

Instructor/TA Info

Instructor Information

Name: Barbara Smith

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TA Information

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Office Hours: Only By Appointment

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Course Information

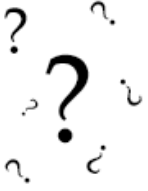
Description

Curriculum and instruction for students with severe special needs including adaptations, accommodations, transition, lesson planning, and teaching techniques.

Prerequisites

Acceptance into the BYU Special Education Program, Severe cohort

Materials

Item	Price (new)	Price (used)
 <u>More Lang Arts Math & Science For Students - Required</u> by Browder, D	54.95	41.25

Grading Scale

Grades	Percent
A	96%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	73%
C-	70%

D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Late assignments will receive 10% off each day they are late. Assignments are due at the beginning of class. Completing assignments in a timely fashion is a necessary skill for success in this course, this major and your future career. Any level of dishonesty in your coursework could result in failing the course entirely. Within reason, accommodations may be made to the extent it will not effect the integrity of the course. Letters from The Accessibility Center must be submitted prior to any accommodations being made. Per University Policy, all assignments are due by the last day of class.

USOE Teacher Candidate Grade and Retention Rule

Candidates must have grades of C or better and a total BYU GPA of 3.0 in all courses required for a teaching major to be recommended for licensure in Utah. Students must meet these requirements to be admitted to and remain in a teaching major and to student teach. If students do not meet the requirements, they may change their major or retake courses until they meet the requirements.

Participation Policy

Students will be graded on their participation level in class including: This is a screen-free classroom. If you need to text, please excuse yourself to the hallway to do so. Plan to actively participate in class and group discussions and please do not participate in activities that may be distracting to others and that do not pertain to the topic for class that day.

Attendance Policy

Students are expected to attend each class period, come on time and stay the full duration. Being in class is a critical part of your knowing the content. If you need to miss class for any reason, please do not expect to earn the same amount of points as your peers who are present.

Assignments

Assignment Description

Study Guide 1

Sep
09

Due: Monday, Sep 09 at 11:59 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1

Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Study Guide 2

Sep
16

Due: Monday, Sep 16 at 11:59 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

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Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Study Guide 3

Sep
23

Due: Monday, Sep 23 at 11:59 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

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Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Direct Instruction Math Lesson Plan

Sep
25

Due: Wednesday, Sep 25 at 11:59 pm

Submit a scripted Direct Instruction lesson plan

IRIS Module: Content Standards

Sep
28

Due: Saturday, Sep 28 at 11:59 pm

Complete the module, answer the assessments questions on a document and submit here.
<https://iris.peabody.vanderbilt.edu/module/cnm/> (<https://iris.peabody.vanderbilt.edu/module/cnm/>)

Direct Instruction Video Observation 1

Sep
30

Due: Monday, Sep 30 at 3:59 pm

-Go to: <https://www.dropbox.com/sh/b4zitzvr2t2gpfq/AACVzSV2rqInYzysh-k21jPNa?dl=0>
 (<https://www.dropbox.com/sh/b4zitzvr2t2gpfq/AACVzSV2rqInYzysh-k21jPNa?dl=0>)

-Watch video 1.mp4

-Write a one page reflection on how the elements of Direct Instruction from the video were or were not achieved. Consider:

- **Opening:** objective stated, rationale, rules stated
- **Model:** instructions clearly stated and demonstrated, adequate number of examples provided, check for understanding included and appropriate
- **Guided Practice:** Group responses, all students actively engaged, data was taken and used to inform instruction, prompts were faded, opportunities to respond, sufficient number of exercises and praise
- **Independent Practice:** Opportunity for students to use skill **independently** is provided, data was taken and used to inform instruction, opportunities to respond, sufficient number of exercises and praise

- **Closing:** Statements are made in regards to how students performed academically and behaviorally during the lesson, how this lesson connects to the next is explained and smooth transitions to the next activity
- **Overall:** Alignment from Objective to Model to GP to IP? What went really well? What could be strengthened?

Study Guide 4

Sep
30

Due: Monday, Sep 30 at 11:59 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Math Lesson Plan Video

