

CPSE 425 - Lang Arts Instru: Disabilities

Winter 2014

Section 001: 202 JSB on T Th from 3:00 pm - 4:15 pm

Instructor/TA Info

Instructor Information

Name: Gordon Gibb
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TA Information

Name: Katherine Montgomery
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Course Information

Description

This course provides participants a comprehensive overview of oral language development, language disorders, language and learning, language and thought, language and culture, listening comprehension, and the foundation skills for reading and writing. Students prepare for later studies in specific teaching methods for language arts.

Grading Scale

Grades	Percent
A	95%
A-	91%
B+	88%
B	84%
B-	81%
C+	78%
C	74%
C-	71%
D+	68%
D	64%
D-	61%
E	0%

Learning Outcomes

Components of oral language

Describe the components of oral language.

Process of oral language development

Describe the process of oral language development.

Common communication disorders in children

Describe common communication disorders in children.

Interplay between culture and language

Explain the interplay between culture and language.

Interplay between language and learning

Explain the interplay between language and learning.

Listening Comprehension

Describe listening comprehension and its effect on learning.

Demands of learning English as a second language

Describe the demands of learning English as a second language.

Cognitive processes

Explain the cognitive processes for changing from spoken to written language.

5 component skills for reading

Explain the 5 component skills for reading.

DIBELS® Benchmark assessment

Administer DIBELS® Benchmark assessments for K-1.

INTASC Outcomes

Course Learning Outcomes
Describe the components of oral language.
Describe the process of oral language development.
Describe common communication disorders in children.
Explain the interplay between culture and language.
Explain the interplay between language and learning.
Describe listening comprehension and its effect on learning.
Describe the demands of learning English as a second language.
Explain the cognitive processes for changing from spoken to written language.
Explain the 5 component skills for reading.
Administer DIBELS® Benchmark assessments for K-1.
Describe components of written language

Grading Policy

All assignments are due on the scheduled date and at the scheduled time. I will deduct 25% of assignment score if one class period late, and assign "no credit" if more than one class period late.

Participation Policy

All participants are to engage in class discussions, lecture responses, and group activities. Active participation helps each learner mold and solidify learning and understanding. To this end, you should consider yourself a teacher with students who may be facing difficulties in the areas we discuss rather than a college kid just hoping to check off another class and grade.

Attendance Policy

Attendance is required. You receive **3** attendance and participation points for each class. An absence forfeits 3 points for the day; a tardy forfeits 2 points for the day. Attendance and participation points contribute toward your final grade.

If you miss a class be sure to email me **that day** at gordon_gibb@byu.edu. A compelling reason could gain you an excused absence for the day.

Study Habits

This class includes much reading of open source materials and some internet investigation. The successful student will schedule sufficient time for study and reflection during each week in the same manner as scheduling classes or work. You are to be prepared for each class, as outlined on the course schedule.

Methodologies/Teaching Strategies

Course teaching and learning strategies include lecture, whole-class discussion, small-group discussion, and multimedia presentation.

The Mission of Brigham Young University Special Education

We maximize the potential of learners with individualized educational needs to elevate their quality of life. We accomplish this by supporting the mission and aims of a BYU education as we integrate teaching, research, and service. We specifically:

- Prepare competent and moral educators who select, implement, and evaluate research-based effective teaching practices and appropriate curriculum for learners with special needs.
- Prepare master special educators who provide leadership in problem solving and collaborative relationships with professionals and families.
- Add to the knowledge base of special education and related disciplines through research.
- Serve and advocate for learners with individualized educational needs and others who support them.

Course Expectations

Computers You are encouraged to use a laptop or tablet computer in class. Most of the course documents can be accessed online and saved to your device for use in class, and we will occasionally access the internet. If you do not have a computer you may check one out of the MCKB TEC lab for class, or print the documents and bring hard copies. Please **do not** distract yourself or others by accessing websites other than those required for class.

Assignment format You are to type all assignments unless otherwise directed by the instructor. I prefer that you use Word and submit via Learning Suite online submission. If Learning Suite is being cranky you may submit via email to gordon_gibb@byu.edu

Cell phones . . . are to be turned off in class.

Professionalism You are preparing to become a professionally licensed teacher. Therefore, your classroom deportment is important. A professional is consistently prepared, on time, prompt with assignments, and refrains from distracting peers or the instructor by talking out of turn or engaging in unnecessary casual conversation during class.

