructional situations and your students' needs.

Below, you'll see the student learning outcomes, the program learning outcomes, and the institutional learning outcomes for this course:

Student Learning Outcomes (SLO)
1. Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading instruction.
2. Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading.
3. Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
4. Diversity: Candidates create and engage their students in reading practices that develop awareness, understanding, respect, and a valuing of differences in our society.
5. Literate Environment: Candidates create a literate environment that fosters reading by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
6. Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Program Learning Outcomes (PLO)
1. Teacher candidate 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 (InTASC Standard 3).
2. Teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content (InTASC Standard 4).
3. Teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborate problem solving related to authentic local and global issues (InTASC Standard 5).
4. Teacher candidate 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 (InTASC Standard 7).
5. Teacher candidate 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 (InTASC Standard 8).

Institutional Learning Outcomes (ILOs)
1. Knowledge
2. Inquiry
3. Analysis
4. Communication
5. Integrity
6. Stewardship
7. Service

III. Course Texts
Our course texts are based on sound scholarship and instructional practice. They are written by prominent scholars in the field and represent the foundational elementary literacy literature. As such, these texts will serve you faithfully well into your careers. You will refer to them often when you are in the classroom, and the materials that your school or district give you will draw from and overlap the

texts for this course. All of this is to say that these texts are critical for all literacy educators, so get them and dig into them.

Here are the required texts for this class:
1. Honig, B., Diamond, L., Gutlohn, L. (2008*). CORE teaching reading sourcebook: For all educators working to improve reading achievement* (2nd edition). Arena Press, CA. (Available in the bookstore and online.)
2. Diamond, L., Gutloh, L. (2008). *CORE assessing reading: Multiple measures for all educators working to improve reading achievement* (2nd Edition). (Available in the bookstore and online.)
3. Readings on Canvas.

I recommend purchasing the following text to deepen your knowledge of key elements of literacy:
1. Calkins, L.M. (2001). *The art of teaching reading.* New York, NY: Longman.

IV. Common Core State Standards (2010)

There is a lot of information out there about the Common Core State Standards (CCSS). Some of it is correct, some of it is intentionally misleading, and some of it is a combination of fact and fiction. Regardless of where you stand on the CCSS personally, politically, or professionally, if you plan on teaching in the United States, you must understanding and know how to use the CCSS. The first step is to read it and know what it contains. Here is how to access the CCSS:
1. Go to corestandards.org
2. Select "Read the Standards" on the top of the page
3. Select "English Language Arts Standards"
4. Select "Download the Standards"

Pay particular attention to the K-5, ELA standards. Do not skim these standards. Read them carefully for comprehension. As professionals they will guide much of your work, so you must know them. Also, you should know what is in the three appendices. The appendices are a gold mine of critical information for you!

V. International Reading Association (IRA) Standards for Reading Professionals (2010)

Standard 1: Foundational Knowledge: *Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.*

Standard 2: Curriculum and Instruction: *Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.*

Standard 3: Assessment and Evaluation: *Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.*

Standard 4: Diversity: *Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.*

Standard 5: Literate Environment: *Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.*

Standard 6: Professional Learning and Leadership: *Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.*

Standards URL:
http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx

Once on the website, scroll down to the "Navigate the Standards" section. Do not skim these standards. Read them carefully for comprehension. As reading professionals they will guide much of your work, so you must know them. Please read the introduction. It will help orient you to the standards so that you know what's in them and how to read them. To explore each standard, click on the appropriate link. You will see the following (in this order): The number and name of the standard; the actual standard; a brief rationale for including the standard; and the assumptions underlying the development of the standard.

When you click on the link "Matrix of Elements of This Standard by Professional Roles, Research and Supporting Literature" you will get access to recommended important information. Specifically, you will see several elements related to the standard (sub-standards, if you will) and lists of evidence for various stakeholders that demonstrate competence in the standards. You may be interested in the "Pre-K and Elementary Classroom Teacher Candidates" section.

VI. International Reading Association (IRA) Position Statement on Elementary Reading (2000)
Every child deserves excellent reading teachers because teachers make a difference in children's reading achievement and motivation to read. This position statement provides a research-based description of the distinguishing qualities of excellent classroom reading teachers. Excellent reading teachers share several critical qualities of knowledge and practice:
1. They understand reading and writing development, and believe all children can learn to read and write.
2. They continually assess children's individual progress and relate reading instruction to children's previous experiences.
3. They know a variety of ways to teach reading, when to use each method, and how to combine the methods into an effective instructional program.
4. They offer a variety of materials and texts for children to read.
5. They use flexible grouping strategies to tailor instruction to individual students.
6. They are good reading "coaches" (that is, they provide help strategically).

