I. Course Description
This course explores the psychology of language as well as the social semiotics of language learning. Theories of cognition and sociolinguistics will be examined as they relate to literacy development in regular and specialized learning contexts.

II. Rationale
This course is required for state certification as reading specialist. It serves as one of the courses needed to help graduate students develop a broader understanding of the role of linguistics and grammar in the study and teaching reading.

III. State Adopted Proficiencies
The following state adopted proficiencies are covered in this course:

A. The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
B. The teacher creates a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
C. The teacher responds appropriately to diverse groups of learners.
D. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
E. Learner-Center Professional Development. The teacher, as a reflective practitioner dedicated to all students’ success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

IV. Competencies (State Board for Educator Certification)

TEXES
Domain IV-Professional Knowledge and Leadership
Competency 013 (Theoretical Foundations and Research-Based Curriculum)

SBEC
Standard I. Components of Reading: 1.19k, 1.37s, 2.18k, 4.2k, 4.3k, 4.1s
The beginning Reading Specialist knows and understands

1.19k

a variety of comprehension theories/models (e.g., transactional, interactive, metacognitive, socio-psycho linguistic, constructivist) and their impact on instructional strategies

2.18k

the strengths and limitations of current educational theories that underlie instructional practices and programs

4.2k

the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition

4.3k

the importance of the interactions among the reader, the text, and the context of the reading situation

The beginning reading specialist is able to

1.37s

promote effective use of written English conventions by helping students recognize the similarities and differences between language (e.g., syntax and vocabulary used in spoken and written English)

4.1s

communicate the theoretical rationale for instructional decisions and practices

V. Course Objectives

This course is designed to enable students to:

1. Develop an understanding of the relationship between language and literacy through a critique of theory and research.
2. Explore the influence of cultural and social boundaries on language and literacy development.
3. Explore methods and develop literary/learning strategies consistent with a psycho-sociolinguistic interpretive framework.

VI. Course Topics

The major topics to be considered are:

Psycholinguistics, Language Explorations, and the Psychology of Reading
Sociolinguistics and the Study of Language and Reading
Language Development
Literacy and Language Learning in Multicultural and Specialized Contexts

VII. Instructional Methods and Activities

Methods and activities for instruction include:

Lecture
Group discussion
Student led discussion
Video
Quizzes

VIII. Evaluation and Grade Assignment
Note: This course will be managed via BlackBoard 9.1 (Learn). You must have an Island Online account. If you have not participated in an online course before, go to https://iol.tamucc.edu/ In the Island Online Login Box, click on “I am a new user” and follow directions to establish your account. You will need to go to http://bb9.tamucc.edu to establish your BlackBoard 9.1 login.

The course requirements are:

A. Assignment 1: Language exploration, Journal entry.
   You will write a personal exploration of several language elements (minimum: 250 words). (20 points. Details and deadlines on BlackBoard.)

B. Assignment 2: Exploring language in the world: Field REsearch
   You will write a 500-word (minimum) mini-action research paper analyzing language usage from a field-study assignment. (50 points. Details and deadlines on BlackBoard.)

C. Assignment 3: Research paper
   You will write a 7-10 page research report on a topic related to course study. You will select your topic in consultation with the professor. (100 points. Details and deadlines on BlackBoard.)

D. Assignment 4: Reflection and application
   You will write a personal reflection of your professional journey through the topics in the course. Included in your reflection will be a discussion of how your new knowledge will impact your practices in the classroom. (100 points. Details and deadlines on BlackBoard.)

E. Quizzes
   There will be three quizzes based on assigned reading and classroom presentations. (60 points)

Grades

<table>
<thead>
<tr>
<th>Requirement</th>
<th>(points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absence (-10 points)</td>
<td></td>
</tr>
<tr>
<td>Assignment 1</td>
<td>20</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>50</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>100</td>
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<tr>
<td>Assignment 4</td>
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<tr>
<td>Quizzes</td>
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<td>TOTAL</td>
<td>330</td>
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</table>

Grades (Letter assignments)

93% - 100%          A
86% - 92%           B
79% - 85%           C
73% - 78%           D
Less than 73%       F
### IX. Course Schedule and Policies