Bibliography

- Armbruster, B. B., Lehr, F., & Osborn, J. (2001). *Put Reading First: The Research Building Blocks for Teaching Children To Read*. Washington, D. C.: National Institute for Literacy. Retrieved from <http://www.nifl.gov/publications/pdf/PRFbooklet.pdf> (<http://www.nifl.gov/publications/pdf/PRFbooklet.pdf>)
- Ayumi. (2009). *Cultures hiding in languages*. Retrieved from <http://www.lexiophiles.com/english/cultures-hiding-in-languages> (<http://www.lexiophiles.com/english/cultures-hiding-in-languages>)
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- Duranti, Alessandro. (1997). Language is culture and culture is language. *Linguistic Anthropology*. New York: Cambridge University Press. Retrieved from <http://sciencewhynot.blogspot.com/2009/03/language-is-culture-and-culture-is.html> (<http://sciencewhynot.blogspot.com/2009/03/language-is-culture-and-culture-is.html>)
- Genishi, C. (1998). Young children's oral language development. *Reading Rockets*. Retrieved from <http://www.readingrockets.org/article/383?theme=print> (<http://www.readingrockets.org/article/383?theme=print>)
- Hyslop, N. B. & Tone, B. (1988). *Listening: Are We Teaching It, and If So, How?* ERIC Document Reproduction Service No. ED295132 Retrieved from <http://www.ericdigests.org/pre-928/listening.htm> (<http://www.ericdigests.org/pre-928/listening.htm>)
- Lavenda, R. H. & Shultz, E. A. (2007). Components of language (Ch. 10) in *Anthropology. What Does It Mean to be Human?* New York: Oxford University Press. Retrieved from http://www.oup.com/us/companion.websites/9780195189766/student_resources/Supp_chap_mats/Chap10/Components_of_Language/?view=usa (http://www.oup.com/us/companion.websites/9780195189766/student_resources/Supp_chap_mats/Chap10/Components_of_Language/?view=usa)
- MacWhinney, B. *Language Acquisition - The Basic Components of Human Language, Methods for Studying Language Acquisition, Phases in Language Development*. Retrieved from <http://education.stateuniversity.com/pages/2153/Language-Acquisition.html> (<http://education.stateuniversity.com/pages/2153/Language-Acquisition.html>)
- O'Neil, D. (2006). *Language and thought processes*. San Marcos, CA: Palomar College, Behavioral Sciences Department. Retrieved from http://anthro.palomar.edu/language/language_5.htm#blouse_color_return (http://anthro.palomar.edu/language/language_5.htm#blouse_color_return)
- Readings for the Blind and Deaf. (2010). *How new technologies are changing the relationship between literacy and listening*. Retrieved from <http://www.learningthroughlistening.org/Listening-A-Powerful-Skill/The-Science-of-Listening/Learning-Through-Listening-in-the-Digital-World/How-New-Technologies-are-Changing-the-Relationship-Between-Literacy-and-Listening/147/> (<http://www.learningthroughlistening.org/Listening-A-Powerful-Skill/The-Science-of-Listening/Learning-Through-Listening-in-the-Digital-World/How-New-Technologies-are-Changing-the-Relationship-Between-Literacy-and-Listening/147/>)

Silverman, R. (2009). A multidimensional approach to vocabulary instruction: Supporting English language learners in inclusive classrooms. *Reading Rockets*. Retrieved from <http://www.readingrockets.org/articles/30098> (<http://www.readingrockets.org/articles/30098>)

University of Oregon. (2006). Dynamic Indicators of Basic Early Literacy Skills (DIBELS®). Eugene, OR: University of Oregon, Center on Teaching and Learning. Retrieved from <https://dibels.uoregon.edu/> (<https://dibels.uoregon.edu/>)

Conceptual Framework for this Course

Moral endeavor at Brigham Young University is established upon principles of eternal and unchanging truth contained in the restored gospel of Jesus Christ. Prophets of God proclaim that “all human beings—male and female—are created in the image of God. Each is a beloved spirit son or daughter of heavenly parents, and, as such, each has a divine nature and destiny.”¹ Teaching is a moral endeavor that recognizes and responds to the divine destiny of each student. Moral teachers ensure that students master the knowledge, skills, and dispositions necessary to realize their divine potential for growth and achievement. Therefore, teachers:

1. Recognize and cultivate the individual worth of each student
2. Embrace and apply proven instructional practice
3. Establish and maintain positive, supportive learning environments
4. Value and enact respectful interpersonal behavior and responsible citizenship

Four assumptions guide our work:

1. All children can learn.
2. Schools exist to advance student learning.
3. Teachers are accountable for student achievement.
4. Accountability is monitored by data.

1. *The Family: A Proclamation to the World*. The Church of Jesus Christ of Latter-day Saints, Intellectual Reserve, 1997.