In addition, excellent reading teachers share many of the characteristics of good teachers in general. They have strong content and pedagogical knowledge, manage classrooms so that there is a high rate of engagement, use strong motivation strategies that encourage independent learning, have high expectations for children's achievement, and help children who are having difficulty.

VII. Professional Dispositions
Professional Dispositions is one of the three major areas in qualifying to be recommended for a teacher license: content knowledge, pedagogical skills, and professional dispositions. Each teacher candidate is expected to know and understand the eleven dispositions determined by the School of Education as criteria that fulfill the licensing requirement.

At the end of the course, each student will complete the self-assessment on the grade sheet for the course. The instructor will then determine if the teacher candidate has successfully met the criteria for

each disposition. If the instructor determines the teacher candidate has not met a professional disposition, the course grade will be lowered by five percentage points for each disposition not met.

Please note that two dispositions have their own separate School of Education formula for grade reduction: Attendance and Punctuality. These are part of an on-going review of each teacher candidate's progress in the program.

VIII. Course Requirements
More detailed instructions, guidelines, and rubrics will follow as necessary for the following assignments:

1. Class participation
You are a critical part of this class. Merely attending class, however, doesn't promote deep learning. Our class will build on readings, discussions, in-class demonstrations and deconstruction of strategies, your knowledge of schools, and your personal and collaborative reflections. As a result, your participation in our class activities is important not only for your own learning, but also for the learning of others in the class. You should treat our class as part of your professional experience by taking responsibility for assignments and discussion and by acting in a professional and collegial manner at all times. If you must miss a class, you need to contact me by email or phone *prior* to the class. Participation can take many forms. I will evaluate you holistically across three categories to determine whether you have participated in each session:
- *Whole-class participation*. This means engaging in discussions, paying attention, interacting professionally and courteously with me and with your peers.
- *Small-group participation.* This means engaging in or leading discussions, fulfilling your role/responsibility as a group member, interacting professionally and courteously with your peers.
- *Individual preparation for class activities*. This means that you complete the readings, engage in reflective writings, discussion plans, and all necessary assignments prior to attending class meetings. It also means preparing for assigned class activities, arriving on time for class, and remaining in class for the entire class period.

2. Study Groups
As a college student, it is easy to find a corner and do your reading and assignments on your own; however, as an educator you need to develop the ability to collaborate with your professional colleagues. The study groups give you the opportunity to do that. As you meet together as study groups you will help each other clarify and deepen your learning of the course material. I will assign your study groups. You will decide the details of what exactly you will do and for how long, but you will meet at least once a week (for 10 weeks) to explore concepts, practices, and ideas from the course, as well as help each other prepare for assignments. Having clear goals for each study group session will facilitate learning. Although you may meet in casual settings, your student groups are anything but casual. For many of you, your study groups will be the key factor in moving you from surface learning to deep, long-term learning. Your colleagues and I will use the twelve BYU-Hawaii Professional Dispositions to evaluate your contribution to your study group.

3. Classroom Text Environment Analysis (CTEA)
The classroom is the most immediate context in which instruction occurs in schools. It is also a vibrant literacy space because it is where students, teachers, curricula, texts, cultures, and activities interact every day. Attending to the quality of the classroom helps literacy educators understand the nature of

the literate environment in which students learn. For this assignment, you will analyze the features and functions of one elementary classroom using Hoffman's (2001) principles for creating a literacy-rich text environment. You will also analyze how the classroom text environment coheres with students' social and cultural backgrounds, what it reveals about the nature of teaching, learning, and literacy, and what influence it appears to have on students. The CTEA will help you see the classroom as a complex, multifaceted space. It will also help you see how many different elements of literacy teaching and learning – readers, texts, contexts, and activities – interact to inform students' meaning making. In the end, this assignment will deepen your understanding of literacy.

