Elementary Education
508 Creative Arts and Social Sciences in Early Childhood
ECH 575 601 for independent study
Spring One 2020
Term One August 26-October 16, 2019

Instructor: Susan Casey
Course Time & Location: Online
Office: ECRC
Office Hours: Online – Monday 7-10 am
Online – Wed 8-9 pm
Online – Thursday 8-9 am
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caseys1@sfasu.edu

Credits: 3
Prerequisites:

I. Course Description:
Thorough study of creativity and social learning development related to young children, creative and social learning instruction. Study includes anti-bias curriculum and cultural diversity. Course content is enriched through experiences in the field.

II. Intended Learning Outcomes/Goals/Objectives
This course supports the College of Education’s Vision, Mission, Goals, and Core Values in that it addresses four of the five core values: academic excellence (through learning content and critical, reflective, and creative thinking), life-long learning (through discussions and application), collaboration (through discussions, emails, and some assignments), openness (to new ideas, theories, and philosophies), and most importantly integrity (through your demonstration of ethical and professional dispositions). Though this course does not address the COE’s Vision, Mission, Goals, and Core Values of service, you will participate in a community service project if you are an ECH MEd candidate. To help you learn the Core Values, the acronym is S-O-C-I- A-L (see above).

Program Learning Outcomes:
PLO 1: Candidates grounded in child development use their knowledge of child development and learning to create healthy, respectful, supportive, and challenging environments and investigate the historical context of early childhood and disseminate best practices and relevant issues in early childhood education.
PLO 2: Candidates know about, understand, and value the importance and complex characteristics of families and communities, foster positive
relationships that support and empower families, and engage community partners in advocating for young children and their families

PLO 3: Candidates know assessment is central to the practice of early childhood professionals; design and select assessments to systematically observe, document, and assess young children; and work in partnership with families and other professionals to positively influence development.

PLO 4: Candidates realize teaching and learning with young children varies depending on children’s ages, characteristics, and settings where teaching and learning occur; they know the aspects of child development and use their understanding to create developmentally appropriate environments and implement best practices to connect with children and families to positively impact children.

PLO 5: Candidates use content knowledge and past and present theories related to early childhood education to design, implement, and evaluate meaningful and challenging curriculum and experiences that promotes comprehensive developmental and learning outcomes for diverse learners.

PLO 6: Candidates are collaborative early childhood partners who conduct themselves as professionals and use ethical guidelines and professional standards, make informed decisions, and are informed advocates for sound educational practices and policies who recognize valid and credible research, evaluate, and synthesize it to inform practice.

**Student Learning Outcomes:**

SLO 1.4- Candidates investigate developmental art processes for young children. (PLO 1)
SLO 2.2- Candidates demonstrate knowledge of various cultures and their effects on the early childhood field. (PLO 2)
SLO 3.16 Candidates evaluate social studies curriculum based on DAP and state and national standards. (PLO 3)
SLO 4.11- Candidates understand how the resources for learning; family, community, and classroom materials, can impact a child’s learning and development. (PLO 4)
SLO 5.4- Candidates investigate visual and performing arts curriculum for young children. (PLO 5)
SLO 5.5-Candidates examine anti-bias curriculum and its benefits to young children and their families. (PLO 5)
SLO 5.6-Candidates analyze past and present concepts and theories related to social studies curriculum (PLO 5)
SLO 6.1 Candidates demonstrate professional demeanor and behaviors (SLO 6)
SLO 6.2 Candidates demonstrate professional reflection of own work and work of others (PLO 6)
SLO 6.3 Candidates actively participate in class discussions, contributing to the greater knowledge and understanding of course content
SLO 6.9 Candidates investigate current research in social sciences and demonstrate an understanding of the principles and implications in early childhood classroom.

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

- Create a lesson plan using three dimensional art for preschool children
- Explore your state pre-school and/or primary grades arts standards
- Take the diversity survey online and look at your results. Write a one page summary of the results
- Investigate the various cultures represented in one public school district and one for-profit child care facility in your area. Write a paper including a minimum of four outside sources to support your findings. – THIS IS A LIVETEXT ASSIGNMENT
- Select a standard from the state/national social studies standards and write a learning objective for a specific age group. Using the same learning objective, write a language objective.
- Find Social Studies curriculum online for Preschool Children. Complete the evaluation instrument.
After observation, list the ways in which these children (minimum of 4) are alike and different, regardless of their age and individual characteristics.

Describe in the discussion board the community around your local school and identify possible field trip destinations and guest speakers for a chosen topic in either History, Geography, Economics, or Civics and Government.

