

Dr. Francine K. Richter

English 4316

E-Mail: frichter@sulross.edu

Phone: (432) 386-267

Office: MAB 112A

Teaching Language Arts ENG 4316 Web

SPRING 2016

OFFICE HOURS

MONDAY/WEDNESDAY

9:00 a. m.--11:00 a. m.

12:30 p. m.--2:00 p. m.

TUESDAY/THURSDAY

11:00 a. m.—12:00 p. m.

1:00 p. m.-3:00 p. m.

TEACHING SCHEDULE

English 1302:005 Composition II 11:00--12:15 MW MAB 203

English 1302:007 Composition II 9:30-10:45 TR MAB 200

English 2341 Forms of Literature Web

English 3312 Advanced Composition Web

English 4316 Teaching English Web

SPRING 2016 ACADEMIC CALENDAR

January 18 Martin Luther King, Jr. Holiday

January 19 First day of classes /Faculty Meeting, 4:00 p. m.

January 29 FE-3 submitted to chairs

March 8 Midterm

March 14-18	Spring Break
March 25	Good Friday Holiday
May 4	Last class day
May 5-6	Dead Days
May 9-12	Final Examinations
May 13	Final grades for graduating seniors
May 14	Spring Commencement 10 a. m.
May 16	Final grades

SYLLABUS

Textbook: *Teaching English in Middle and Secondary Schools*, 4th ed. By Rhoda J. Maxwell and Mary Jordan Meiser, Pearson/Merrill/Prentice Hall, 2005. ISBN: 0-13-114007-8

EDUCATOR STANDARDS FOR ENGLISH LANGUAGE ARTS

English Language Arts and Reading 7—12 Standard I

English language arts teachers in grades 7—12 know how to design and implement instruction that is appropriate for each student, reflects knowledge of the Texas Essential Knowledge and Skills (TEKS), integrates all components of the English language arts (i.e., writing, reading, listening/speaking, viewing/representing) and is based on continuous assessment.

Assessment:

Class Discussion of Chapter Two--"The Students We Teach"-- in *Teaching English in Middle and Secondary Schools*, Fourth Edition, by Rhoda J. Maxwell and Mary Jordan Meiser, Pearson/Merrill/Prentice Hall.

Essay assignment for "The Students We Teach"--500 words minimum, Ariel 12-point font, MLA heading and header. Include a discussion of designing and implementing instruction that is appropriate for each student and include your own knowledge of the TEKS. How does continuous assessment work?

Oral Presentations: Be prepared to read your essay to the class.

Multiple Answer, Multiple Choice, and True/False Test over Chapter Two.

Semester Project Instructional Unit blog with Power Point Presentation, Student Discussion Questions, Vocabulary Learning, Teaching the Text Lecture, and Projects for Further Exploration for a particular grade level and each Learning Style

Each student will respond to every other student's web site.

English Language Arts and Reading 7—12 Standard II English language arts teachers in grades 7—12 understand the processes of reading and teach students to apply these processes.

Assessment:

Class Discussion of Chapter Eleven--"Teaching Literature"-- in *Teaching English in Middle and Secondary Schools*, Fourth Edition, by Rhoda J. Maxwell and Mary Jordan Meiser, Pearson/Merrill/Prentice Hall.

Essay assignment for "Teaching Literature"--500 words minimum, Ariel 12-point font, MLA heading and header. Especially focus on the "Reading Literature," "Reader Response Theories, and "Implementing the Response Theories" sections.

Oral presentations: Be prepared to read your essay to the class.

Multiple Answer, Multiple Choice, and True/False Test over Chapter Eleven

Each student must respond to every other student's web site.

English Language Arts and Reading 7—12 Standard IV

English language arts teachers in grades 7—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 experiences.

Assessment:

Class Discussion of Chapter Ten--"Selecting Literature"-- in *Teaching English in Middle and Secondary Schools*, Fourth Edition, by Rhoda J. Maxwell and Mary Jordan Meiser, Pearson/Merrill/Prentice Hall.

Essay assignment for "Selecting Literature"--500 words minimum, Ariel 12-point font, MLA heading and header. Especially focus on diverse types of literature and the value of literature as a source for exploring and interpreting human experiences.