Oct
02

Due: Wednesday, Oct 02 at 11:59 pm

Teach, Record and Observe a Direct Instruction Lesson

Task	Points Earned	Points Possible

<p>Request a time with your Mentor Teacher to teach a Direct Instruction Lesson to a small group of students. Explain that this lesson will be recorded and uploaded only to a password protected website for your professor and TA to review.</p> <p>Please have your mentor initial and date below to indicate that you requested a time to teach given the above criteria with at least 48 hours notice:</p> <p>Mentor's initials: _____ date: _____</p>		5
<p>Teach and record a Direct Instruction Lesson. Upload your lesson and lesson plan to GoReact.</p>		5
<p>Watch your lesson on Goreact and comment on the following in regards to your lesson:</p> <ul style="list-style-type: none"> • Opening: objective stated, rationale, rules stated • Model: instructions clearly stated and demonstrated, adequate number of examples provided, check for understanding included and appropriate • Guided Practice: Group responses, all students actively engaged, data was taken and used to inform instruction, prompts were faded, opportunities to respond, sufficient number of exercises and praise • Independent Practice: Opportunity for students to use skill independently is provided, data was taken and used to inform instruction, opportunities to respond, sufficient number of exercises and praise • Closing: Statements are made in regards to how students performed academically and behaviorally during the lesson, how this lesson connects to the next is explained and smooth transitions to the next activity • Overall: Alignment from Objective to Model to GP to IP? What went really well? What could be strengthened? 		10
<p>Respond to your TA's feedback on Goreact within two business days of feedback being posted.</p>		5
<p>TOTAL</p>		25

TWS 2

Oct
07

Due: Monday, Oct 07 at 11:59 pm

Oct
07

Due: Monday, Oct 07 at 11:59 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

IRIS Module: Evidence-Based Practice

Oct
09

Due: Wednesday, Oct 09 at 11:59 pm

Complete the module, answer the assessments questions on a document and submit here.

https://iris.peabody.vanderbilt.edu/module/ebp_01/ (https://iris.peabody.vanderbilt.edu/module/ebp_01/)

Direct Instruction Reading Lesson Plan

Oct
12

Due: Saturday, Oct 12 at 11:59 pm

Submit a scripted Direct Instruction lesson plan

We will be grading Opening-Guided Practice

Study Guide 6

Oct
14

Due: Monday, Oct 14 at 11:59 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Reading Lesson Plan Video

Oct
16

Due: Wednesday, Oct 16 at 11:59 pm

Midterm Exam

Oct
22

Due: Tuesday, Oct 22 at 6:00 pm

This exam is to be taken on Learning Suite before 11 am on Wednesday morning. There are approximately twenty questions which cover our learning in the first half of the course. It is not timed, but no outside sources may be used to assist with answers--on your honor!

Study Guide 7

Oct
23

Due: Wednesday, Oct 23 at 11:59 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2

Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Study Guide 8

Oct
28

Due: Monday, Oct 28 at 11:59 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Direct Instruction Video Observation 2

Oct
29

Due: Tuesday, Oct 29 at 9:00 am

-Go to: <https://www.dropbox.com/sh/b4zitzvr2t2gpfq/AACVzSV2rqInYzysh-k21jPNa?dl=0>
(<https://www.dropbox.com/sh/b4zitzvr2t2gpfq/AACVzSV2rqInYzysh-k21jPNa?dl=0>)

-Watch video 2.mp4

-Write a one page reflection on how the elements of Direct Instruction from the video were or were not achieved. Consider:

- **Opening:** objective stated, rationale, rules stated
- **Model:** instructions clearly stated and demonstrated, adequate number of examples provided, check for understanding included and appropriate
- **Guided Practice:** Group responses, all students actively engaged, data was taken and used to inform instruction, prompts were faded, opportunities to respond, sufficient number of exercises and praise

- **Independent Practice:** Opportunity for students to use skill **independently** is provided, data was taken and used to inform instruction, opportunities to respond, sufficient number of exercises and praise
- **Closing:** Statements are made in regards to how students performed academically and behaviorally during the lesson, how this lesson connects to the next is explained and smooth transitions to the next activity
- **Overall:** Alignment from Objective to Model to GP to IP? What went really well? What could be strengthened?

Study Guide 9

Nov
04

Due: Monday, Nov 04 at 11:59 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Direct Instruction Writing Lesson Plan

Nov
04

Due: Monday, Nov 04 at 11:59 pm

Submit a short Direct Instruction lesson plan
Sample forms for data collection

Study Guide 10

Nov
11

Due: Monday, Nov 11 at 11:59 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in

practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

TRI: Targeted Reading Intervention

Nov
11

Due: Monday, Nov 11 at 11:59 pm

Check out appropriate supplies to teach a word work lesson. Record yourself teaching a word work component of a TRI lesson to a child or individual with a severe disability that could use support on these skills.

