# Secondary Education 401
**Disciplinary Literacy in the Secondary Classroom**
**(3 credits)**

**Spring 2016**

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| **Instructor:** Dr. Eric D. Rackley | **Prerequisites:** |
| **Office Hours:** By appointment or drop in | **Class Days:** TUE and THU |
| **Phone:** (O) 808.675-3889 or (M) 808.954.5243 | **Class Hours:** 3:40 – 5:10 p.m. |
| **E-mail:** eric.rackley@byuh.edu | **Meeting Room:** SEB 117 |



## 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

The purpose of this course is to acquaint preservice teachers with pedagogies that use literacy to help students learn in various secondary (middle and high school) content areas. By "using literacy," I refer to engaging students in reading, writing, discussion, interpretive, and critical activities that not only help them understand content area concepts, but also help students learn strategies and skills for future, independent learning. In the course, we will analyze the nature of reading, writing, discussion, interpretation, and critical processes and practices; life in secondary classrooms; and how teachers' and students' school lives are both disjunct from and woven together with their out-of-school lives. In addition, we will examine theoretically grounded and empirically supported instructional methods that: (a) prepare students for reading, writing, discussion, interpretation, and critique; (b) help students become strategic readers and writers of content-area concepts; (c) help students comprehend new material and concepts; (d) encourage students to write to learn; (e) draw on and extend in-school and out-of-school literacy practices; and (f) allow teachers to analyze, critique, and use textbooks and other print materials to meet their students' diverse interests and 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. Teacher candidates will demonstrate an understanding of the nature of literacy processes and practices such as reading, writing, discussing, interpreting, and critiquing and explain how these processes and practices relate to thinking and learning in content areas.
2. Teacher candidates will assess and develop materials and strategies for engaging young people in multiple forms of representation.
3. Teacher candidates will explain and critically assess your own beliefs about literacy and learning in your discipline.
4. Teacher candidates will explain how the following concepts relate to the growth of critical literacy skills, strategies, and practices among students in your discipline:
    a. text structure and organization;
    b. comprehension and interpretation of text;
    c. strategic literacy abilities;
    d. technical vocabulary and concepts;
    f. social interaction and discussion;
    g. students' and teachers' beliefs about and experiences with reading, writing, discussion, interpretation, and critique.

**Program Learning Outcomes (PLO)**
1. Teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC Standard 2).
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 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 teaching and learning literature. As such, these texts will serve you 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 educators, so get them and dig into them. Read them carefully for comprehension and application. Do not skim.

There are two required texts for this class:

1. Schoenbach, R., Greenleaf, C., and Murphy, L. (2012). *Reading for understanding: How reading apprenticeship improves disciplinary learning in secondary and college classrooms.* San Francisco, CA: Jossey Bass. (Buy online)
2. Readings on Canvas.

Additional Secondary Literacy Resources:
1. Chris Tovani (2000) *I read it, but I don't get it: Comprehension strategies for adolescent readers.*
2. Nancie Atwell (1998) *In the middle.*
3. Kelly Gallagher (2009) *Readicide: How schools are killing reading and what you can do about it.*
4. Kelly Gallagher (2004) *Deeper reading: Comprehending challenging texts, 4-14.*
5. International Reading Association's *Journal of Adolescent and Adult Literacy*
6. Professional organizations for your discipline

## 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 Adolescent Literacy (2012)**
Every student deserves excellent literacy instruction. The following position statement provides a research-based description of the distinguishing qualities of excellent classroom literacy educators. The rationale for this course is driven by this statement:

The 21st century has brought with it a tremendous evolution in how adolescents engage with text. As adolescents prepare to become productive citizens, they must be able to comprehend and construct information using print and nonprint materials in fixed and virtual platforms across disciplines. The International Reading Association offers this updated position statement as a guide for supporting adolescents' ongoing literacy development.