Go to the discussion board and post a model of creativity

What is anti-bias curriculum? Response to at least five peers with constructive thoughts and questions.

Collect 10 children’s books that you would find in any preschool classroom. Evaluate each book on whether the book demonstrates any form of bias.

Create a one page letter to the school board in support of keeping social studies and fine arts in the school curriculum for pre-school and primary classes.

Interview a teacher of young children. Ask him or her to define the social studies. Observe in the teacher’s classroom.

**IV. Evaluation and Assessments (Grading):**

**SLO 1.4- Candidates investigate developmental art processes for young children. (PLO 1)**
Assessment One - Chapter 7 explains the different developmental techniques related to the three-dimensional art supplies, and the book presents different objectives for different ages. Boxes, wood, sand, clay, and fabrics are all materials that allow children to discover their own creative expression. Create a lesson plan using three dimensional art for preschool children. Integrate the lesson with a Trade Book appropriate for young children. Follow the lesson plan template and include an appropriate assessment. Create your three dimensional art and post a picture with the lesson plan. (Lesson Plan)
Assessment Two – Explore your state pre-school and/or primary grades arts standards. How do they compare to the ideas covered in Creative Arts chapters? Chose one grade level PreK-2nd and map out a curriculum that you could integrate with the foundational areas of Social Studies (History, Geography, Economics, or Civics and Government) for a unit of study. (Evaluation)

**SLO 2.2- Candidates demonstrate knowledge of various cultures and their effects on the early childhood field. (PLO 2)**
Assessment One - Take the diversity survey online and look at your results. Write a one page summary of the results and possible professional development you could engage in where understanding is lacking. Find a resource for one of the areas of professional development indicated. (One Page Summary)
Assessment Two – Investigate the various cultures represented in one public school district and one for profit child care facility in your area. What are the implications for these public service providers? Write a paper including a minimum of four outside sources to support your findings. Two of the sources must be research based. (APA Paper w/ research sources) (Possible SLO 6.9 Candidates investigate current research in social sciences and demonstrate an understanding of implications in early childhood classrooms)

**SLO 3.16- Candidates evaluate social studies curriculum based on DAP and state/national standards. (PLO 3)**
Assessment One - Select a standard from the state/national social studies standards and write a learning objective for a specific age group. Using the same learning objective, write a language objective. Now outline a classroom discussion and create some higher level thinking questions to guide the discussion. (Evaluation)
Assessment Two – Find Social Studies curriculum you can purchase online for Preschool Children. Complete the evaluation instrument. What are the implications for this particular product? Write your response. (Evaluation)
SLO 4.11- Candidates understand how the resources for learning; family, community, and classroom materials, can impact a child’s learning and development. (PLO 4)
Assessment One - When you are shopping, walking in a park or attending a community gathering, observe children under the age of 8. List the ways in which these children (minimum of 10) are alike, regardless of their age and individual characteristics. Then observe again and make another list of the ways in which the children differ from one another as individuals. What resources are available and what resources are lacking based on the needs of the children you observed? Write a synopsis of the information gained. (Field Experience and Paper)
Assessment Two – Describe in the discussion board the community around your local school and identify possible field trip destinations and guest speakers for a chosen topic in either History, Geography, Economics, or Civics and Government. What community resources are available? Respond to a minimum of three peers. Minimum effort does not equal maximum points. (Discussion)

SLO 5.4- Candidates investigate visual and performing arts curriculum for young children. (PLO 5)
Assessment One - Go to the discussion board and describe what models of creativity means. Respond constructively to at least three peers about their ideas. (Discussion)
Assessment Two – Students will plan a reading, science and math lesson that involves performing arts, music, dance or movement. You may only use each the chosen art techniques once. This means in the three lessons you will use three different art expressions. Provide a list of the objectives and the materials you will need in order to create the lesson. Consider what your assessment of the lesson would be. In a Powerpoint you will present your lessons, complete with materials, props, and assessments. Use the components of our Lesson Plan Template. (Lesson Plans)

SLO 5.5-Candidates examine anti-bias curriculum and its benefits to young children and their families. (PLO 5)
Assessment One - Discuss - What is anti-bias curriculum? Response to at least three peers with constructive thoughts and questions. (Discussion)
Assessment Two – Collect 10 children’s books that you would find in any preschool classroom related to a Social studies lesson. Evaluate each book on whether the book demonstrates any form of bias. This includes gender, sexual orientation, cultural, religion, language, etc. Please refer to the Various Forms of Bias in Literature provided. (Evaluation)