#### Tentative course schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Requirement due</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 23</td>
<td>Course requirements</td>
<td></td>
</tr>
<tr>
<td>August 30</td>
<td>About language</td>
<td>DWC 1,2</td>
</tr>
<tr>
<td>September 6</td>
<td>Processing and perception</td>
<td>DWC 3, 4</td>
</tr>
<tr>
<td>September 13</td>
<td>Word knowledge</td>
<td>DWC 5 Quiz 1</td>
</tr>
<tr>
<td>September 20</td>
<td>How sentences work</td>
<td>DWC 6</td>
</tr>
<tr>
<td>September 27</td>
<td>Comprehension and memory</td>
<td>DWC 7 Assignment 2</td>
</tr>
<tr>
<td>October 4</td>
<td>Producing speech</td>
<td>DWC 8</td>
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<tr>
<td>October 11</td>
<td>Conversations</td>
<td>DWC 9</td>
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<tr>
<td>October 18</td>
<td>Acquiring and using language</td>
<td>DWC 10 Quiz 2</td>
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<tr>
<td>October 25</td>
<td>Acquiring and using language</td>
<td>DWC 11, 12 Assignment 3</td>
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<tr>
<td>November 1</td>
<td>Guest speaker</td>
<td></td>
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<td>November 8</td>
<td>Language and biology</td>
<td>DWC 13</td>
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<tr>
<td>November 15</td>
<td>Language and culture</td>
<td>DWC 14 Quiz 3</td>
</tr>
<tr>
<td><strong>November 22</strong></td>
<td><strong>No class – Thanksgiving break</strong></td>
<td></td>
</tr>
<tr>
<td>November 29</td>
<td>Olio</td>
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X. Text


XI. Selected Annotated Bibliography


Abstract: Discusses theoretical constructs defining intertextuality as a social construction. Presents a microanalysis of a first-grade reading lesson based on recent work applying interactional sociolinguistics to classrooms. Shows how teachers and students may use intertextuality to (1) define themselves and others; (2) form social groups; and (3) identify and validate previous events as sources of knowledge.


Abstract: Examines connections between literacy education as a social activity involving various levels of social relationships and the world of technology and computers, discussing recent research on the social and cultural nature of reading and writing, applying the discussion to the use of computers in classrooms, and concluding that computers in the classroom may or may not change classroom social relationships.


Abstract: Discusses six dimensions for analyzing lists used in reading education reform documents (type of list, nominalization, exclusivity and inclusivity, transivity, reading content, and intertextuality), explaining that lists frame who a good reader/good reading teacher is, what they do, and how they behave in particular institutional contexts. This approach makes visible important issues that are otherwise unavailable for scrutiny.


Abstract: This book in the NCRLA Collection provides an introductory discussion of discourse analysis of language and literacy events in classrooms. The authors introduce approaches to discourse analysis in a way that redefines traditional topics and provokes the imagination of researchers. For those who have limited knowledge of discourse analysis, this book will help generate new questions about literacy events in classrooms.

Abstract: Discusses the relationship between the terms psycholinguistics and applied linguistics, and in the process explores key issues in multilingual processing, such as the structure of the bilingual lexicon, language choice in production and perception, and the language mode.

*Language & Communication* v19 n3 p243-57

Abstract: Examines a new abstraction adopted by Noam Chomsky in articulating his ideas on language design: the abstraction of instantaneous language evolution.


Abstract: This encyclopedia of language teaching and learning is an authoritative handbook dealing with all aspects of this field of study. It has been produced specifically for language teaching professionals, but can also be used as a general reference work for academic studies at a postgraduate level. A comprehensive range of articles on contemporary language teaching and its history are included. Themes covered include the following: methods and materials; assessment and testing; contexts and concepts; influential figures; and related disciplines such as psychology, anthropology, and sociolinguistics. It covers the teaching of languages in particular countries and deals with a wide range of specific languages including Japanese, Chinese and Arabic as well as English, French, German, and Spanish. There are 35 overview articles dealing with issues such as communicative language teaching; early language teaching; teacher education; and syllabus and curriculum design. Further, 160 entries focus on topics such as bilingualism, language laboratories, and study abroad. Numerous shorter items look at cultural institutions, professional associations, and acronyms. Multiple cross references enable the user to browse from one entry to another, and there are suggestions for further reading. The encyclopedia is in alphabetical order with detailed thematic content lists and a substantial index.


Abstract: This article reports on a study that analysed life history accounts of language learning. The key aim of the study was to understand how the experience of language learning was discursively constructed through recourse to particular cultural worlds and narrative strategies. The study contributes to the growing field of research using language learning histories to extend our understanding of the learner as a social actor who derives and acts upon different identity positions that are institutionally and culturally situated but that are also dynamic and individually interpreted. Using the ethnographic concept of "figured worlds" (Holland, Lachiotte, Jr., Skinner, & Cain, 1998), we report here how participants--British adults who have learned a foreign language to a high level of proficiency--structure the "language learning project" through discursive representations of social structures meshed with personalised narratives of individual experience. By combining theoretical and methodological frames for narrative inquiry with an ethnographic perspective, we were able to identify a number of discursive worlds, both
material and symbolic, that are figured into the autobiographical accounts. In the concluding discussion, we offer some possible directions for extending this type of investigation and also suggest some practical ways in which our analysis might enrich the teaching and learning of foreign languages.


