

# **Children's & Adolescent Literature, ENG 3311 - 001**

## **Spring 2014**

**Instructor:** Dr. Rosemary Briseño, Ph.D.

**Class meets in:** MAB 200

**Time:** 12:30-1:45 pm

**Days:** MW

**Office:** MAB 112-B

**Office hours:** MWF 10-12; TTh 2-4

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*“Don't just teach your children to read  
Teach them to question what they read.  
Teach them to question everything.”  
— George Carlin*

### **Course Description and Course Learning Outcomes**

*Students will:*

- Learn and apply the critical and pedagogical criteria for evaluating and selecting literature for children and adolescents
- Evaluate in depth selected, representative works of children's and adolescent literature for their literary and multicultural merit.
- Master the techniques of scholarly research for children's and adolescent literature.
- Engage in analytical discussion of major topics of concern in children's and adolescent literature.



### **English Undergraduate Program Learning Outcomes (PLOs)**

*Graduating students will demonstrate that they can:*

1. Construct essays that demonstrate unity, organization, coherence, and development
2. Analyze literary works by applying principles of literary criticism or theory
3. Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using MLA format
4. Demonstrate creativity or originality of thought in written or multimedia projects
5. Compare/contrast and analyze major works and periods within World, English, and American literature.

### **English Language Arts and Reading 7–12 Educator Standards**

#### **EC- 6 English Language Arts and Reading Standards**

##### **Educator Standards**

##### **English Language Arts and Reading EC–6 Standard I**

*Oral Language:* Teachers of young students understand the importance of oral language, know the developmental processes of oral language and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

##### **English Language Arts and Reading EC–6 Standard II**

*Phonological and Phonemic Awareness:* Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

### **English Language Arts and Reading EC–6 Standard III**

*Alphabetic Principle:* Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

### **English Language Arts and Reading EC–6 Standard V**

*Word Analysis and Decoding:* Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

### **English Language Arts and Reading EC–6 Standard VII**

*Reading Comprehension:* Teachers understand the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension.

### **English Language Arts and Reading EC–6 Standard VIII**

*Development of Written Communication:* Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

### **English Language Arts and Reading EC–6 Standard IX**

*Writing Conventions:* Teachers understand how young students use writing conventions and how to help students develop those conventions.

### **English Language Arts and Reading EC–6 Standard XI**

*Research and Inquiry Skills:* Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

### **English Language Arts and Reading EC–6 Standard XII**

*Viewing and Representing:* Teachers understand how to interpret, analyze, evaluate and produce.

## **SUBJECT TEST I — ENGLISH LANGUAGE ARTS AND READING & THE SCIENCE OF TEACHING READING (801)**

### **Standards Assessed: English Language Arts and Reading EC–6 I–XII**

Competency 001 (Oral Language): *The teacher understands the importance of oral language, knows the developmental processes of oral language and provides the students with varied opportunities to develop listening and speaking skills.*

The beginning teacher:

- A. Knows and teaches basic linguistic concepts (e.g., phonemes, segmentation) and the developmental stages in the acquisition of oral language — including phonology, semantics, syntax (subject-verb agreement and subject-verb inversion), and pragmatics — and recognizes that individual variations occur within and across languages, in accordance with the Science of Teaching Reading (STR).
- B. Plans and implements systematic oral language instruction based on informal and formal assessment of all students, including English-language learners; fosters oral language development; and addresses students' individual needs, strengths and interests, in accordance with the STR.
- C. Recognizes when speech or language delays or differences warrant in-depth evaluations and additional help or interventions.
- D. Designs a variety of one-on-one and group activities (e.g., meaningful and purposeful conversations, dramatic play, language play, telling stories, sing-ing songs, creating rhymes, playing games, having discussions, questioning, sharing information) to build on students' current oral language skills.
- E. Selects and uses instructional materials and strategies that promote students' oral language development; respond to students' individual needs, strengths and interests; reflect cultural diversity; and build on students' cultural, linguistic and home backgrounds to enhance their oral language development, in accordance with the STR.
- F. Understands relationships between oral language and literacy development and provides instruction that interrelates oral and written language to promote students' reading and writing proficiencies.
- G. Selects and uses instructional strategies, materials, activities and models to strengthen students' oral vocabulary and narrative skills in spoken language and teaches students to connect spoken and printed language.
- H. Selects and uses instructional strategies, materials, activities and models to teach students skills for speaking to various audiences for various purposes and for adapting spoken language for various audiences, purposes and occasions.
- I. Selects and uses instructional strategies, materials, activities and models to teach students listening skills for various purposes (e.g., critical listening to evaluate a speaker's message, listening to enjoy and appreciate spoken language) and provides students with opportunities to engage in active, purposeful listening in a variety of contexts.
- J. Selects and uses instructional strategies, materials, activities and models to teach students to evaluate the content and effectiveness of their own spoken messages and the messages of others.
- K. Recognizes the interrelationships between oral language and the other components of reading, in accordance with the STR.