4. Interactive Mediated Read Aloud
One of the best ways to develop literacy skills in children is to read to them. Gunning (2009) states: "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children" (p. 94). Initial readings should be highly interactive. Over time, as children become more sophisticated listeners and assimilate the format of text reading into their schema or conceptual background, less support is offered. In the process, however, the teacher needs to explain new words, clarify ideas and discuss unfamiliar concepts. As a result of these interactions, children who are read to the most have the most highly developed language skills (Strickland & Taylor, 1989). In your read aloud pay special attention to the *when, what,* and *how*. The *when* identifies when in the text you will mediate an interaction with the students. The *what* identifies the category or type of mediation you will provide. The *how* identifies how you will interact with the students to accomplish the specific type of mediation. All three of these – the *when, what,* and *how* – must align.

This assignment will help you to plan your support of an early elementary reader by scaffolding vocabulary development, thinking skills, and the ever-important opportunity for language development (discussion). You select the book for your read aloud. I prefer that you use picture books, but if you'd like to use a chapter book or other type of book, talk with me first.

5. Literacy Lesson Plan
Expert teachers make it look easy, but effectively planning for instruction is a difficult and complex part of teaching. A lesson plan will accompany each of your Literacy Lesson Presentation. The lesson plan is due to me on the day that you teach. Submit it on Canvas *before* you teach. Your lesson planning will familiarize you with the elements that must go into a lesson, as well as how they work together to meet predetermined goals, objectives, and standards for the purpose of helping your students learn. I will give you the model of instruction – the scaffolding model – that you will use for your lesson. You will determine the literacy content of each lesson plan as well as the grade level and the composition of your students.

Your literacy lesson plan will help you think through the important questions and issues related to literacy planning. Keep in mind that this is not necessarily a practical lesson plan – one that you can take with you into a classroom and enact with no modifications; instead, this is a practical and conceptual lesson plan. This means that I will ask you to identify your thinking, rationale, and assumptions (the conceptual part) *and* what you will do and the materials you will use (the practical part). This way you must reason through not only what you will do (practical), but why you will do it (conceptual). Being able to address conceptual and practical literacy issues will make you a much more effective literacy educator.

5a. Literacy Lesson Presentation
You will enact your literacy lesson plan in class. Your lesson will be evaluated to the degree that it meets the following criteria:
- o Addresses core literacy standards (K-4, any content area),
- o Has a clear objective,
- o Employs an anticipatory set
- o Follows the scaffolding sequence of direct instruction, teacher model, guided practice, and independent practice,
- o Provides evidence of student learning,
- o Has a clear, focused closure, and
- o Develops students' literacy abilities.

You will have 15-20 minutes to deliver your lesson. You must prepare well so you do not go over or under your time allotment.

5b.Literacy Lesson Reflection
The class period following your literacy mini-lesson please submit a brief evaluation (1 double-spaced page) of your lesson presentation. Follow the Report-Analyze-Plan model (RAP):
1. Report: briefly summarize the lesson.
2. Analyze: select one aspect of the lesson and analyze how well it went, using evidence to support your claim.
3. Plan: identify what you will do differently next time, based on your analysis.

Please see the Literacy Lesson Reflection document for more information on the RAP model of reflection. Submit your lesson evaluations on Canvas. I will grade your lesson plan and your lesson plan evaluation. Along with your peers, I will evaluate (not grade), your lesson presentation.

6. Quizzes
You may also have quizzes based on the readings, lectures, conversations, and anything else related to the class. The quizzes are designed to help you clarify important points and principles and deepen your thinking about aspects of the class. The quizzes may take various forms including written, verbal, or performance. Most of the time, I will announce upcoming quizzes; however, sometimes I will not.

7. Final
The final will draw from the experiences, knowledge, and skills that you have developed throughout the course. You will complete your final in your study groups. For your final, you will create a literacy case study. A case is "a brief episode that clearly epitomizes a concept or issue" (Carter, 1999, p.166). In education, a case can help articulate and crystalize specific problems of practice, which are important, reoccurring issues that many teachers face. Cases are valuable for literacy educators because, among other things, they help you *notice* teaching, learning, and literacy. After you create your case script, you will record it digitally, and as with the midterm, I will post it online. This is the first part of your final. The second part is your analysis of a literacy case created by another study group. I will redistribute the cases so that each study group gets a different case. As a study group, you will identify a literacy problem of practice in the case, identify the resources that you would use to address the problem, actually address the problem, and then identify the limitations of your approach. This is a written assignment. You will find that creating and analyzing literacy cases will demand that you draw from, integrate, and apply much of the course material. Your final will be a deep and demanding learning experience.