Course Objectives

Participants will:

1. Describe the components of oral language.
 - Submit written summary
2. Describe the process of oral language development.
 - Submit written summary
3. Explain the interplay between culture and language.
 - Submit written summary
4. Explain the interplay between language and learning.
 - Submit written summary
5. Describe common communication disorders in children.
 - Submit written summary
6. Describe listening comprehension and its effect on learning.
 - Submit written summary
7. Describe the demands of learning English as a second language.
 - Submit written summary
8. Explain the cognitive processes for transitioning from spoken to written language.
 - Submit written summary
9. Explain the essential reading skills of phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

- Submit annotated outline
10. Demonstrate mastery of basic English phonology, including letter sounds.
- Oral mastery test with instructor
11. Administer DIBELS® Benchmark assessments for grades K and 2.
- Submit 2 completed student response booklets
12. Explain the components and skills required for successful written expression.
- Submit written summary

Assignments

Assignment Description

Syllabus quiz

Jan
14

Due: Tuesday, Jan 14 at 3:00 pm

Complete and submit the following.

Course Information

1. What is the minimum required percentage of total points to receive a grade of "A?"
2. What is the learning outcome for "Listening Comprehension?"
3. Explain the grading policy.
4. How do the attendance points work?
5. What should you do if you must miss a class?
6. How can you avoid distracting yourself or others with a computer or other device?
7. What is the required assignment format?
8. Explain the attributes of teacher professionalism expected in class.

University Policies

9. Differentiate intentional and inadvertent plagiarism.
10. Describe the Dress and Grooming standards as if you were explaining them to a new student.

Honig Oral language development summary

Jan
16

Due: Thursday, Jan 16 at 3:00 pm

1. Why doesn't one have to "teach" babies language sounds?
2. List, describe, and give 2 examples of each of the 5 domains of language.
3. Explain the role of storytelling in the classroom, specifically addressing multiple cultures and story reading with discussion.
4. Briefly summarize the research findings regarding socioeconomic influences in language learning.

Language and culture summary

Jan
23

Due: Thursday, Jan 23 at 3:00 pm

Family culture and communication

1. Think of your family as a culture. What language and language-usage patterns, rituals, rules, and customs are part of your family? Provide examples.

Lost in translation (*Boroditsky*)

2. Briefly explain what you think this statement could mean in people's lives: "Patterns in language offer a window on a culture's dispositions and priorities."

The relationship between language and culture (*Elmes*)

3. Choose one of the three claims to the relationship between language and culture and explain why you agree with it. Include one or more examples to support your position.

Culture and Language (*Otto*)

4. What did Heath describe about children's differences in story structures, language, and sense of truth between home and school?

Language delay and disorder summary

Jan
30

Due: Thursday, Jan 30 at 3:00 pm

Oral language development (Honig)

1. Write three examples of how disability can affect language skills.

Definitions of communication disorders and variations (Ad Hoc)

2. Contrast "language disorders" and "speech disorders." What is the difference in these two terms?
3. What is the purpose of augmentative/alternative communication systems?

Preschool language disorders (ASHA)

4. List three symptoms of receptive language disorders, and three symptoms of expressive language disorders. Select one disorder and explain how it might be treated.
 5. Select one speech-language disorder and briefly explain how you think it could affect learning in school.
-

Listening and listening comprehension summary

Feb
11

Due: Tuesday, Feb 11 at 3:00 pm

Listening in early childhood (Jalongo, 2010)

1. List, describe, and give an example of each of the three levels of listening trajectory for very young children.
 2. Briefly summarize how the author explains that "oral language and written language are fundamentally different."
 3. Why are classrooms "notoriously poor listening environments?"
-

English language learning summary

Feb
20

Due: Thursday, Feb 20 at 3:00 pm

Preparing all teachers to meet the needs of English language learners (Samson & Collins, 2012)

1. Briefly summarize the identification process for English language learners, as required by the *No Child Left Behind Act* of 2001.
 2. Why are "many teachers of ELLs increasingly concerned about being held accountable for their students' progress as measured by standardized tests?"
 3. List and briefly explain the three areas in which all teachers with ELLS must have a strong understanding.
 4. What would be the purpose of on-the-job performance evaluations for teachers of ELLs?
-

Oral to written language summary

Feb
27

Due: Thursday, Feb 27 at 3:00 pm

Differences between oral and written communication (Ferraro & Palmer)

1. Explain how "writing is a fairly static form of transfer" and speaking is a "dynamic transfer."
2. Differentiate between a speech and an oral presentation of written text.