L. Selects and uses appropriate technologies to develop students' oral communication skills.

**Competency 002 (Phonological and Phonemic Awareness):** *The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.*

The beginning teacher:

A. Understands the significance of phonological and phonemic awareness for reading, is familiar with typical patterns in the development of phonological and phonemic awareness and recognizes that individual variations occur, in accordance with the STR.

B. Understands differences in students' development of phonological and phonemic awareness and adjusts instruction to meet the needs of individual students, including English-language learners.

C. Plans, implements and adjusts instruction based on the continual use of formal and informal assessments of individual students' phonological development, in accordance with the STR.

D. Knows the age ranges at which the expected stages and patterns of various phonological and phonemic awareness skills should be acquired, the implications of individual variations in the development of phonological and phonemic awareness and ways to accelerate students' phonological and phonemic awareness, in accordance with the STR.

E. Uses a variety of instructional approaches and materials (e.g., language games, informal interactions, direct instruction) to promote students' phonological and phonemic awareness (e.g., hearing and manipulating beginning, medial and final sounds in spoken words; recognizing spoken alliteration).

F. Understands how to foster collaboration with families and with other professionals to promote all students' phonological and phonemic awareness both at school and at home.

G. Recognizes the interrelationships between phonological and phonemic awareness and the other components of reading (vocabulary, fluency and comprehension), in accordance with the STR.

**Competency 003 (Alphabetic Principle):** *The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.*

The beginning teacher:

A. Understands the elements of the alphabetic principle (e.g., letter names, letter sequence, graphophonemic knowledge, the relationship of the letters in printed words to spoken language) and typical patterns of students' alphabetic skills development, and recognizes that individual variations occur with students.

B. Understands that not all written languages are alphabetic, that many alphabetic languages are more phonetically regular than English and that students' literacy development in English is affected by these two factors.

C. Selects and uses a variety of instructional materials and strategies, including multisensory techniques, to promote students' understanding of the elements of the alphabetic principle and the relationship between sounds and letters and between letters and words, in accordance with the STR.

D. Uses formal and informal assessments to analyze individual students' alphabetic skills, monitor learning and plan instruction, in accordance with the STR.

E. Understands how to foster collaboration with families and with other professionals to promote all students' development of alphabetic knowledge.

**Competency 005 (Word Analysis and Identification Skills):** *The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.*

The beginning teacher:

A. Understands that while many students develop word analysis and decoding skills in a predictable sequence, individual variations may occur, in accordance with the STR.

B. Understands the importance of word recognition skills (e.g., letter-sound correspondences, decoding, blending, structural analysis, sight word vocabulary, contextual analysis) for reading comprehension and knows a variety of strategies for helping students develop and apply word analysis skills, including identifying, categorizing and using common synonyms, antonyms, homographs, homophones and analogies.

C. Teaches the analysis of phonetically regular words in a simple-to-complex progression (i.e., phonemes, blending onsets and rimes, short vowels/long vowels, consonant blends, other common vowel and consonant patterns, syllable types), in accordance with the STR.

D. Selects and uses instructional strategies, materials, activities and models to teach students to recognize high-frequency words, to promote students' ability to decode increasingly complex words and to enhance word identification skills of students reading at varying levels.

E. Knows strategies for decoding increasingly complex words, including the alphabetic principle, vowel-sound combinations, structural cues (e.g., morphology-prefixes, suffixes, roots, base words, abbreviations, contractions), and syllable types and for using syntax and semantics to support word identification and confirm word meaning, in accordance with the STR.

F. Understands the value of using dictionaries, glossaries and other sources to determine the meanings, usage, pronunciations, correct spelling, and derivations of unfamiliar words and teaches students to use those sources.