If you miss or do not submit any part of the final, then you will fail the course. If you absolutely must take the final early for reasons beyond your control, then you may appeal to do so by writing a request to the Dean of the School of Education. Please review the university's finals policy (http://services.byuh.edu/registrar/final_exam_schedule). If, and only if, your appeal is approved, will we make arrangements for you to take the final on another day.

IX. Evaluation of Assignments

Grades will be assigned on the basis of the quality of the completed course requirements above. I will calculate your grade as follows:

Class Participation	25 points
Study Groups	25 points
Classroom Text Environment Analysis	25 points
Interactive Mediated Read Aloud	25 points
Literacy Lesson Plan	25 points
Literacy Lesson Evaluation	10 points
Quizzes	0-25 points
Final	50 points
	_____
TOTAL	**185-210 points**

X. Grade Scale

Grade	Range	Description
A	**100 - 94**	**Exceptional**
A -	**93 - 90**	
B +	**89 - 87**	**Very Good**
B	**86 - 84**	
B -	**83 - 80**	**Adequate**
C +	**79 - 77**	
C	**76 - 74**	
C -	**73 - 70**	
D +	**69 - 67**	**Unacceptable**
D	**66 – 64**	
D -	**63 - 60**	
F	**59 - 0**	

XI. Tentative Course Calendar

Date	Guiding Questions	Readings and Assignments
Day 1 **3/9/16** **WED**	What is my personal reading history?	**Readings:** 1. Syllabus
Day 2 **3/11/16** **FRI**	Mapping the Terrain: What is the big picture of reading?	**Readings:** 1. *TRS*, The Big Picture

Day 3 **3/16/16** **WED**	The Big 5: What skills do children need to read?	**Readings:** 1. NIL (2006) Put reading first **Recommended Reading:** 1. Neuman (2001) How can I help children get ready for reading?
Day 4 **3/18/16** **FRI**	What are the structures of English?	**Readings:** 1. *TRS*, Ch. 1: Structures of English
Day 5 **3/23/16** **WED**	Phonemic Awareness: What is phonemic awareness and why does it matter?	**Readings:** 1. *TRS*, Ch. 5: Phonemic awareness
NO **CLASS** **3/25/16**	**Kuhio Day**	
Day 6 **3/30/16** **WED**	Phonemic Awareness: How do I promote phonemic awareness in my instruction?	**Readings:** 1. TBD
Day 7 **4/1/16** **FRI**	Print Awareness: What is print awareness and how do I promote it in my instruction?	**Readings:** 1. *TRS*, Ch. 3: Print awareness
Day 8 **4/6/16** **WED**	Read Aloud: What is read aloud and how do I conduct one?	**Readings:** 1. Johnson (2002) Picture book read-alouds 2. Calkins (2001) Ch. 3: Reading aloud 3. Oczkus (2012) The power of reading aloud to students 2. Interactive Mediated Read Aloud (Canvas → Files → Read Aloud)
Day 9 **4/8/16** **FRI**	NO CLASS: Read Aloud Videotaping	**Task:** 1. Videotape read alouds as study groups and post them to our class YouTube channel by the following day at 5:00 p.m.: **Email:** Byuheled320@gmail.com **Password:** reading11 **Title:** Study Group Name: First name of presenter (Read Aloud) **Title Example:** Shockwave Pirates: Amber (Read Aloud)

Day 10 **4/13/16** **WED**	Read Aloud: Debrief (Observe, analyze, and discussion read aloud)	**Readings:** 1. TBD **Due:** 1. Read Aloud hard copy (on Canvas)

Day 11
4/15/16
FRI
	Vocabulary: Why do words matter?	**Readings:**
		1. *TRS*, Section V: Introduction to vocabulary, pp.407-418
		2. Select one of the following chapters from *TRS*:
		   a. *TRS*, Ch. 11: Specific Word Instruction
		   b. *TRS*, Ch. 12: Word-Learning Strategies
		
		Recommended Readings:
		1. Hiebert (2012) WordZones for 4,000 simple word families
		2. Hiebert (n.d.) Core vocabulary
		3. Pinnell et al. (1998) High frequency word lists by grade level