The Association believes that adolescents deserve
- Content area teachers who provide instruction in the multiple literacy strategies needed to meet the demands of the specific discipline
- A culture of literacy in their schools with a systematic and comprehensive programmatic approach to increasing literacy achievement for all
- Access to and instruction with multimodal, multiple texts
- Differentiated literacy instruction specific to their individual needs
- Opportunities to participate in oral communication when they engage in literacy activities
- Opportunities to use literacy in the pursuit of civic engagement
- Assessments that highlight their strengths and challenges
- Access to a wide variety of print and nonprint materials

Building upon this statement, youth also deserve teachers who 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 achievement, and help students 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 twelve (12) 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. Please be aware that if the final course grade is reduced as a result of this requirement, the instructor will submit an alert sheet to the Program Chair, indicating the reason for the grade reduction. This becomes part of an on-going review of each teacher candidate's progress in the program.

On a more positive note, the instructor also reserves the right to add points to a teacher candidate's course grade based on exceptional performance in any of the professional dispositions.

### VIII. Course Requirements

Please keep in mind that assignments that are turned in on Canvas are *due on Canvas by the time class starts.* If assignments are posted on Canvas after the beginning of class, then they are considered late and will be subject to the late assignment policy. 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. 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 colleagues.
- *Small-group participation.* This means engaging in or leading discussions, fulfilling your role/responsibility as a group member, and interacting professionally and courteously with your colleagues.
- *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/Reading Apprenticeship Partners**. 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. Strategy Presentations:** You will practice using literacy strategies in study groups and in class. For the Strategy Presentations, please take the role of the disciplinary teacher. Your colleagues will be your students. Use disciplinary appropriate texts, language, and so forth. Treat this experience as you would an actual classroom in your discipline.

**4. Literacy Inquiry Project:** There is an old adage in education: I teach students, not content. The truth behind this is that students matter most in our instruction. They are the reason we get up every morning and put forth so much effort to make our classrooms safe, positive, smoothly functioning learning environments. It is, therefore, important for literacy educators to know how to talk to students and learn from them. For the Literacy Inquiry Project you will identify an authentic, important question about literacy. Using the students and experiences in your field placement as your primary sources of data, you will address your question. Toward the end of the class, we will share our findings with each other at the Literacy Inquiry Symposium. This assignment will deepen your understanding of youth, literacy, and texts.

**5. Reading Apprenticeship Portfolio:** Reading is thinking. You have all learned how to read; now you are going to learn how to read in your discipline. Actually, you all know how to do that as well, but now we are going to make it

explicit. For the Reading Apprenticeship Portfolio you will select any text related to your discipline that you have not read before, and read it. At your own pace. You will log your thinking as you read. Then, you and your partner from another discipline will switch texts and continue to log your thinking. Finally, you and your partner will meet and have a metacognitive conversation about your experiences. You will write a summary of your conversation and a narrative of how you read your disciplinary texts. This assignment will help you see disciplinary reading differently and more clearly. It will also be a tremendous benefit for you as you prepare to help your students negotiate the texts in your discipline.

*5. 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.

*6. Final.* The final for this course has three parts. First, as a study group you will develop a unique disciplinary literacy strategy that could be used in your content area to develop your students' disciplinary knowledge. Make sure that you draw from our course materials and our conversations this semester. You will need to explain what contributions our work this semester has made to the development of the strategy, as well as justify the value of this strategy for use in your discipline. You will complete and submit this at the final. Second, as a study group, you will demonstrate your strategy in class on the day of the final. You will be the teachers, we will be the students. Please plan on taking no more than 20 minutes to present your strategy. When you are done, we will talk about what we experienced. You are responsible for all of the materials that you might need for your strategy presentation. The final phase is reflective. You will reflect on your experiences this semester becoming a literacy educator.

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:

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| Class Participation (ongoing) | 25 points |
| Study Groups (ongoing) | 25 points |
| Reading Apprenticeship Portfolio (Day 12) | 75 points |
| Knowledge Dimension Strategy Presentation (varies) | 25 points |
| Literacy Inquiry Project (Day 23) | 50 points |
| Quizzes (varies) | 0-25 points |
| Final (Day of Final) | 75 points |
| | _____ |
| **TOTAL** | **275 - 300 points** |