G. Understands how to foster collaboration with families and with other professionals to promote all students' word analysis and decoding skills

**Competency 009 (Reading, Inquiry and Research):** *The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.*

The beginning teacher:

A. Teaches students how to develop open-ended research questions and a plan (e.g., timeline) to locate, retrieve and record information from a range of content-area, narrative and expository texts.

B. Selects and uses instructional strategies to help students comprehend abstract content and ideas in written materials (e.g., manipulatives, examples, graphic organizers).

C. Selects and uses instructional strategies to teach students to interpret information presented in various formats (e.g., maps, tables, graphs) and how to locate, retrieve and record information from technologies, print resources and experts.

D. Selects and uses instructional strategies to help students understand study and inquiry skills across the curriculum (e.g., brainstorming; generating questions and topics; using text organizers; taking notes; outlining; drawing conclusions; applying critical-thinking skills; previewing; setting purposes for reading; locating, organizing, evaluating and communicating information; summarizing information; selecting relevant sources of information; using multiple sources of information; recognizing identifying features of sources, including primary and secondary sources; interpreting and using graphic sources of information) and knows the significance of organizing information from multiple sources for student learning and achievement.

E. Knows grade-level expectations for study and inquiry skills in the Texas Essential Knowledge and Skills (TEKS) (e.g., in kindergarten, use pictures in conjunction with writing to document research; in fifth–sixth grades, refine research through use of secondary questions).

F. Provides instruction to develop a topic sentence, summarize findings and use evidence to support conclusions.

G. Understands how to foster collaboration with peers, families and with other professionals to promote all students' ability to develop effective research and comprehension skills in the content areas.

**Competency 010 (Writing Conventions):** *The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.*

The beginning teacher:

A. Understands that many students go through predictable stages in acquiring writing conventions (e.g., physical and cognitive processes involved in scribbling, recognition of environmental print, mock letters, letter formation, word writing, sentence construction, spelling, punctuation,

grammatical expression), and individual students vary in their rates of development of those conventions

B. Understands the relationship between spelling and phonological and alphabetic awareness and understands the role of conventional spelling in success in reading and writing.

C. Understands the stages of spelling development (precommunicative writing in which the student understands the function of writing but cannot make the forms, prephonemic, phonemic, transitional and conventional) and knows how and when to support students' development from one stage to the next.

D. Provides spelling instruction and gives students opportunities to use and develop spelling skills in the context of meaningful written expression (e.g., single syllable homophones, commonly used homophones, commonly confused terms, simple and complex contractions).

E. Selects and uses instructional strategies, materials and hands-on activities for developing fine motor skills necessary for writing, according to grade-level expectations in the Texas Essential Knowledge and Skills (TEKS).

F. Selects and uses instructional strategies, materials and activities to help students use English writing conventions (e.g., grammar, capitalization, punctuation) in connected discourse.

G. Recognizes the similarities and differences between spoken and written English (e.g., syntax, vocabulary choice, audience) and uses instructional strategies to help students apply English writing conventions and enhance their own writing.

H. Knows writing conventions and appropriate grammar and usage and provides students with direct instruction and guided practice in those areas.

I. Selects and uses instructional strategies, materials and activities to teach correct pencil grip.

**Competency 011 (Written Communication):** *The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.*

The beginning teacher:

A. Teaches purposeful, meaningful writing in connection with listening, reading and speaking.

B. Knows how to promote students' development of an extensive reading and writing vocabulary by providing students with many opportunities to read and write.

C. Monitors students' writing development and provides motivational instruction that addresses individual students' needs, strengths and interests.

D. Understands differences between first-draft writing and writing for publication and provides instruction in various stages of writing, including prewriting, drafting, revising (including both self-revision and peer revision) and editing.

- E. Understands the benefits of technology for teaching basic writing skills and writing for publication and provides instruction in the use of technology to facilitate written communication.
- F. Understands writing for a variety of audiences, purposes and settings and provides students with opportunities to write for various audiences, purposes and settings and in various voices and styles.
- G. Teaches students to use appropriate conventions to support ideas in writing and to use an appropriate form of documentation to acknowledge sources (e.g. quotations, bibliographical information, differentiation between paraphrasing and plagiarism).
- H. Knows grade-level expectations in the Texas Essential Knowledge and Skills (TEKS).
- I. Understands how to foster collaboration with families and with other professionals to promote students' development of writing skills.