This should include:

Segmenting Words

Read, Write and Say

Change One Sound

Upload your video to Goreact

TWS 4

Nov
11

Due: Monday, Nov 11 at 11:59 pm

Writing Lesson Plan Video

Nov
13

Due: Wednesday, Nov 13 at 11:59 pm

Teach, Record and Observe a Direct Instruction Lesson

Task	Points Earned	Points Possible

<p>Request a time with your Mentor Teacher to teach a Direct Instruction Lesson to a small group of students. Explain that this lesson will be recorded and uploaded only to a password protected website for your professor and TA to review.</p> <p>Please have your mentor initial and date below to indicate that you requested a time to teach given the above criteria with at least 48 hours notice:</p> <p>Mentor's initials: _____ date: _____</p>		5
<p>Teach and record a Direct Instruction Lesson. Upload your lesson and lesson plan to Goreact using this link: https://byu.goreact.com/join/97d008d9-6e67-4162-9662-5c30dcf5bf89</p>		5
<p>Watch your lesson on Goreact and comment on the following in regards to your lesson:</p> <ul style="list-style-type: none"> • Opening: objective stated, rationale, rules stated • Model: instructions clearly stated and demonstrated, adequate number of examples provided, check for understanding included and appropriate • Guided Practice: Group responses, all students actively engaged, data was taken and used to inform instruction, prompts were faded, opportunities to respond, sufficient number of exercises and praise • Independent Practice: Opportunity for students to use skill independently is provided, data was taken and used to inform instruction, opportunities to respond, sufficient number of exercises and praise • Closing: Statements are made in regards to how students performed academically and behaviorally during the lesson, how this lesson connects to the next is explained and smooth transitions to the next activity • Overall: Alignment from Objective to Model to GP to IP? What went really well? What could be strengthened? 		10
<p>Respond to your TA's feedback on Goreact within two business days of feedback being posted.</p>		5
<p>TOTAL</p>		25

Direct Instruction Lesson Plan-- Topic of Choice

Nov
18

Due: Monday, Nov 18 at 11:59 pm

Submit a scripted Direct Instruction lesson plan
Methods of Error correction

Study Guide 11

Nov
18

Due: Monday, Nov 18 at 11:59 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

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Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Study Guide 12

Nov
20

Due: Wednesday, Nov 20 at 11:59 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

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Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1

Study guides reflects the entire chapter		1
TOTAL		10

Final Lesson Plan Video

Nov
25

Due: Monday, Nov 25 at 11:59 pm

Teach, Record and Observe a Direct Instruction Lesson

Task	Points Earned	Points Possible
<p>Request a time with your Mentor Teacher to teach a Direct Instruction Lesson to a small group of students. Explain that this lesson will be recorded and uploaded only to a password protected website for your professor and TA to review.</p> <p>Please have your mentor initial and date below to indicate that you requested a time to teach given the above criteria with at least 48 hours notice:</p> <p>Mentor's initials: _____ date: _____</p>		5
<p>Teach and record a Direct Instruction Lesson. Upload your lesson and lesson plan to Goreact using this link: https://byu.goreact.com/join/97d008d9-6e67-4162-9662-5c30dcf5bf89</p>		5

<p>Watch your lesson on Goreact and comment on the following in regards to your lesson:</p> <ul style="list-style-type: none"> • Opening: objective stated, rationale, rules stated • Model: instructions clearly stated and demonstrated, adequate number of examples provided, check for understanding included and appropriate • Guided Practice: Group responses, all students actively engaged, data was taken and used to inform instruction, prompts were faded, opportunities to respond, sufficient number of exercises and praise • Independent Practice: Opportunity for students to use skill independently is provided, data was taken and used to inform instruction, opportunities to respond, sufficient number of exercises and praise • Closing: Statements are made in regards to how students performed academically and behaviorally during the lesson, how this lesson connects to the next is explained and smooth transitions to the next activity • Overall: Alignment from Objective to Model to GP to IP? What went really well? What could be strengthened? 		10
Respond to your TA's feedback on Goreact within two business days of feedback being posted.		5
TOTAL		25

Attendance and Participation

Dec
11

Due: Wednesday, Dec 11 at 11:59 pm

Schedule

Date	Column 1	Column 2
Week 1		
W Sep 04 Wednesday	Introduction to CPSE 453	
F Sep 06 Friday		
Week 2		

M Sep 09 Monday	<p>Acquisition, Proficiency, Maintenance, and Generalization</p> <p>Review Basis of Effective Instruction 453 Basis of Instruction from Heward pp. 142-148.pdf Download</p> <p>PowerPoint and practice</p> <p>What is learning? https://www.instructionaldesigncentral.com/learning-theory</p> <p>The IEP Process</p> <p>Study Guide 1</p>	Bring <i>IEPs: Writing Quality Individualized Education Programs</i> from your Intro class
W Sep 11 Wednesday	<p>Ch. sharing report</p> <p>What is specialized instruction? Direct Instruction Observation Form Write the key components you want to look for in the assignment.</p> <p>Anita Archer Video</p> <p>Core Standards and Essential Elements</p>	
Week 3		
M Sep 16 Monday	<p>Continue: Core Standards and Essential Elements</p> <p>How Do I Design My Lesson Plan?</p> <p>SMART lesson objectives and lesson opening</p> <p>https://www.understood.org/en/school-learning/special-services/ieps/how-to-tell-if-your-childs-iep-goals-are-smart</p> <p>Practices supported by research</p> <p>Study Guide 2</p>	
W Sep 18 Wednesday	<p>Preview IRIS Module</p> <p>Read article . Explicit Instruction: Historical and Contemporary Contexts by Hughes, Morris, Therrien and Benson</p> <p>Lesson Planning Opening and Modeling</p>	Chapter summary-- Ann
Week 4		