SLO 5.6-Candidates analyze past and present concepts and theories related to social studies curriculum (PLO 5)
Assessment One - Imagine that your local school board is meeting to discuss the issue of creating more time for the basics (reading, writing and math). Create a one page letter to the school board in support of keeping social studies and fine arts in the school curriculum for pre-school and primary classes. Include a cogent argument for the social studies being considered a “basic” subject while the arts are an expression outlet. (Application)
Assessment Two - Interview a teacher of young children. Ask him or her to define the social studies. What is included in this definition? How does the teacher decide what to include in the social studies curriculum? How is their understanding different from the theorist? The goal is to determine how teachers define the social studies and make decisions about what to teach and how that compares to the state/national standards and the theorist understandings. Now observe a classroom. How many different activities do you see? List the social studies experiences the children have during this time. How many skills, attitudes and concepts do you see children using? Write a paper to convey your investigation and understandings. (Field Experience and Paper)
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Assignments</th>
<th>Assessment</th>
<th>PLO/SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Social Studies – Chapter 1 and 2 Pages 1-59</td>
<td>Set up your Profile including a picture in D2L. Introduce Yourself in the</td>
<td>Profile – 5</td>
<td>PLO 2</td>
</tr>
<tr>
<td>January 15</td>
<td>Social Studies Content Chapter 7 – pages 191-220</td>
<td>Discussion Board in D2L</td>
<td>Introduction – 5</td>
<td>SLO 2.2</td>
</tr>
<tr>
<td>15-26</td>
<td>Read <em>These are the Social Studies and Planning and Assessment</em> pages 1-59</td>
<td>Watch the Chapter 1 and 2 PowerPoints</td>
<td>Diversity Survey</td>
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<tr>
<td></td>
<td>in <em>Social Studies for the Preschool/Primary Child</em>. This content covers</td>
<td>Watch Chapter 7 Content PowerPoint</td>
<td>– 25 points</td>
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<tr>
<td></td>
<td>the concept of Social Studies with planning and assessment.</td>
<td>Take the diversity survey online and look at your results. Write a one page</td>
<td>Chapters 1-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read Children's study of time, continuity, and change - pages 191-220</td>
<td>summary of the results and possible professional development you could</td>
<td>Quiz – 20 points</td>
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</tr>
<tr>
<td></td>
<td>in <em>Social Studies for the Preschool/Primary Child</em> to</td>
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gain content knowledge. This content covers the concept of Time, Continuity and Change in relation to History.

engage in where understanding is lacking. Find a resource for one of the areas of professional development indicated.

| Week One Continued January 15-26 | Creative Arts – Chapter 1 and 2 Pages 1-63  
Social Studies Content Chapter 8 Pages 221-254  
The creative arts is our universal language - the language of our imaginations, of musicians and dancers, painters and sculptors, storytellers and poets. The dialect or the language spoken rarely impacts our enjoyment of the arts. The creative arts are one of the most revealing of all human activities. They are the way we communicate the very essences of our aesthetic experiences - our powerful, essential, and lasting ways of bringing beauty to our world. As you engage with the author of this text, put away your "I can'ts" and enjoy the moment. Young children do not care how well you produce your art but that you have a venue to express the thoughts running wild in their minds. Both the environment and children's explorations within it are complex and complicated. To help you organize the possibilities for children's geographic learning within an environment, the national geography standards and the National Council for the Social Studies have identified major themes and concepts key to the study of geography. Therefore, this textbook contains five major themes for geography. They include  
• the earth is the place where we live  
• directions and location  
• relationships within places  
• spatial interactions  
• regions | Watch the Chapter 1 and 2 PowerPoints  
Watch Chapter 8 Content PowerPoint  
Go to the discussion board and describe what “models of creativity” means. Respond constructively to at least five people about their ideas. Select a standard from the state/national social studies standards and write a learning objective for a specific age group within the age range of 4 to 8 year olds. Using the same learning objective, write a language objective. Now outline a classroom discussion and create some higher level thinking questions to guide the discussion. | Chapter 7 Content Quiz – 10 points |
| --- | --- | --- |
| Week Three January 27-February 2 | Social Studies Chapters 3 and 4 pages 60-127  
Social Studies Chapter 9 Content pages 255-273  
We have to find out who our resources are for learning. Parents, stakeholders and even the children bring experiences to classroom and those experiences color the social studies curriculum. We will first examine thinking and concept formation and how questioning skills enlighten our | Watch the Chapter 3 and 4 PowerPoints  
Watch Chapter 9 Content PowerPoint  
Find Social Studies curriculum online for Preschool Children. Complete the evaluation instrument. What are the implications for this particular | Evaluation of Curriculum – 25 points  
Discussion Board – 25 points  
Chapter 3-4 | PLO 3  
SLO 3.6  
PLO 4  
PLO 4.?
| Week Four | Creative Arts Chapters 3 and 4 Pages 64-151
Social Studies Chapter 10 Content Pages 274-292
Our first area to investigate is Exploring Feelings and Images. In this concept we will examine areas which deal with affective domains, the two hemispheres of the brain, and guided imagery. Teaching yourself how to participate in imagery relaxation techniques and then teaching your students how to use the knowledge is critical. Next we will peruse the first content area dealing with music and movement. Theories by Gardner that apply to music and movement include musical, bodily kinesthetic, and logical-mathematical. This chapter also examines the basic stages of musical development for 2 through 6 year olds.
In civics and government we will begin looking at democratic values, political concepts, and ownership and pride. You will be introduced to how people create and change structures of power, authority, and governance. Children are exposed to questions and issues surrounding citizenship and various rights. |
|---|---|
| Social Studies Chapters 5 and 6 pages 128-190
Social Studies Chapter 11 Content – 292-305
We will first be introduced the topic of socialization in a chapter entitled Self, Others, and the Community: Social Skills. There will be a discussion of the theories of socialization, affective domains, self-concept and relating to others. The topic of culture is covered in the chapter entitled Culture, Diversity, and Values. You will have an opportunity to access your attitudes, learn about how children value product? Write your response. Describe in the discussion board the community around your local school and identify possible field trip destinations and guest speakers for a chosen topic in either History, Geography, Economics, or Civics and Government. What community resources are available? |
| Quiz – 20 points
Chapter 9 Quiz – 10 points |
| PLO 4 SLO 4 |
| Cultural Awareness – 25 points - LIVETEXT Discussion Board -25 points Quiz Chapters 5-6 – 20 |
| PLO 2 SLO 2.2 PLO 5 SLO 5.5 |
The final chapter in our content study of Social Studies is entitled Global Connections. The difference between interconnectedness and interdependency will be established. Global implications will be discussed with a focus on peace education.