**Competency 012 (Viewing and Representing):** *The teacher understands skills for interpreting, analyzing, evaluating and producing visual images and messages in various types of media, including electronic media, and provides students with opportunities to develop skills in this area.*

The beginning teacher:

- A. Knows grade-level expectations for viewing and representing visual images and messages as described in the Texas Essential Knowledge and Skills (TEKS).
- B. Understands and teaches the characteristics and functions of different types of media (e.g., film, print) and knows how different types of media influence and inform.
- C. Teaches students to compare and contrast print, visual and electronic media, including the level of formality of each (e.g., email, Web-based news article, blogs).
- D. Teaches students to evaluate how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, news photographers) represent messages and meanings and provides students with opportunities to interpret and evaluate visual images in various media.
- E. Knows how to teach students to analyze visual image makers' choices (e.g., style, elements, media) and evaluate how those choices help represent or extend meaning.
- F. Provides students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments and technology presentations and to use media to compare ideas and points of view.
- G. Knows steps and procedures for teaching students to produce visual images and messages with various meanings to communicate with others.
- H. Teaches students how to select, organize and produce visuals to complement and extend meanings.

I. Provides students with opportunities to use technology for producing various types of communications (e.g., class newspapers, multimedia reports, video reports) and helps students analyze how language, medium and presentation contribute to the message.

J. Understands how to foster collaboration with families and with other professionals to promote students' development of media literacy.

Competency 013 (Assessment of Developing Literacy): *The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.*

The beginning teacher:

A. Knows how to select and administer formative and summative assessments and use results to measure literacy acquisition (e.g., alphabetic skills, literacy development, word analysis and word identification skills, fluency, comprehension, writing conventions, written communications, visual images, study skills) and address individual students' needs identified in informal and formal assessments.

B. Knows the characteristics of informal and formal reading comprehension assessments (e.g., criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories, norm-referenced tests).

C. Analyzes students' reading and writing performance and uses the information as a basis for instruction.

D. Knows the state content and performance standards for reading, writing, listening and speaking that constitute the Texas Essential Knowledge and Skills (TEKS) and recognizes when a student needs additional help or intervention to bring the student's performance up to grade level.

E. Knows how to determine students' independent, instructional and frustration reading levels and uses the information to select appropriate materials for individual students and to guide students' selection of independent reading materials.

F. Uses ongoing assessments to determine when a student may be in need of classroom intervention or specialized reading instruction and to develop appropriate instructional plans.

G. Understands the use of writing in assessment of students and provides opportunities for students to self-assess and peer assess writing (e.g., for clarity, interest to audience, comprehensiveness) and ongoing literacy development.

H. Knows how to select, administer and use results from informal and formal assessments of literacy acquisition.

I. Analyzes students' errors in reading and responds to individual students' needs by providing focused instruction to promote literacy acquisition.

J. Knows informal and formal procedures for assessing students' use of writing conventions and uses multiple, ongoing assessments to monitor and evaluate students' development in that area.

K. Uses ongoing assessments of writing conventions to determine when students need additional help or intervention to bring students' performance to grade level based on state content and performance standards for writing in the Texas Essential Knowledge and Skills (TEKS).

L. Analyzes students' errors in applying writing conventions and uses the results of the analysis as a basis for future instruction.

M. Selects and uses a variety of formal and informal procedures for monitoring students' reading comprehension and adjusts instruction to meet the needs of individual students, including English-language learners.

N. Understands how to foster collaboration with families and how to communicate students' progress and for ongoing literacy development to parents/caregivers and to other professionals through a variety of means, including the use of examples of students' work.

### **Required Textbook(s):**

1. *Through the Eyes of a Child*, Norton, ISBN: 9780137028757
2. And various other required readings available on Blackboard

### **Required Materials**

--Two (2) sturdy two- pocket folders capable of holding a minimum of 2essays and documentation for Teaching Unit

--Internet access to Blackboard 9 and your sulross.edu email address. Many readings/ material and important class news/updates will be sent to you via Blackboard 9. *It is your responsibility to check Blackboard 9 and your email frequently!*

### **Educator Standards**

For students seeking certification, this course will cover aspects of the following SBEC educator standards for English Language Arts and Reading:

*Domain II, Part II, English Language Arts and Reading 4-8 Standards IV-VIII: Competency 005 (Reading Applications)*

The teacher understands reading skills and strategies appropriate for various types of texts and contexts and teaches students to apply these skills and strategies to enhance their reading proficiency. This includes knowing literary genres and their characteristics, understanding and promoting students' development of literary response

and analysis and the elements of literary analysis, selection of a variety of children's and young people's literature, both fiction and nonfiction, and knowing how to teach students strategies for selecting their own books for independent reading.