Oral Presentations: Be prepared to read your essay to the class.

Multiple Answer, Multiple Choice, and True/False Test over Chapter Ten

Each student will respond to every other student's web site.

English Language Arts and Reading 7—12 Standard V

English language arts teachers in grades 7—12 understand that writing is a recursive, developmental, integrative and ongoing process and provide students with opportunities to develop competence as writers.

Assessment:

Class Discussion of Chapter Eight--"Writing for Learning"-- in *Teaching English in Middle and Secondary Schools*, Fourth Edition, by Rhoda J. Maxwell and Mary Jordan Meiser, Pearson/Merrill/Prentice Hall.

Essay assignment for "Writing for Learning"--500 words minimum, Ariel 12-point font, MLA heading and header. Especially focus on writing as a recursive, developmental, integrative and ongoing process. How would you as a teacher provide students with opportunities to develop competence as writers?

Oral Presentations: Be prepared to read your essay to the class.

Multiple Answer, Multiple Choice, and True/False Test over Chapter Eight

Each student will respond to every other student's web site.

English Language Arts and Reading 7—12 Standard VII

English language arts teachers in grades 7—12 understand the structure and development of the English language and provide students with opportunities to develop related knowledge and skills in meaningful contexts.

Assessment:

Class Discussion of Chapter Seven--"Understanding Grammar"-- in *Teaching English in Middle and Secondary Schools*, Fourth Edition, by Rhoda J. Maxwell and Mary Jordan Meiser, Pearson/Merrill/Prentice Hall.

Essay assignment for "Understanding Grammar"--500 words minimum, Ariel 12-point font, MLA heading and header. Especially focus on the structure and development of the English language and how you would provide students with opportunities to develop related knowledge and skills in meaningful contexts.

Oral Presentations: Be prepared to read your essay to the class.

Multiple Answer, Multiple Choice, and True/False Test over Chapter Seven

Each student will respond to every other student's web site.

English Language Arts and Reading 7—12 Standard VIII

English language arts teachers in grades 7—12 understand oral communication and provide students with opportunities to develop listening and speaking skills.

Assessment:

Class Discussion of Chapter Five: "Oral Language: The Neglected Language Arts"--in *Teaching English in Middle and Secondary Schools*, Fourth Edition, by Rhoda J. Maxwell and Mary Jordan Meiser, Pearson/Merrill/Prentice Hall.

Essay assignment for "Oral Language: The Neglected Language Arts"--500 words minimum, Ariel 12-point font, MLA heading and header. Especially focus on understanding oral communication and how you provide students with opportunities to develop listening and speaking skills.

Oral Presentations: Be prepared to read your essay to the class.

Multiple Answer, Multiple Choice, and True/False Test over Chapter Five

Each student will respond to every other student's web site.

English Language Arts and Reading 7—12 Standard IX

English language arts teachers in grades 7—12 understand how to interpret, analyze and produce visual images and messages in various media and provide students with opportunities to develop skills in this area.

SEMESTER PROJECT: Make an Interactive Web Site (Blog) for a literary text you will teach.

Describe the work and all of the reading/classroom activities that you will utilize.

Include a Power Point Presentation of you teaching the text--your lecture material.

You must include the use of "rich media"--the use of audio and video--(ANIMOTO for the video).

Assume we are your students and the Web site will be viewed by our parents, guardians, our other teachers, and/or friends.

EACH STUDENT WILL RESPOND TO EVERY OTHER STUDENT'S WEB PAGE.

SUBMITTING WORK:

1. Type all work using **ONLY** Arial12-point font.
2. Always double-space and never leave extra space **ANYWHERE ON YOUR PAGE.**
3. Always give your work a title.
4. **FIVE POINTS OFF PER DAY** for work posted late.
5. Always use MLA headings on your work and no cover sheets
6. After they are assigned, essays are always due before the next class period.
7. The Essays are a **MINIMUM** of 500 words each and **MUST BE SUBMITTED TO SMARTHINKING AND THEN REVISED ACCORDING TO THE E-STRUCTOR'S DIRECTIONS.**

USE SPELL CHECK AND GRAMMAR CHECK.