## X. Grade Scale

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|---|---|---|
| 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 SCED 401 Course Calendar

| Date | Guiding Questions | Readings and Assignments |
|---|---|---|
| **Day 1** **3/8/16** **TUE** | What is this course about? | **Readings:** 1. Syllabus. |
| **Day 2** **3/10/16** **THU** | How do I make my thinking visible? | **Readings:** 1. Schoenbach, Greenleaf, and Murphy (2012) Metacognitive Conversation: Making Thinking Visible (ch.4, pp.89-107) 2. Reading Apprenticeship Portfolio (Canvas → Files → Reading Apprenticeship Portfolio) 3. Think Aloud Demonstration: https://www.youtube.com/watch?v=0ODMhHGqx8s |
| **Day 3** **3/15/16** **TUE** | How do I make my thinking visible, take II? | **Readings:** 1. Shoenbach et al. (2012). Metacognitive Conversation: Making Thinking Visible (ch. 4, pp.108-134) 2. Talking to the Text Demonstrations: • Talking to the Text, using a print text: https://www.youtube.com/watch?v=m5MlyA1lSyk • Talking to the Text, using an electronic text: https://www.youtube.com/watch?v=I4OZ3aIrfxc • Talking to the Text, with students: https://www.youtube.com/watch?v=owzB6IdY1CM |
| **Day 4** **3/17/16** **THU** | What counts as texts in the disciplines? | **Readings:** 1. Draper & Siebert (2010) Rethinking texts, literacies, and literacy across the curriculum 2. Time to Act (2010) Adolescent literacy: Specific challenges (Literacy demands change, pp.10-13) 3. Literacy Strategy Presentations (Canvas → Files → Literacy Strategy Presentations) **Due:** |

| | | 1. Bring a hard copy of a disciplinary texts to class |
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| **Day 5**<br>**3/22/16**<br>**TUE** | NO CLASS: Think Aloud videotaping | 1. Videotape a Think Aloud demonstration as a study group and post each videotape on our class YouTube channel by the following day at 5:00 p.m.:<br>**Email:** Byuhsced301@gmail.com<br>**Password:** literacy11<br>**Title:** Name of presenter: Strategy Name (Discipline)<br>**Title Example:** Kwok, Sam: Think Aloud (TESOL)<br>2. Each presenter should have at least two colleagues complete a Strategy Presentation Evaluation for his/her presentation. |
| **Day 6**<br>**3/24/16**<br>**THU** | What is literacy? | **Readings:**<br>1. Lankshear and Knobel (2007) Sampling "the New" in New Literacies (pp.1-7) |
| **Day 7**<br>**3/29/16**<br>**TUE** | What is disciplinary literacy? | **Readings:**<br>1. *Everybody reads this:* Shanahan & Shanahan (2012) What is disciplinary literacy and why does it matter?<br>2. *Half of your Study Group reads this:* Lee & Spratley (2010) Reading in the disciplines<br>3. *Half of your Study Group reads this:* McConachie et al (2006) Task, text, and talk: Literacy for all subjects |
| **Day 8**<br>**3/31/16**<br>**THU** | How do I help my students develop disciplinary literacy: The Reading Apprenticeship approach | **Readings:**<br>1. *Everybody read this:* Schoenbach, Greenleaf, and Murphy (2012) Engaged Academic Literacy for All (ch.1)<br>2. *Each member in your study group will become an expert on at least ONE of the four dimensions so that as a group you have collective knowledge of all of them:* Schoenbach, Greenleaf, and Murphy (2012) The Reading Apprenticeship Framework (ch.2) |
| **Day 9**<br>**4/5/16**<br>**TUE** | How do I create an engaging, literacy-rich environment? | **Readings:**<br>1. Schoenbach, Greenleaf, and Murphy (2012), The Social and Personal Dimensions (ch.3)<br>**Progress Check:**<br>1. You should switch texts with your Reading Apprenticeship Portfolio partner and begin reading the new text. Please keep current in your Metacognitive Reading Logs/Journals. |
| **Day 10**<br>**4/7/16**<br>**THU** | How do I explore important literacy questions in my practice: Literacy Inquiry Project | **Readings:**<br>1. Literacy Inquiry Project  (Canvas → Files → Literacy Inquiry Project) |
| **Day 11**<br>**4/12/16**<br>**TUE** | Metacognitive Conversation: What have I learned about reading in and outside of my discipline? | **Readings:**<br>1. TBD<br>**Due:**<br>1. Bring the self-selected disciplinary and non-disciplinary texts that you are reading. |