*Domain II, English Language Arts and Reading 8-12 Standards I-IV:*

English language arts teachers in grades 8-12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse types of literature and to view literature as a source for exploring and interpreting human experience.

### **Course Policies**

#### **Absences**

Because this course is designed in a workshop/discussion format, you cannot fulfill the requirements of the course unless you attend regularly and on time. Your questions and contributions are central to our discussions and, therefore, our understandings of readings and writing process. You are responsible for

material covered in class, *whether you are present or not*. Note that in-class work cannot be made up.

### **Explained Absences**

These absences fall under university-sponsored activities (clubs, athletics, student government, etc). Work must be turned in BEFORE student will be absent. No late work allowed.

### **Excused Absences**

These are reserved for serious cases of illness or personal/family injury and/or emergencies only, and are given at the professor's discretion. Makeup work allowed only if student notifies professor ahead of time; student is solely responsible to complete/turn in assignment(s) within one week of absence (before or after).

### **Unexcused Absences**

The student did not attend class due to negligence. Any work assigned/due earns "0" points. No makeup/late work allowed.

### **Excessive Absence Policy**

--In a MWF course, you will be dropped and earn a grade of "F", if you have 9 TOTAL absences, which includes explained, excused, and unexcused absences.

--In a TTh course, you will be dropped and earn a grade of "F", if you have 6 TOTAL absences, which includes explained, excused, and unexcused absences.

### **Tardies**

Two (2) instances of tardiness equal an unexcused absence. If you are 15 minutes late, you will be counted as "unexcused absent." If a quiz (or any assignment) is turned in or administered at the beginning of class and you are tardy, you will earn a "0," since these assignments are usually administered at the beginning of class.

### **Classroom Decorum**

In respecting others opinions, we will cultivate a classroom environment that fosters communal learning. Accordingly, please turn off any electronic devices such as cell phones, laptops, etc. DO NOT text during class, or surf the web while you are in class. If you are continually asked to turn off your electronic devices, you will be asked to leave, you will not get credit for that class day's activities, and your Class Participation Grade will be affected. You must come to class prepared each class day, which is defined as....

-come to each class meeting

-bring your books

-read assignments *before* coming to class. Keeping up with the reading schedule is absolutely vital to your success in this course. If you do not consider the reading schedule a priority, your grade will suffer because quizzes, class lectures, and major papers, revolve around the reading schedule

-do not leave class early (use a personal/sick day, if you must leave early)

-do not arrive late

-turn in assignments by the due dates

-check your email/ Blackboard Announcements on a *daily* basis

-bring in required handouts

-participate respectfully in class. Your input, thoughts, and ideas relative to course readings and other course materials, are an important part of this course during class discussion and peer review sessions

-DO NOT interfere with others' ability to learn; this means, you cannot monopolize the classroom conversation, rudely interrupt others, shame or intimidate others, or otherwise prohibit or interrupt the

learning process with disrespectful and/or disruptive behavior. If you continually interrupt/disrupt class, you will be asked to leave, and you will earn “0” points for anything assigned that day.

**A NOTE ABOUT EMAIL:** While email is a great way to communicate, it often lends itself to informality and grammatical misconduct. Students participating in an academic relationship should carefully compose their email messages. Therefore, any email that is not properly addressed, appropriately composed, and free from grammatical/mechanical errors will remain unanswered.

**Please follow these guidelines when emailing your professor:**

- 1) Include a salutation (Dear Dr. Briseno)
- 2) Clearly state the reason, problem/concern. Use full sentences; do a spellcheck.
- 3) Provide your name, class, and section
- 4) Additionally, email is not the best way to teach; therefore, I do not respond to emails asking me to “look over” assignments. If you want to discuss any aspect of your work, please come to office hours.