GRADES:

Essays 1300 possible points

Quizzes 1300 possible points

Semester Project 200 possible points

Final Exam 100 points possible

A 1710-1900

B 1519-1709

C 1328-1518

D 1137-1327

Objectives

Upon successful completion to this course, students ought to be able to:

1. describe and assess their own and others' writing thoroughly and astutely; (assessed by in-class reading and discussion of weekly essays)
2. recognize the structures of writing at all levels (sentence, paragraph, whole piece); (assessed by weekly essays)

3. incorporate formal and informal research into their writing more fluently (assessed by the creation of a personal website Semester Project)
4. apply a rich variety of writing and thinking processes to their writing tasks; (assessed by in-class discussions, weekly essays, and Semester Project)
5. produce more effective writing than ever before; (assessed by weekly essays)
6. gain some knowledge of composition theory and how to apply it (assessed by quiz questions and in-class discussions)
7. approach writing with greater confidence and zest. (assessed by weekly essays)
8. improve skills in communication in order to succeed in a global society (assessed by reading personal essays and in-class discussions)
9. demonstrate a knowledge of the writing process: gathering, organizing, writing, rewriting and publishing. (assessed by weekly essays and written exams)
10. write using a variety of styles. (assessed by weekly essays and written exams)
11. master the basic techniques for improving the quality of writing (assessed by quizzes and weekly essays)

Assessments for English 4316

Speaking and listening appraisals, such as clear and thoughtful communication, discussion and audience communication skills—oral presentations in person or on video when the course is on the Web

Reading evaluation, including insight and engagement, critical thinking and understanding of linguistic and structural presentations—Multiple Answer Quizzes with “Why” questions, which include material from Panoptic lectures and Course Documents Articles/Lectures

Writing assessment, including communication, organization and structure skills—Essays, Semester Paper, and Essay Exams

Each student will create an Interactive Web Site (Blog) for a literary text he or she will teach.

The student will describe the work and all of the reading/classroom activities that he or she will utilize.

Each student will include a Power Point Presentation of himself/herself teaching the text--his or her lecture material.

Each student must include the use of "rich media"--the use of audio and video-- (ANIMOTO for the video).

Each student will assume that the class is his or her students and that the Web site will be viewed by the class members' parents, guardians, other teachers, and/or friends.

This class is subject to all the policies stated in the *SRSU Catalog* and Student Handbook.

Plagiarism is defined as identifying someone else's words as if they were your own creation. This can range from submitting a paper written by someone else as if it was your own work to copying words or sentences from someone else without putting them in quotation marks and properly citing the source. Plagiarism can also mean using someone else's ideas without acknowledging that person as the source. Plagiarism is considered a serious academic and legal offense in our culture. Penalties for plagiarism can range from a failing grade on the assignment to expulsion from the university. The course instructor can determine the penalties of failure for the assignment to failure of the course. The university disciplinary committee determines penalties of suspension or expulsion.

For English Language Arts Methods Courses for Grades 6-12

With continuing attention to constructivist theory and reflective practice, this text offers a comprehensive, realistic, integrated approach to teaching English language arts to middle and secondary school learners. In the fourth edition, content has undergone major reorganization and chapters have been significantly rearranged. The text now begins by asking prospective teachers why they want to teach language arts, and finishes by taking them into their first classrooms. Individual chapters on specific language arts are linked through a common focus on the reality of the language arts classroom, the responsibilities of the language arts teacher, and the means to meet these responsibilities through thoughtful, reflective, holistic teaching.

Constructivist teaching techniques are based on [constructivist learning theory](#). This theoretical framework holds that learning always builds upon knowledge that a student already knows; this prior knowledge is called a [schema](#). Because all learning is filtered through pre-existing schemata, constructivists suggest that learning is more effective when a student is actively engaged in the learning process rather than attempting to receive knowledge passively. A wide variety of methods claim to be based on constructivist learning theory. Most of these methods rely on some form of guided discovery where the teacher avoids most direct instruction and attempts to lead the student through questions and activities to discover, discuss, appreciate and verbalize the new knowledge.