| | | 2. Bring your *completed* Metacognitive Reading Logs/Reading Journals. |
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| | | 3. Bring your *completed* Reading Apprenticeship Portfolio: Metacognitive Conversation |
| | | **Progress Check:** |
| | | 1. Starting next week, you will begin meeting at least once/week as a *whole* study group. |
| **Day 12** **4/14/16** **THU** | How do I promote extensive academic reading in my classroom? | **Readings:** 1. Schoenbach, Greenleaf, and Murphy (2012), Extensive academic reading (ch.5) **Due:** 1. Reading Apprenticeship Portfolio • Metacognitive Reading Logs/Reading Journals • Summary of metacognitive conversation • My Disciplinary Reading Process |
| **Day 13** **4/19/16** **TUE** | How do I use texts to promote disciplinary literacy? | **Readings:** 1. Schoenbach, Greenleaf, and Murphy (2012) The cognitive dimension (ch.7) |
| **Day 14** **4/21/16** **THU** | Literacy Inquiry Project workday 1 | **Readings:** 1. Data Collection Methods in the Literacy Inquiry Project folder (Canvas → Files → Literacy Inquiry Project) **Due:** 1. 3 possible questions for your LIP 2. A brief outline for addressing each question |
| **Day 15** **4/26/16** **TUE** | NO CLASS: Cognitive Dimension Strategy Presentation Videotaping | **Task:** 1. Videotape a selected strategy from the cognitive dimension as a study group and post each videotape on our class YouTube site by the following day @ 5:00 p.m.: **Email:** Byuhsced301@gmail.com **Password:** literacy11 **Title:** Name of presenter: Strategy Name (Discipline) **Title Example:** Tong, Alison: Questioning (TESOL) 2. Each presenter should have at least two colleagues complete a Strategy Presentation Rubric for his/her presentation. |
| **Day 16** **4/28/16** **THU** | Cognitive Dimension Strategy Presentation Debrief | **Readings:** 1. TBD |
| **Day 17** **5/3/16** **TUE** | How do I access and building students' disciplinary knowledge? | **Readings:** 1. Schoenbach, Greenleaf, and Murphy (2012) The knowledge-building dimension (ch.8) |
| **Day 18** **5/5/16** **THU** | Knowledge Dimension Strategy Presentation, Day 1 | **Due:** 1. Strategy presentation, as necessary. |

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| **Day 19**<br>**5/10/16**<br>**TUE** | Knowledge Dimension Strategy Presentation, Day 2 | **Due:**<br>      Strategy presentation, as necessary. |
| **NO**<br>**CLASS**<br>**5/12/16** | **Empower Your Dreams** | |
| **Day 20**<br>**5/17/16**<br>**TUE** | Literacy Inquiry Project workday 2 | **Readings:**<br>  1. TBD<br>**Due:**<br>  1. Update on your LIP and plans to move forward |
| **Day 21**<br>**5/19/16**<br>**THU** | Knowledge Dimension Strategy Presentation, Day 3 | **Due:**<br>  1. Strategy presentation, as necessary. |
| **Day 22**<br>**5/24/16**<br>**TUE** | Knowledge Dimension Strategy Presentation, Day 4 | **Due:**<br>  1. Strategy presentation, as necessary. |
| **Day 23**<br>**5/26/16**<br>**THU** | Literacy Inquiry Project workday 3 | **Readings:**<br>  1. TBD<br>**Due:**<br>  1. Literacy Inquiry Project (LIP) abstract (rough draft) |
| **Day 24**<br>**5/31/16**<br>**TUE** | Literacy Inquiry Symposium: Roundtables | **Due:**<br>  1. LIP abstracts (final draft)<br>  2. Roundtable presentations |
| **Day 25**<br>**6/2/16**<br>**TUE** | Final Workday: How do I prepare for the final? | **Readings:**<br>  1. Review course materials (concepts, principles, and practices) (1 hour)<br>  2. Reflect on your growth as a literacy educator this semester.<br>  3. Final documents (Canvas → Files → Final) |
| **FINAL**<br>**6/7/16**<br>**THU**<br>**7:00-9:50**<br>**p.m.** | What can I do with what I've learned about literacy this semester? | **Due:**<br>  1. Final (all phases) |

**XII. Secondary Education 401/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 any time 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.