**Time Management**

For each hour of class, you should anticipate doing about two hours of work outside of class, including a considerable amount of reading for this course. Since writing and thinking is a process, dedicate some time each day to this course. You will be given at least one week’s notice before each essay is due. I expect you to plan time each day to complete the work for this course.

**Makeup Work**

*In the case of an Explained or Excused Absence ONLY:* it is your responsibility to turn in your work on or before the deadline. If the assignment is not turned in by the deadline, make makeup work will not be accepted.

**Makeup Work Policy**

To turn in makeup work in the case of explained or excused absences, you must follow these procedures:

- 1) Notify me ahead of time when you will be absent.
- 2) Make arrangements with me to turn in your work before the deadline OR make arrangements to makeup assignments (quizzes, exams, homework, etc).
- 3) You have ONE WEEK from the day you will be absent from class to make up any assignment you miss. If you do not complete/turn in a missed assignment by the revised due date, make up work will not be accepted.

**Late Work**

No late work will be accepted. ***All assignments are due on or before the deadline.*** If you know you will be absent, it is your responsibility to turn in your work by the deadline (see Makeup Work Policy above). You may turn in your work early or have a friend/roommate/family member/carrier pigeon, etc., turn in your work for you.

## Academic Honesty

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Please see page 82 in the SRSU Student Handbook: for complete information.

[http://www.sulross.edu/sites/default/files//sites/default/files/users/docs/records\\_srsu/handbook\\_2012-2013-complete.pdf](http://www.sulross.edu/sites/default/files//sites/default/files/users/docs/records_srsu/handbook_2012-2013-complete.pdf)

## Plagiarism Policy

As a simple guideline, if you submit your own work, you will avoid all serious types of plagiarism. Nevertheless, a responsible student should also consider the less obvious variants of plagiarism, especially when writing research papers that require citations.

✓ *Submitting work that is done in part by someone else.* Is seeking help from a friend plagiarism?

What about incorporating the advice of a teacher or peer tutor?

✓ *Paraphrasing or summarizing a written source, including text from the Internet, without footnoting or otherwise referencing the source.* When does another person's idea supplant your own? Who "owns" an idea?

✓ *Copying a written source, including text from the Internet, without using quotation marks or block indentation.* How can a student paraphrase or summarize without using at least some language from the original source?

Instances of plagiarism, such as submitting an essay with sentences or passages cut and pasted from an online source, or a paper obtained from an online "paper mill," students in this course will automatically fail the assignment, receive a final grade of F, and be recommended for dismissal from the university. There is no excuse for serious plagiarism. I will also regard unattributed citations – verbatim copying of another's person's work without some indication of the source – as a serious form of plagiarism. In other words, don't insert any text in a paper that is not your own without also noting the source. You can email me with a question before an assignment is due, stop by my office during my office hours, or even parenthetically raise the question in your paper. *It's your responsibility to comply with principles of academic honesty; it's my responsibility to see that every student receives a fair and accurate grade.* Here is my policy on plagiarism for this course:



The *first offense* of plagiarism, in part or in whole, will result in a failing grade on that assignment(s). The *second offense*, in part or in whole, will result in a final grade of "F," and the student will be recommended for dismissal from the university. The student has the right to appeal to the Dept. Chair, then Provost, and eventually to the Provost and VP for Academic and Student Affairs before imposition of the penalty. The decision of the Provost and VP for Academic Affairs is final.

## Americans with Disabilities Act

Sul Ross State University is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Grace Duffy in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8203.

## Grades

- A 90-100:** Outstanding performance in mastering of the subject. Achievement of superior quality. (4 grade : points per credit hour)
- B 80-89:** Consistent performance in achievement beyond the usual requirements of the course. Achievement of high quality. (3 grade points per credit hour)
- C 70-79:** Performance of a satisfactory nature. Achievement demonstrating an understanding of the subject sufficient for continued study in the discipline. (2 grade points per credit hour)
- D 60-69:** Minimally acceptable performance. Achievement demonstrating below average understanding of the basic elements of the course. (1 grade point per credit hour)
- F 50-59:** Achievement at a level insufficient to demonstrate understanding of the basic elements of the course. (0 grade points)

**Incomplete grade(I):**The grade of "I" is given by the instructor upon consultation with the student. The work to be completed and deadline for completion must be specified on the grade report to the Director of Records and Registration. A student may have a maximum of one academic year in which to remove an I during which time the "I" will not be calculated in the student's grade point average. If the work is not completed by the deadline set by the instructor, the "I" will be converted to an "F" and will be calculated in the student's grade point average for the semester in which the "I" was given. Normally, an incomplete grade will be awarded only for situations such as illness, family emergencies, or unusual circumstances which prevent a student from completing a course in a semester or summer term. Incomplete grades must be removed prior to graduation.