Day 12 **4/20/16** **WED**	Vocabulary: Why do words matter?	**Readings:** 1. Review *TRS,* Chs. 11 & 12, as necessary
Day 13 **4/22/16** **FRI**	Text Environment: How do I create a literacy-rich text environment in my classroom?	**Readings:** 1. Hoffman (2001) How do I create a literacy-rich text environment for children? 2. Calkins (2001) Ch. 2: Words that change the world 3. Classroom Text Environment Analysis (Canvas → Files → CTEA)
Day 14 **4/27/16** **WED**	Fluency: What is reading fluency and why does it matter?	**Readings:** 1. *TRS,* Ch. 10: Fluency Instruction
Day 15 **4/29/16** **FRI**	Fluency: How do I promote students' reading fluency?	**Readings:** 1. Rasinski and Samuels (2011) Reading fluency: What it is and what it is not
Day 16 **5/4/16** **WED**	Final Preparation: How do I prepare for the course final?	**Readings:** 1. Description of Final (Canvas → Files → Final) Note: Read and watch everything!
Day 17 **5/6/16** **FRI**	Comprehension: What is comprehension and why is it important?	**Readings:** 1. *TRS*, Section VI: Introduction to comprehension, pp. 609-631 **Due:** 1. CTEA

Day 18
5/11/16
WED
	Comprehension: How do I develop my students' text comprehension?	**Readings:**
		1. Select one of the following chapters from *TRS*:
		   a. TRS, Ch. 14: Narrative Reading
		   b. TRS, Ch. 15: Informational Reading

Day 19 **5/13/16** **FRI**	Reading Assessment: What is reading assessment and why does it matter?	**Readings:** 1. Paris (2000) How can I assess children's early reading achievement? 2. *Assessing Reading,* Introduction to assessing reading, pp.5-15 1.

Day 20
5/18/16
WED
	Reading Assessment: How do I assess my students' reading achievement?	**Readings:**
		1. *Assessing Reading,* Introduction to assessing reading, pp.5-15
		   • Be prepared to administer one reading assessment from the *Assessing Reading*.
		   • Bring all of the necessary material for your assessment.

Day 21 **5/20/16** **FRI**	Literacy Lesson Planning: Conceptually and practically, how do I plan a literacy lesson?	**Readings:** 1. Literacy Lesson Planning Material (Canvas → Files → Literacy Lesson Planning Texts)
Day 22 **5/25/16** **WED**	Lesson Planning Workday: Prepare Literacy Lesson Plan	**Readings:** 1. Review Day 21 readings as necessary 2. Literacy Lesson Reflection **Note:** Today is optional. If you choose to come, I will work with you prepare your literacy lesson plan. Please bring all necessary materials with you. Also, there may be treats.
Day 23 **5/27/16** **FRI**	NO CLASS: Literacy Lesson Videotaping	**Due:** 1. Videotape literacy lessons as study groups and post them to our class YouTube channel by the following day at 5:00 p.m.: **Email:** Byuheled320@gmail.com **Password:** reading11 **Title:** Study Group Name: First name of presenter (Literacy Lesson) **Title Example:** Shockwave Pirates: Amber (Literacy Lesson) 2. Literacy Lesson Plan

Day 24 6/1/16 WED	Literacy Case Study Workday: How do I create a literacy case study?	**Readings** 1. TBD **Due:** 1. LLP Reflection
Day 25 6/3/16 FRI	Literacy Case Study Workday: How do I analyze a literacy case study?	**Due:** 1. Final: Case Study Write Up and Video
FINAL 6/6/16 4:00-6:50 p.m.	Analysis Process Presentation: How do educators analyze problems of literacy practice?	**Due:** 1. Final: Literacy Case Study Analysis 2. Final Presentation of Analysis Process

XII. Elementary Education 320/School of Education/BYU-Hawaii Policy Statement(s) and Disclosure(s)

Academic Honesty – Honor Code Issues
Available at: http://w2.byuh.edu/studentlife/honorcode/docs/ces.htm#1

Cheating is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. Examples include: (a) copying from another person's work during an examination or while completing an assignment, (b) allowing someone to copy from you during an examination or while completing an assignment, (c) using unauthorized materials during an examination or while completing an assignment, (d) collaborating on an examination or assignment without authorization, and (e) taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for you. [Statement cited from the BYU Provo Honor Code]

Plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism: Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism: Inadvertent plagiarism involves the inappropriate, but nondeliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent

plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism. [Statement cited from the BYU Provo Honor Code]

Per BYUH policy statement, instructors should take actions that are fair and equitable under the circumstances and should attempt to reach an understanding with the affected student on the imposition of an appropriate action. In some cases, the department, the college, or the university may also take actions independent of the instructor. Examples of possible actions include but are not limited to the following: reprimanding the student orally or in writing; requiring work affected by the academic dishonesty to be redone; administering a lower or failing grade on the affected assignment, test, or course; removing the student from the course; and/or recommending probation, suspension, or dismissal.