Abstract: Presents an analysis of the speech practices of preschool children engaged in daily play and interactions, by adopting a perspective that recognizes young children organizing social membership through talk and activity. A reading based on traditional early childhood practices is contrasted with an alternative reading showing children constructing gendered social membership.


Abstract: Explores whether the functional element effect (Muysken, 1997), often observed in production, is replicated in on-line comprehension results. Compared results of published frequency counts involving Spanish-English code switches with comprehension-timed experimental results.


Abstract: Utilizes M. A. K. Halliday's theories concerning the social and cultural functions of language to construct a series of social studies/language arts integrated learning activities. First graders wrote letters to an imaginary mouse in their desks and third graders answered the letters. Analyzes this activity and includes an annotated bibliography.


Abstract: This fully-updated new edition engages with topics such as orality and literacy, the history of literacy, the uses and abuses of literacy in that history, the analysis of language as cultural communication, and social theories of mind and meaning, among many other topics. It represents the most current statement of a widely discussed and used theory about how language functions in society, a theory initially developed in the first edition of the book, and developed in this new edition in tandem with analytic techniques for the study of language and literacy in context, with special reference to cross-cultural issues in communities and schools. Built around a large number of specific examples, this new edition reflects current debates across the world about education and educational reform, the nature of language and communication, and the role of sociocultural diversity in schools and society. One of the core goals of this book, from its first edition on, has been to develop a new and more widely applicable vision of applied linguistics. It will be of interest to researchers, lecturers and students in education,

Abstract: In the selection of topics and contributors, the Encyclopedia reflects the depth of disciplinary knowledge, breadth of interdisciplinary perspective, and diversity of sociogeographic experience in our field. Volumes on language socialization and language ecology have been added, reflecting these growing emphases in language education theory, research and practice, alongside the enduring emphases on language policy, literacies, discourse, language acquisition, bilingual education, knowledge about language, language testing, and research methods. Throughout all the volumes, there is a greater inclusion of scholarly contributions from non-English speaking and non-western parts of the world, providing truly global coverage of the issues in the field. Furthermore, we have sought to integrate these voices more fully into the whole, rather than as special cases or international perspectives in separate sections.


Abstract: Reviews recent research that investigates second language performance from the perspective of sentence processing (on-line comprehension studies) and word recognition. Concentrates on describing methods that employ reaction time measures as correlates of processing difficulty or knowledge representation.


Abstract: This book contends that in the United States, manner of speech and educational background reflect cultural status, and it attempts to prove through interviews with six American women that what is described as illiteracy is in fact shutting down in response to those in positions of power. After an introduction, "Language, Literacy, and Arrogance," chapters are: (1) "Language, Literacy, and Living: My Story"; (2) "Conducting a Literacy Ethnography: Hearing How People Feel"; (3) "Language, Literacy, and Living: The Women's Recollections"; and (4) "Shutting Out People and Resisting Shutdown: What I Heard the Women Say." Five appendixes contain guiding questions regarding life circumstances and the contexts of home, family, school, and church; and guiding questions for evaluating the research experience. Contains 61 references.


Abstract: Discusses what it takes to acquire language, and suggests that second language acquisition can occur without living in the country where the language is spoken and without formal instruction. The crucial variables appear to be comprehensible input and
having a good relationship with speakers of the language. Provides an example of a Mexican immigrant in the United States who learned to speak Hebrew.


Abstract: Critical review of the National Reading Panel report on fluency. Asserts that panel omitted or misinterpreted studies confirming the value of free reading in the classroom to improve student literacy. (Contains 24 references.)


Abstract: A detailed analysis of a six-month period in a child's acquisition of phonetic and phonological capacities indicates that the apparent plateau of the second year is a site of intensive language learning, which is not reflected in the growth of vocabulary or mean length of utterance.


Abstract: This discussion takes the view that poverty and school failure are not the results of natural disabilities, but rather they are the result of a conflict in our society between two opposed cultures; and that the conflict will not be resolved in any favorable way unless the dominant culture recognizes the values of the dominated culture, and changes its way of dealing with it. Ethnographic data of peer groups in Harlem are described to document the existence of the conflict between the value systems of the members and value systems of the schools. Analysis of the data gives weight to the view that it is the conflict of values and social systems that is the primary cause of reading failure, not the intelligence ability or family background of the children in school. A study of the sociolinguistic characteristics of Puerto Ricans of East Harlem closely parallels that of the peer groups in South Central Harlem. Study of linguistic change in northern speech communities shows competing value systems among whites also. The position is taken that many values associated with vernacular culture are more suited to the learning process than the current standard school system values. The individualistic and competitive techniques and expectations of the school system contrast with the close group cooperation and motivation that are encouraged in groups.