### Week Six
**February 17-23**

Creative Arts Chapters 5 and 6 Pages 152-232

- We will examine lists and explore many of the mediums used in the visual arts, such as paints, clay, crayons, and printing, with the continued focus that *process* is more important than *product*. We will connect drawing and the visual arts to the cognitive learning process through research and real-world examples. Complete with developmental stages and student pictures, this chapter explores how we as teachers have a critical role in making the early art experience a valuable one. How we talk to children about artwork is important, and that concept is presented in this chapter. Authentic assessment, with specific guidelines, is included in this exploration. In addition, Celebrating the Visual Arts introduces you to ways to explore the visual arts through a multicultural context.

- Encouraging Play and Creative Drama in the Classroom introduces several types of creative drama including pantomime, story enactment, sociodramatic play and improvisation. Included are guidelines for using formal observation as an assessment tool. We will also define intrapersonal and interpersonal intelligences and how teachers can support children’s growth in these areas. On the continuum of development in the affective domain, organization is defined and explained. Engouraging Play and Creative Drama also introduces the National Standards for Theater Education and how to view drama through a multicultural context.

### Week Seven

Creative Arts Chapters 7 and 8 Pages 233-306

- Watch the Chapter 7 and 8 PowerPoints. Explore your state pre-school and/or primary grades arts standards. How do they compare to the ideas covered in Creative Arts chapters? Chose one grade level PreK-2nd and map out a two week curriculum that you could integrate with the foundational areas of Social Studies (History, Geography, Economics, or Civics and Government) for a unit of study. Imagine that your local school board is meeting to discuss the issue of creating more time for the basics (reading, writing and math). Create a one page letter to the school board in support of keeping social studies and fine arts in the school curriculum for pre-school and primary classes. Include a cogent argument for the social studies being considered a “basic” subject while the arts are an expression outlet.

- Lesson Plan – 25 points
- PLO1 SLO 1.4
- PLO5 SLO 5.6
February 24-March 1

First, we will examine Developmentally Appropriate Practice (DAP) while looking at the naturalist intelligence proposed by Gardner. Three-dimensional art can be touched, felt and looked at from many perspectives. This chapter explores many three-dimensional art forms and gives step-by-step directions on how to properly use these materials. There are explorations about the different developmental techniques related to the three-dimensional art supplies and the text presents different objectives for different ages. Boxes, wood, sand, clay, fabrics and sand are all materials that allow children to discover their own creative expression.