Children in Class
While we appreciate the challenges faced in babysitting when both parents are students, this situation has posed challenges for instructors and other students in classes. In the case of emergencies, please consult your instructor if there is a need to make an exception to this policy on basically a one-time only basis. This one-time exception should not be cause for any disruption to the regular conduct/teaching of the class

Dress Code
As you are in a professional program, faculty and staff in the School of Education expect that you will not embarrass them by being out of the clearly stated BYUH dress standards. Dealing with these issues is uncomfortable, at best, for all parties involved. The current dress code has been clearly interpreted in an address to the women on campus by Sister Wheelwright, wife to the President of BYUH. Clothing should be loose fitting as opposed to form fitting; not display inappropriate parts of the body when attending classes or conducting activities in class or in the public school classrooms, including bending over to help students, reaching upwards to write on a board, etc. Honoring the dress code also includes raising the quality of the clothing worn to a standard that is reflective of a professional, e.g., no jeans, cut-offs, PE clothing, faded/tattered look. Men are expected to follow the published standards for grooming, e.g., hair style/length, facial hair, general grooming appearance.

Grades and Grading
The School of Education operates on a standards-based paradigm. It is imperative students understand that a standards-based program means that all graded assignments in a course must be completed at or above the competency level. You, therefore, need to demonstrate at least minimum competency in every graded assignment. If you do not demonstrate competency on all graded assignments, including examinations, within the semester/term, you will be need to either repeat the whole course or components of the course.

In addition, out of fairness to students who complete assignments well on the first attempt, any assignment that must be re-submitted to meet the standard will not receive a grade higher than a competency level rating. In a standards-based program, the final grade is not determined by merely averaging assignment grades.

Pagers and Cell Phones

Simply stated, pagers or cell phones are not to be used in the classroom (this includes taking incoming calls, placing calls, sending text messages, and checking pager messages etc.) Set your pager or cell phone to vibrate as opposed to ring. If there is an emergency that may require you to use your pager or cell phone during class time, please notify your instructor ahead of time. Otherwise, if class is interrupted with a pager or cell phone, the owner of that device will provide the class with cookies and drinks at the next class meeting.

Personal Computers in Class

The use of computers in the classroom is intended to complement, not detract from class. Any use of computers during class time that is not related to the class is inappropriate and unprofessional. This would include, but is not limited to, emailing, FACEBOOK, surfing the web, and doing work for another class.

Professional Dispositions

Evidence of the development of students' professional dispositions is a requirement for the School of Education accreditation with the State of Hawaii. We gather this evidence through the use of the School of Education Professional Dispositions (blue) sheet, and this becomes the set of conduct standards for every student and member of the School of Education.

Students will complete a self-assessment at the beginning and the end of each course throughout the teacher education program. The professor will countersign each self-assessment at the end of each course. This countersignature will constitute agreement with the student's self-assessment and indicate having met the requirement for these standards. Any concern regarding disposition standards will be addressed on an individual basis with the professor, program chair and dean. No student can complete the teacher education program who does not meet each and every professional disposition consistently.

Sexual Harassment and Misconduct

Sexual Harassment is unwelcome speech or conduct of a sexual nature and includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct. Conduct is unwelcome if the individual toward whom it is directed did not request or invite it and regarded the conduct as undesirable or offensive.

Preventing Sexual Harassment

Brigham Young University – Hawaii is committed to a policy of nondiscrimination on the basis of race, color, sex (including pregnancy), religion, national origin, ancestry, age, disability, genetic information, or veteran status in admissions, employment, or in any of its educational programs or activities. University policy and Title IX of the Education Amendments of 1972 prohibits sexual harassment and other forms of sex discrimination against any participant in an educational program or activity at BYU-Hawaii, including student-to-student sexual harassment. The following individual has been designated to handle reports of sexual harassment and other inquiries regarding BYU-Hawaii compliance with Title IX:

Debbie Hippolite-Wright
Title IX Coordinator
Vice President of Student Development & Life
Lorenzo Snow Administrative Building
55-220 Kulanui St.