**Withdrawal grade (W):** The grade of "W" is given for courses dropped after the 12th/4th class days through the last day to drop a course with a "W" as published in the University's calendar. Students who wait until the published deadline must have complied with the class attendance policy of this catalog. An instructor is not obligated to recommend a "W" for a class if excessive absences have occurred. Students will not be permitted to drop a course or withdraw from the University after the published deadline.

## Student Resources

**For assistance with MAJOR ESSAYS:** The **Sul Ross State University Writing Center** is here to help students improve on their writing skills to ensure success. They are available to all students for any and all of their classes in which they must turn papers into their professors. The Writing Center is also available to assist you with submitting documents and homework to Blackboard 9. Contact them by phone at 837-8270, by e-mail at [writing@sulross.edu](mailto:writing@sulross.edu), or by visiting the Writing Center in **MAB102**.

**For Assistance with BLACKBOARD 9 and other TECHNICAL ISSUES:** Call Lobo Technology Assistance Center (LTAC) at 432-837-8888 (x8888) or toll Free at 1-888-837-2882. Or stop by BAB 101 anytime during regular hours for in-person help desk services: Monday through Friday 7:30 am to 7:30 pm in BAB 101.

**For assistance in KEEPING UP TO DATE:** After each class meeting, I summarize what we did as well as restate any homework assigned that day on Blackboard under Announcements. I also send an email with the same information. Checking Bb is IMPERATIVE to your success in keeping up with the class.

**For assistance with any aspect of the course:** You are most welcome to visit me during office hours to discuss any aspect of the course. These days and times are set aside for student use. Take advantage of them!

## Graded Assignments

**Quizzes and Assignments**.....40%

Quizzes will be unannounced, and will usually be given at the beginning of some class periods. They will be based on previously assigned readings and/or class lectures. Sometimes, quizzes will consist of questions that will test your basic knowledge of reading assignments (short answer-questions). In Class Writing Assignments are *mini-essays* and are based on the assigned reading(s) and lecture materials. These consist of various writing exercises and short essays prompts that must be answered in brief essay format. These assignments cannot be made up.

**Two Exams**.....30%

Students will take 2 comprehensive exams (material covered will have been previously covered during quizzes and class readings and discussion).

**Multimedia Teaching Unit**.....30%

Students select a piece of children's literature and design a teaching unit that can be used in the future as the basis for a lesson plan. The assignment is multifaceted, including vocabulary, at least one exercise, an outline of learning outcomes, and methodology outlined in an essay, generally 3-5 pages long, and includes a selected bibliography in correct MLA format. The lesson plan is presented to classmates at the end of the semester.

**Final Note**

It's worth noting that there's a predictable and positive correlation between careful time management, consistent and on-time and academic success. I encourage you to make a wise decision as to what kind of student you will be early on and to plan accordingly. **No extra points, no extra credit work will be assigned, so don't ask.** *You are completely responsible for meeting all deadlines and keeping track of any changes made to the course schedule whether you are present or not.* You have several resources made available to you to ensure your success in this course, so I strongly encourage you to take advantage of them. *You will receive the grade you earn, not the grade I "give" you.*

**Weekly Schedule**

*Subject to change. Weeks not accounted for will be filled with lecture, assignments (including quizzes, in-class work, journals, etc.), and discussion. It is **imperative** that you check Blackboard on a daily basis to ensure you keep up with class goings-on*

**Week 1**

1/21, 1/23: First week of classes. Discuss syllabus, course procedures

**Week 8**

3/9, 3/13: Midterm. **EXAM #1**

**Week 9**

3/16, 3/20: SPRING BREAK

**Week 16**

5/4, 5/6: Last class day. Group presentations.

**FINALS WEEK**

5/11-5/14: **EXAM #2** will be scheduled during finals weeks. Time and day TBA by university.

***END OF SEMESTER***