WEEK ONE: JANUARY 17-24

Chapter One—"Becoming a Teacher"

Choose one of the sets in Chapter One (listed below) to respond to—500 words minimum, Arial 12-point font, MLA heading and INSERTED header "A Teacher--Why?"

"As a Teacher, I Will . . . "

"I Remember You"

"If You Had a Teaching 'Fairy Godmother'"

"The Best of Me"

ALL ESSAYS ARE 500-WORDS MINIMUM, TYPED IN Arial 12-point font, WITH A PROPER MLA heading and INSERTED header. **SUBMIT THIS WRITING ASSIGNMENT TO SMARTHINKING, REVISE IT ACCORDING TO THE E-STRUCTOR'S DIRECTIONS, AND TURN IT IN TO BLACKBOARD FOR A GRADE BEFORE 2:00 p. m. on JANUARY 24.**

QUIZ OVER CHAPTER ONE begins at 2:00 p. m. on JANUARY 24.

WEEK TWO: JANUARY 24-31

Chapter Two—"The Students We Teach"

Essay assignment for "The Students We Teach"--500 words minimum, Arial 12-point font, MLA heading and INSERTED header. Include a discussion of designing and implementing instruction that is appropriate for each student and include your own knowledge of the current state test. How does continuous assessment work?

ALL ESSAYS ARE 500-WORDS MINIMUM, TYPED IN Arial 12-point font, WITH A PROPER MLA heading and INSERTED header. **SUBMIT THIS WRITING ASSIGNMENT TO SMARTHINKING, REVISE IT ACCORDING TO THE E-STRUCTOR'S DIRECTIONS, AND TURN IT IN TO BLACKBOARD FOR A GRADE BEFORE 2:00 p. m. on JANUARY 31.**

QUIZ OVER CHAPTER TWO begins at 2:00 p. m. on JANUARY 31.

WEEK THREE: JANUARY 31-FEBRUARY 7

Chapter Three—"Understanding Curriculum, Instruction, and Planning"

Choose one of the “Questions for the Ben Franklin Unit” in Chapter Three on pp. 69-70 to respond to—500-words minimum, Arial 12-point font, MLA heading and header.

ALL ESSAYS ARE 500-WORDS MINIMUM, TYPED IN Arial 12-point font, WITH A PROPER MLA heading and INSERTED header. **SUBMIT THIS WRITING ASSIGNMENT TO SMARTHINKING, REVISE IT ACCORDING TO THE E-STRUCTOR'S DIRECTIONS, AND TURN IT IN TO BLACKBOARD FOR A GRADE BEFORE 2:00 p. m. on FEBRUARY 7.**

QUIZ OVER CHAPTER THREE begins at 2:00 p. m. on FEBRUARY 7.

WEEK FOUR: FEBRUARY 7-14

Chapter Four—“Understanding Language, Teaching About Language”

Choose one of the “Explorations” in Chapter Four on p. 116 to respond to—500 words minimum, Arial 12-point font, MLA heading and INSERTED header

ALL ESSAYS ARE 500-WORDS MINIMUM, TYPED IN Arial 12-point font, WITH A PROPER MLA heading and INSERTED header. **SUBMIT THIS WRITING ASSIGNMENT TO SMARTHINKING, REVISE IT ACCORDING TO THE E-STRUCTOR'S DIRECTIONS, AND TURN IT IN TO BLACKBOARD FOR A GRADE BEFORE 2:00 p. m. on FEBRUARY 14.**

QUIZ OVER CHAPTER FOUR begins at 2:00 p. m. on FEBRUARY 14.

WEEK FIVE: FEBRUARY 14-21

Chapter Five—“Oral Language: The Neglected Language Arts”

Essay assignment for “Oral Language: The Neglected Language Arts”--500 words minimum, Arial 12-point font, MLA heading and INSERTED header. Especially focus on understanding oral communication and how you provide students with opportunities to develop listening and speaking skills.

ALL ESSAYS ARE 500-WORDS MINIMUM, TYPED IN Arial 12-point font, WITH A PROPER MLA heading and INSERTED header. **SUBMIT THIS WRITING ASSIGNMENT TO SMARTHINKING, REVISE IT ACCORDING TO THE E-STRUCTOR'S DIRECTIONS, AND TURN IT IN TO BLACKBOARD FOR A GRADE BEFORE 2:00 p. m. on FEBRUARY 21.**

QUIZ OVER CHAPTER FIVE begins at 2:00 p. m. on FEBRUARY 21.