M Sep 23 Monday	<p>Lesson Planning Guided, Independent Practice, and Closing</p> <p>Read Ch. 2 Designing Lessons from Explicit Instruction text (available under content tab)</p> <p>TWS 2 Planning Sheet - done in Practicum</p> <p>Study Guide 3</p>	Chapter summary-- Lauren
W Sep 25 Wednesday	<p>Direct Instruction Math Lesson Plan</p> <p>Practice Opening</p> <p>Read Purposeful Independent Practice Procedures by Hughes and Riccomini</p>	
Sa Sep 28 Saturday	IRIS Module: Content Standards	
Week 5		
M Sep 30 Monday	<p>Guest Speaker . Abby McLeod Prompting Students</p> <p>Direct Instruction Video Observation 1</p> <p>Study Guide 4</p>	Chapter summary-- Ashley
W Oct 02 Wednesday	<p>Math Lesson Plan Video</p> <p>Virtual guest speaker . Karen Burton . Task Analysis</p> <p>Read Snodgrass (2017) article on Task Analysis</p>	
Week 6		
M Oct 07 Monday	<p>Core Standards and Essential Elements . Reading/Language Arts</p> <p>TWS 2</p> <p>Study Guide 5</p>	Chapter summary-- Maddie
W Oct 09 Wednesday	<p>Writing PLAAFPs and MAGs</p> <p>writing lab for DI Reading Lesson Plan</p> <p>Dr. Jared Morris 2:00</p> <p>IRIS Module: Evidence-Based Practice</p>	
Sa Oct 12 Saturday	Direct Instruction Reading Lesson Plan	
Week 7		
M Oct 14 Monday	<p>Overview of RTWS, examine an example for specific components</p> <p>Read Direct Instruction . Kozloff, M., LaNunziata, L., & Cowardin, J.</p> <p>Outline this article for quick reference</p> <p>Study Guide 6</p>	Chapter summary-- Rachel

W Oct 16 Wednesday	Course review for Midterm Exam DI Social Skills lesson Dr. Jared Morris Reading Lesson Plan Video	
Week 8		
M Oct 21 Monday	Midterm Exam	
T Oct 22 Tuesday	Midterm Exam	
W Oct 23 Wednesday	Review midterm exam Guided Practice, Independent Practice Study Guide 7	Chapter summary-- Kimberly
Week 9		
M Oct 28 Monday	Review writing Goals and PLAAFPs in the IEP workbook GG Study Guide 8	Chapter summary-- Alex
T Oct 29 Tuesday	Direct Instruction Video Observation 2	
W Oct 30 Wednesday	Guided Practice, Independent Practice, Closing Direct Instruction: What the Research Says by Education Consumers Foundation	
Week 10		
M Nov 04 Monday	Direct Instruction Writing Lesson Plan Study Guide 9	Chapter summary-- Jessica
W Nov 06 Wednesday	Report on Direct Instruction research questions on taking data Review TWS 4	
Week 11		
M Nov 11 Monday	Study Guide 10 TRI: Targeted Reading Intervention TWS 4	Chapter summary-- Ann
W Nov 13 Wednesday	Writing Lesson Plan Video Error Correction Procedures IRIS Module Providing Instructional Supports: Facilitating Mastery of New Skills	
Week 12		

M Nov 18 Monday	Direct Instruction Lesson Plan-- Topic of Choice Study Guide 11	Chapter summary-- Lauren
W Nov 20 Wednesday	Study Guide 12	
Week 13		
M Nov 25 Monday	Final Lesson Plan Video	Chapter summary-- Ashley
W Nov 27 Wednesday	No Classes	
Week 14		
M Dec 02 Monday		
W Dec 04 Wednesday		
Week 15		
M Dec 09 Monday		
W Dec 11 Wednesday	Attendance and Participation	
Th Dec 12 Thursday	Final Exam: 160 MCKB 11:00am - 2:00pm	
Week 16		
T Dec 17 Tuesday	Final Exam: 331 MCKB 2:30pm - 5:30pm	

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 every instructor's 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 Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

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