Oral language and beginning reading (Hill)

3. What was the purpose of this study?
 4. Refer to the summary section and briefly explain the relationship between phonology and reading.
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Midterm exam

Feb
27

Due: Thursday, Feb 27 at 4:15 pm

Phoneme Pronunciation Test

Mar
04

Due: Tuesday, Mar 04 at 4:00 pm

Each participant will pass off the Phoneme Pronunciation Test in an oral exercise.

Phonemic awareness and phonics outline

Mar
06

Due: Thursday, Mar 06 at 3:00 pm

Start a *Put Reading First* outline by listing the topics "Phonemic Awareness" and "Phonics" and listing the definition and headline research findings under each topic as bullet points.

For example:

Phonemic awareness

(Definition here)

- Phonemic awareness can be taught and learned.
- Phonemic awareness instruction helps children learn to read.
- ...and so on

Fluency added to outline

Mar
13

Due: Thursday, Mar 13 at 3:00 pm

Vocabulary added to outline

Mar
20

Due: Thursday, Mar 20 at 3:00 pm

Text comprehension added to outline

Mar
27

Due: Thursday, Mar 27 at 3:00 pm

Attendance

Apr
10

Due: Thursday, Apr 10 at 3:00 pm

Attendance is required. You receive 2 attendance and participation points for each class. An absence forfeits 2 points for the day; a tardy forfeits 1 points for the day. Attendance and participation points contribute toward your final grade.

If you miss a class be sure to email me **that day** at gordon_gibb@byu.edu. A compelling reason could gain you an excused absence for the day.

DIBELS Daze

Apr
15

Due: Tuesday, Apr 15 at 3:00 pm

Print the following:

1. DIBELS Daze Grade 3 Benchmark 1 Student Material
2. DIBELS DIBELS Daze Grade 3 Benchmark 1 Scoring Guide

Assess one person using the DIBELS Daze Grade 3 Benchmark 1 assessment and score correctly.

Written language summary

Apr
15

Due: Tuesday, Apr 15 at 3:00 pm

1. Why do children develop narrative writing ability before expository and persuasive writing proficiency?
2. In the results of the study, what were the similar features in the developmental patterns of elementary typically-developing writers and elementary and middle school struggling writers?
3. Compare and contrast the understanding of writing demonstrated by the various ages of typically-developing writers and struggling writers as stated in the article summary.

DIBELS test booklets

Apr
15

Due: Tuesday, Apr 15 at 3:00 pm

Administer, score, and record on booklet cover for the following:

1. Kindergarten **Benchmark 2** for FSF, LNF, PSF, NWF
2. Grade 1 **Benchmark 2** for DORF

Final Exam

Apr
18

Due: Friday, Apr 18 at 6:00 pm

Categories	Percent of Grade
Individual written	35.35%
Individual Oral	3.37%
Assessment materials	10.44%
Exams	31.99%
Attendance	18.86%

Schedule

Date	Topics	Readings	Assignments
T - Jan 07	Welcome and introduction What is language?		
Th - Jan 09	Components of language How language develops	NOTE: For EACH class please bring either a hard copy of the assigned readings or download to your electronic device before class due to poor internet access. <i>Oral language development</i> (Honig, 2007) Available under "Content" tab	
T - Jan 14	How language develops		Syllabus quiz
Th - Jan 16	Language and culture Language and thought Culture and communication	<i>Lost in translation</i> (Boroditsky, 2010) http://online.wsj.com/article/SB10001424052748703467304575383131592767868.html <i>The relationship between language and culture</i> (Elmes, 2013) http://www2.lib.nifs-k.ac.jp/HPBU/annals/an46/46-11.pdf <i>Culture and Language</i> (Otto, 2013) http://www.education.com/reference/article/culture-language/	Honig Oral language development summary
M - Jan 20	Martin Luther King Jr. Holiday		
T - Jan 21	Language and culture Language and thought		