WEEK SIX: FEBRUARY 21-28

Chapter Six—“Teaching Composition”

Choose one of the “Explorations” in Chapter Six on p. 238 to respond to—500 words minimum, Arial 12-point font, MLA heading and INSERTED header

ALL ESSAYS ARE 500-WORDS MINIMUM, TYPED IN Arial 12-point font, WITH A PROPER MLA heading and INSERTED header. **SUBMIT THIS WRITING ASSIGNMENT TO SMARTHINKING, REVISE IT ACCORDING TO THE E-STRUCTOR'S DIRECTIONS, AND TURN IT IN TO BLACKBOARD FOR A GRADE BEFORE 2:00 p. m. on FEBRUARY 28.**

QUIZ OVER CHAPTER SIX begins at 2:00 p. m. on FEBRUARY 28.

WEEK SEVEN: FEBRUARY 28-MARCH 6

Chapter Seven—“Understanding Grammar”

Essay assignment for “Understanding Grammar”—500 words minimum, Arial 12-point font, MLA heading and INSERTED header. Especially focus on the structure and development of the English language and how you would provide students with opportunities to develop related knowledge and skills in meaningful contexts.

ALL ESSAYS ARE 500-WORDS MINIMUM, TYPED IN Arial 12-point font, WITH A PROPER MLA heading and INSERTED header. **SUBMIT THIS WRITING ASSIGNMENT TO SMARTHINKING, REVISE IT ACCORDING TO THE E-STRUCTOR'S DIRECTIONS, AND TURN IT IN TO BLACKBOARD FOR A GRADE BEFORE 2:00 p. m. on MARCH 6.**

QUIZ OVER CHAPTER SEVEN at 2:00 p. m. on MARCH 6.

WEEK EIGHT: MARCH 6-13

Chapter Eight—“Writing for Learning”

Essay assignment for Chapter Eight: “Writing for Learning”—500 words minimum, Arial 12-point font, MLA heading and INSERTED header. Especially focus on writing as a recursive, developmental, integrative, and ongoing process. How would you as a teacher provide students with opportunities to develop competence as writers?

ALL ESSAYS ARE 500-WORDS MINIMUM, TYPED IN Arial 12-point font, WITH A PROPER MLA heading and INSERTED header. **SUBMIT THIS WRITING ASSIGNMENT TO SMARTHINKING, REVISE IT ACCORDING TO THE E-STRUCTOR'S DIRECTIONS, AND TURN IT IN TO BLACKBOARD FOR A GRADE BEFORE 2:00 p. m. on MARCH 13.**

QUIZ OVER CHAPTER EIGHT at 2:00 p. m. on MARCH 13.

WEEK NINE: MARCH 14-18 SPRING BREAK

WEEK TEN: MARCH 20-27

SEMESTER PROJECTS ARE DUE ON MARCH 27.

Chapter Nine—"Writing Research Papers"

Go to the "Exploration" in Chapter Nine on p. 312 to respond to—500 words minimum, Arial 12-point font, MLA heading and INSERTED header

ALL ESSAYS ARE 500-WORDS MINIMUM, TYPED IN Arial 12-point font, WITH A PROPER MLA heading and INSERTED header. **SUBMIT THIS WRITING ASSIGNMENT TO SMARTHINKING, REVISE IT ACCORDING TO THE E-STRUCTOR'S DIRECTIONS, AND TURN IT IN TO BLACKBOARD FOR A GRADE BEFORE 2:00 p. m. on MARCH 27.**

QUIZ OVER CHAPTER EIGHT at 2:00 p. m. on MARCH 27.

WEEK ELEVEN: MARCH 27-APRIL 3

Chapter Ten—"Selecting Literature"

Essay assignment for "Teaching Literature"--500 words minimum, Arial 12-point font, MLA heading and INSERTED header. Especially focus on the "Reading Literature," "Reader Response Theories, and "Implementing the Response Theories" sections.