In Planning for Literature we will probe into the realm of literature, looking at various genres, linguistic intelligence and processes and materials for literature integration. We will examine the highlights and many forms of literature to explore with your children. Specific books, poems, and songs are all listed, as well as how to arrange your room with an active literature section. Language, literacy and developmentally appropriate practice in literature are all explained in text. Also in this theme, the process of creating an interdisciplinary unit is presented and explored. See the Literature appendix 1 for more book titles arranged by genre.

Chapter 7 explains the different developmental techniques related to the three-dimensional art supplies, and the book presents different objectives for different ages. Boxes, wood, sand, clay, and fabrics are all materials that allow children to discover their own creative expression. Create a lesson plan using three dimensional art for preschool children. Integrate the lesson with a Trade Book appropriate for young children. Follow the lesson plan template and include an appropriate assessment. Create your three dimensional art project and post a picture with the lesson plan.

Interview a teacher of young children. Ask him or her to define the social studies. What is included in this definition? How does the teacher decide what to include in the social studies curriculum? How is their understanding different from the theorist? The goal is to determine how teachers define the social studies and make decisions about what to teach and how that compares to the state/national standards and the theorist understandings. Now observe a classroom. How many different activities do you see? List the social studies experiences the children have during this time. How many skills, attitudes and concepts do you see children using? Write a paper to convey your investigation and understandings.

| Week Eight | Final | Students will plan a reading, science and math lesson that involves | Final – | PLO 5 SLO 5.4 |
| March 2-4 | We have spent the last seven weeks going through process and content for Social Studies and Creative Arts. We have learned that instruction must meet the needs of the children. We have learned that language is critical to the success of all children. The creative arts are our universal language - the language of our imagination, of musicians and dancers, painters and sculptors, storytellers and poets. They are the rhythmic language of the dancing five-year-old using their body to recreate the graceful movements of the dolphins or a galloping horse. The creative arts are one of the most revealing of all human activities. The wholeness of the child is honored through the Social Studies curriculum as we advocate for an integrated process of study. The wholeness of learning - the intimate relationship between children's cognitive growth and their social, physical, and emotional growth - is recognized and respected. Social studies are approached as an integrated experience, one that involves the school, parents, and community. The final is due at 5:00 pm on March 4th. |
| March 2-4 | performing arts, music, dance or movement. You may only use each the chosen art techniques once. This means in the three lessons you will use three different art expressions. Provide a list of the objectives and the materials you will need in order to create the lesson. Consider what your assessment of the lesson would be. In a Powerpoint you will present your lessons, complete with materials, props, and assessments. Use the components of our Lesson Plan Template. Collect 10 children’s books that you would find in any preschool classroom related to a Social studies lesson. Evaluate each book on whether the book demonstrates any form of bias. This includes gender, sexual orientation, cultural, religion, language, etc. Please refer to the Various Forms of Bias in Literature provided. |
| March 2-4 | 75 points |
| March 2-4 | Anti-bias Children’s books. – 50 points - |
| March 2-4 | SLO 5.5 |
| VI. Readings (Required and recommended—including texts, websites, articles, etc.): |
| Required: LiveText Statement: | This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. |
If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VI. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! 7-10 Bonus Points

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance
This course meets in cyberspace. There are no face-to-face meetings. Students will login to Desire to Learn (D2L) EACH day. Due to an abbreviated semester, it is imperative that students stay abreast of all assessments, assignments, chats, discussions, postings, and communications. The only way to do this is to CHECK THE COURSE at least once daily.

A student tracking system monitors courses in D2L. Evidence of daily participation, discussion postings, viewing and submitting assignments, and viewing and taking quizzes is available to the instructor of record and the instructional assistant. Learn more in D2L.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/ It is the responsibility of the instructor to organize examinations so students with disabilities may be accorded extra time and special testing conditions when needed as an accommodation. When possible, special testing will be done within the offices of the academic department. When testing cannot be done in the department, disability services will provide secure facilities and supervision.
Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:
Life Happens
In the event “life” happens to you and you see it will impact your work, it is your responsibility to contact your professors at the earliest moment possible. Often times we can provide assistance and help you handle the stresses of graduate school while dealing with your crisis or extenuating circumstance(s). To better enable me to help you, contact me immediately; do not wait until your situation is almost resolved.

Work Policies
- Late Work— As a general policy I do not accept late work. The dropbox and discussion board close at 11:59 pm. Do not wait until the last minute to post. If you have an issue you MUST contact me prior to the assignment being due. My contact information and cell phone are listed above. Contacting me after the window has closed will not allow me to assist you.
- “Redo Work” Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor of record. The instructor of record will approach you to see if you want to redo an assignment.