	Culture and communication		
Th - Jan 23	Language delay and disorder	<p><i>Oral language development</i> (Honig, 2007) pp. 606-611 Available under "Content" tab</p> <p><i>Definitions of communication disorders and variations</i> (ASHA¹) http://www.asha.org/policy/RP1993-00208.htm</p> <p><i>Preschool language disorders</i> (ASHA²) http://www.asha.org/public/speech/disorders/Preschool-Language-Disorders/</p>	Language and culture summary
T - Jan 28	Language delay and disorder		
Th - Jan 30	Speech impairment	<p><i>Speech disorders in school</i> (ASHA³) http://www.asha.org/public/speech/development/schoolsFAQ.htm</p>	Language delay and disorder summary
T - Feb 04	Listening Listening comprehension	<p><i>Listening in early childhood</i> (Jalongo, 2010) Available under "Content" tab</p> <p><i>How new technologies are changing the relationship between literacy and listening</i> (Learning Ally) Available under "Content" tab</p>	
Th - Feb 06	Listening Listening comprehension		
T - Feb 11	English as a second language English language learners	<p><i>First and second language acquisition in childhood</i> (Clark, 2000) http://ecap.crc.illinois.edu/pubs/katzsym/clark-b.pdf</p> <p><i>Effective instruction for English learners</i> (Calderon, Slavin, & Sanchez, 2011) http://www.eric.ed.gov.erl.lib.byu.edu/PDFS/EJ920369.pdf</p> <p><i>Preparing all teachers to meet the needs of English Language Learners</i> (Samson & Collins, 2012) Available under "Content" tab</p>	Listening and listening comprehension summary
Th - Feb 13	English as a second language English language learners		
T - Feb 18	Monday Instruction		
Th - Feb 20	From spoken to written language	<p><i>Differences between oral and written language</i> (Ferraro & Palmer) https://www.mtholyoke.edu/acad/intrel/speech/differences.htm</p>	English language learning

	Five skills for reading	<p><i>Oral language and beginning reading</i> (Hill, 2009) http://forumonpublicpolicy.com/summer09/archivesummer09/hill.susan.pdf</p> <p><i>Put reading first</i> (Ambruster, Lehr, & Osborn) http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf</p>	summary
T - Feb 25	From spoken to written language Five skills for reading		
Th - Feb 27	English phonology Phonemic awareness Phonics Midterm exam	<p><i>Put reading first</i> (Ambruster, Lehr, & Osborn) http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf</p> <p><i>Hierarchy of phonological awareness tasks</i> (Andreasson & Smith, 2008) http://phonologicalawareness.org</p> <p><i>Phonics worksheets</i> (K12Reader) Do not download or copy - distributed in class. http://www.k12reader.com/subject/phonics-worksheets/</p>	Oral to written language summary
T - Mar 04	English phonology Phonemic awareness Phonics		Phoneme Pronunciation Test
Th - Mar 06	Fluency Improving Fluency Neural circuitry for reading	<p><i>Put reading first</i> (Ambruster, Lehr, & Osborn) http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf</p>	Phonemic awareness and phonics outline
T - Mar 11	Fluency Improving Fluency Neural circuitry for reading		
Th - Mar 13	New vocabulary Teaching vocabulary	<p><i>Put reading first</i> (Ambruster, Lehr, & Osborn) http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf</p>	Fluency added to outline
T - Mar 18	New vocabulary Teaching vocabulary		
Th - Mar 20		<p><i>Put reading first</i> (Ambruster, Lehr, & Osborn)</p>	Vocabulary added to

	Text comprehension	http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf <i>Comprehension instruction: What works</i> (Pressley, 2000) http://www.readingrockets.org/article/68/?theme=print	outline
T - Mar 25	Assessing reading skills DIBELS	<p>Access materials at https://dibels.org/next/index.php</p> <ul style="list-style-type: none"> Go to "Download from Dynamic Measurement Group" Sign up for free account Use login to access assigned materials. <p>1. Print, bind, and bring</p> <ul style="list-style-type: none"> DIBELS Next Assessment Manual DIBELS Next Benchmark Assessment Materials for Grades K and 1 <p>2. Create two (2) Kindergarten and two (2) Grade 1 Benchmark Student Scoring Booklets.</p>	
Th - Mar 27	Assessing reading skills DIBELS	<i>DIBELS Next</i> materials	Text comprehension added to outline
T - Apr 01	Assessing reading skills DIBELS	<i>DIBELS Next</i> materials	
Th - Apr 03	DIBELS Daze DIBELS decision making	<i>DIBELS Next</i> materials	
T - Apr 08	NO CLASS	Administer DIBELS	
Th - Apr 10	NO CLASS	Administer DIBELS	
T - Apr 15	Written language Expressive writing	<p><i>Development of writing knowledge in grades 2–8: A comparison of typically developing writers and their struggling peers</i> (Shin-Ju, Monroe, & Troia, 2007)</p> <p>Available under "Content" tab</p>	DIBELS test booklets Written language summary DIBELS Daze
W - Apr 16			
Th - Apr 17	Exam Preparation Day		
F - Apr 18	Final Exam: 202 JSB 3:00pm - 6:00pm Final Exam		

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional 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, which may not be a 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 their 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 non-deliberate, 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 not being sufficiently 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. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010