ALL ESSAYS ARE 500-WORDS MINIMUM, TYPED IN Arial 12-point font, WITH A PROPER MLA heading and INSERTED header. **SUBMIT THIS WRITING ASSIGNMENT TO SMARTHINKING, REVISE IT ACCORDING TO THE E-STRUCTOR'S DIRECTIONS, AND TURN IT IN TO BLACKBOARD FOR A GRADE BEFORE 2:00 p. m. on APRIL 3.**

QUIZ OVER CHAPTER TEN at 2:00 p. m. on APRIL 3.

WEEK TWELVE: APRIL 3-10

Chapter Eleven—"Teaching Literature"

Essay assignment for "Teaching Literature"--500 words minimum, Arial 12-point font, MLA heading and INSERTED header. Especially focus on the "Reading Literature," "Reader Response Theories, and "Implementing the Response Theories" sections.

ALL ESSAYS ARE 500-WORDS MINIMUM, TYPED IN Arial 12-point font, WITH A PROPER MLA heading and INSERTED header. **SUBMIT THIS WRITING ASSIGNMENT TO SMARTHINKING, REVISE IT ACCORDING TO THE E-**

STRUCTOR'S DIRECTIONS, AND TURN IT IN TO BLACKBOARD FOR A GRADE BEFORE 2:00 p. m. on APRIL 10.

QUIZ OVER CHAPTER ELEVEN at 2:00 p. m. on APRIL 10.

WEEK THIRTEEN: APRIL 10-17

Chapter Twelve—"Evaluating English Language Arts"

Go to the "Exploration" in Chapter Twelve on p. 421 to respond to—500 words minimum, Arial 12-point font, MLA heading and INSERTED header

ALL ESSAYS ARE 500-WORDS MINIMUM, TYPED IN Arial 12-point font, WITH A PROPER MLA heading and INSERTED header. **SUBMIT THIS WRITING ASSIGNMENT TO SMARTHINKING, REVISE IT ACCORDING TO THE E-STRUCTOR'S DIRECTIONS, AND TURN IT IN TO BLACKBOARD FOR A GRADE BEFORE 2:00 p. m. on APRIL 17.**

QUIZ OVER CHAPTER TWELVE at 2:00 p. m. on APRIL 17.

WEEK FOURTEEN: APRIL 17-24

Chapter Thirteen—"Developing Units"

Go to the "Exploration" in Chapter Thirteen on p. 466 to respond to—500 words minimum, Arial 12-point font, MLA heading and INSERTED header

ALL ESSAYS ARE 500-WORDS MINIMUM, TYPED IN Arial 12-point font, WITH A PROPER MLA heading and INSERTED header. **SUBMIT THIS WRITING ASSIGNMENT TO SMARTHINKING, REVISE IT ACCORDING TO THE E-STRUCTOR'S DIRECTIONS, AND TURN IT IN TO BLACKBOARD FOR A GRADE BY 2:00 p. m. on APRIL 24.**

QUIZ OVER CHAPTER THIRTEEN at 2:00 p. m. on APRIL 24.

WEEK FIFTEEN: APRIL 4-MAY 1

Chapter Fourteen—"Your Starting Role: Student Teacher"

FINAL EXAM: Chapter Fourteen Quiz

MAY 8 at 2:00 p. m.

May 4 Last class day

May 5-6 Dead Days

May 9-12

Final Examinations

SEMESTER PROJECT: Make an Interactive Web Site (Blog) for a text you will teach. Describe the reading/classroom activities that you will utilize. Include a Power Point Presentation of you teaching the text--your lecture material. Assume we are your students and the Web site will be viewed by our parents, guardians, our other teachers, and/or friends. You must include the use of "rich media"--the use of audio and video--(ANIMOTO for the video). EACH STUDENT WILL RESPOND TO EVERY OTHER STUDENT'S WEB PAGE.

How to Make a Website:

1. Register domain
2. Install Wordpress

Register and host with Bluehost.

Use WordPress as a CMS (content management system).

For Bluehost, log into the control panel, and scroll down to Software/Services and click on WordPress.

Follow the instructions.

When this is a physical class, ten points will be taken off the final grade for each unexcused absence after three during the semester.

ADA (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

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook.

Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.