Laie, HI 96762
Office Phone: [808] 675-4819
E-Mail: Debbie.hippolite.wright@byuh.edu

Sexual Harassment Hotline: (808) 780-8875

BYU-Hawaii's Office of Honor upholds a standard which states that parties can only engage in sexual activity freely within the legal bonds of marriage between a man and a woman. Consensual sexual activity outside the bonds of marriage is against the Honor Code and may result in probation, suspension, or dismissal from the University.

Student(s) With Disabilities

Brigham Young University Hawai'i is committed to providing a working and learning atmosphere, which reasonably accommodates qualified person with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Students with Special Needs Counselor, Leilani Auna, at 293-3999 or 293-3518. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the BYUH Human Resource Services at 780-8875 (24 hours).

Syllabus/Course Outline

This syllabus/course outline represents the professor's best efforts to provide a map for the course. It, however, is not to be construed as an iron-clad contract between professor and students. The professor retains the right to adjust the course syllabus based on reasonable professional concerns. Any adjustments by the professor will be fully disclosed and discussed with the class.

Policy on Tardies, Absences and Late Assignments (September 2013)

General Rationale

The School of Education advocates the development of the character traits and work ethic that will enable the pre-service teacher to perform successfully in the professional work force. The internalization of these attributes, in addition to academic course work, into the pre-service teacher's repertoire of "applied knowledge" is critical to their future success and a significant part of what is broadly referred to as being a "true professional."

Generally speaking, classes in the School of Education are constructivist, participatory, hands-on and interactive in nature and so attendance at all classes is critical. A student cannot satisfactorily makeup missed class experiences by reading the text and talking with fellow students. For these reasons the faculty of the School of Education has agreed upon the following standards for each course taught in the School of Education.

We trust that all students will understand the cooperative spirit with which this policy has been designed.

Tardies

Tardy to class is defined as arriving anytime after the scheduled start of class, but not more than fifteen minutes after the start of the class. A student tardy more than **twice** will have their final course grade reduced a one-time 1/3 grade reduction of (A to A-, A- to B+, B+ to B, etc.).

Note that leaving classes earlier than officially dismissed by the faculty member will be treated as a tardy for purposes of attendance. The same principle will apply if a student leaves during the class and then returns within the fifteen (15) minutes designated.

Absences
Unexcused absence from class is defined as failing to arrive within the initial fifteen (15) minutes of the class hour. A student who is absent without excusal from professor or without prior notification will have their final course grade reduced by **1/3** of a letter grade for each class hour they are absent.

Given the nature of individual classes, the decision to excuse an absence lies with the professor of the course.

Note the critical nature of this policy as it applies to blocked classes. For example, if a student is absent on one day of a three-hour blocked class, (s)he has been absent the equivalent of one week of regular class time and will have their grade reduced by 1 full letter grade.

Late Assignments
Because all assignments in the School of Education courses are important, each must be completed in order to receive credit for the course. Late assignments received by the faculty within twenty-four (24) hours of the end of the class in which they were due will be accepted and graded; however, the maximum earned mark for a late assignment will be a C (75 percent).

Assignments turned in later than twenty-four (24) hours must still be turned in but will not receive any credit.

Exceptions
University approved activities that prevent a student from attending class are exceptions to this policy, provided the student has obtained the appropriate approvals as outlined in university policy and notified the School of Education faculty member **in advance of the absence**.

Other exceptions to this policy include situations beyond the control of the student. This would include, but not be necessarily limited to hospitalization, doctor ordered confinement, maternity, accidents, etc.

In every case, the acceptable procedure to follow includes notifying the instructor as soon as possible, preferably in advance. Please note that all faculty members have multiple ways to be notified: telephone voice mail, computer email, message boards by office doors, secretarial contact etc.

Students with serious attendance issues, habitual patterns of late assignments, communication challenges, or other disposition issues will meet with the instructor of the course. In this meeting, the faculty member and student will discuss a disposition intervention plan for eliminating the dispositional issue. Further violations after this meeting, or additional interventions in multiple classes, will be referred to the chair of the SOE and may be cause for denied entry into or dismissal from the program.