Abstract: Presents the view that the minority differential in United States literacy is parallel to the literacy problems of many countries where the home language of children differs markedly from the first language of reading instruction. Notes that this is the situation that prevails in many developing countries, in Asia, Africa, and Latin America. Finds that learning proceeds rapidly once the problem is defined.

Abstract: This book is a concise history of structural linguistics, charting its development from the 1870s to the present day. It explains what structuralism was and why its ideas are still central today. For structuralists, a language is a self-contained and tightly organized system whose history is of changes from one state of the system to another. This idea has its origins in the 19th century and was developed in the 20th by Saussure and his followers, including the school of Bloomfield in the United States. Through the work of Chomsky, it is still very influential. This book focuses on examining the role of structuralism and analyzes the role it plays in the study of sound systems and the problems of how systems change. He discusses theories of overall structure of a language, the Chomskyan revolution of the 1950s, and the structuralist theories of meaning. The book has eight chapters, including the following: "Languages"; "Sound Systems"; "Diachrony"; "The Architecture of a Language System"; Internalised Language"; "Structural Semantics" and "Structuralism in 2000." An index is included. (Contains 131 references.)


Abstract: Readings on language and literacy within their social context include: "The Problem of Meaning in Primitive Languages" (Bronislaw Malinowski); "Toward Ethnographies of Communication" (Dell Hymes); "Language as Social Semiotic" (M. A. K. Halliday); "Language and Ideology" (V. N. Volosinov); "Family Literacy: Conservation and Change in the Transmission of Literacy Styles and Values" (Denny Taylor); "What No Bedtime Story Means: Narrative Skills at Home and School" (Shirley Brice Heath); "Literacies Among the Panjabis in Southall (Britain)" (Mukul Saxena); "The Struggle for Voice: Narrative, Literacy and Consciousness in an East Harlem School" (Michele Sola, Adrian Bennett); "Cross-Cultural Perspectives on Literacy" (Brian V. Street); "The Legacies of Literacy" (Harvey Graff); "Orality and Literacy: From 'The Savage Mind' to 'Ways With Words'" (James Paul Gee); "Educational Language Planning in England and Wales: Multicultural Rhetoric and Assimilationist Assumptions" (Michael Stubbs); "The Beginnings of English Literary Study in British India" (Gauri Viswanathan); "Gender, Language and the Politics of Literacy" (Kathleen Rockhill); and "The Adult Literacy Process as Cultural Action for Freedom" (Paulo Freire).


Abstract: This landmark volume articulates and develops the argument that new directions in sociocultural theory are needed in order to address important issues of identity, agency, and power that are central to understanding literacy research and literacy learning as social and cultural practices. With an overarching focus on the research process as it relates to sociocultural research, the book is organized around two themes: conceptual frameworks and knowledge sources. Part I, “Rethinking Conceptual Frameworks,” offers new theoretical lenses for
reconsidering key concepts traditionally associated with sociocultural theory, such as activity, history, community, and the ways they are conceptualized and under-conceptualized within sociocultural theory.

Part II, “Rethinking Knowledge and Representation,” considers the tensions and possibilities related to how research knowledge is produced, represented, and disseminated or shared—challenging the locus of authority in research relationships, asking who is authorized to be a legitimate knowledge source, for what purposes, and for which audiences or stakeholders.


Abstract: Language is a child's major tool for learning about the world. This book presents a naturalistic case study of one child's use of language from two-and-a-half to five years, drawing on systemic functional theory to argue that cognitive development is essentially a linguistic process and offering a new description and interpretation of linguistic and cognitive developments during this period. The book's case study examines the child's changing language in terms of its role in interpreting four key domains of experience—the world of things, the world of events, the world of semiosis (including the inner world of cognition), and the construal of cause and effect. It shows how new linguistic possibilities constitute developments in cognitive resources and prepare the child for later learning in school. The book extends M.A.K. Halliday's theory of language development from the earlier studies of protolanguage and initial grammar and should be of interest to researchers across a range of disciplines, including systemic functional theory, child language, developmental psychology, and educational linguistics. Contains many tables and approximately 400 references.


Abstract: Argues that current approaches to modeling of concepts in bilingual memory privilege word representation at the expense of concept representation. Identifies four problems with the study of concepts in bilingual memory.


Abstract: The author reacts to peer commentaries written in response to an article she published on new approaches to concepts in bilingual memory. Clarifies that the focus of her main argument is not the merits of distinguishing between the conceptual and semantic levels of representation in bilingualism.


Abstract: Reviews major issues in research on reading, including theories of word reading, cross-writing comparisons, comprehension, reading difficulties, learning how to read, and cognitive neuroscience studies of reading.

Abstract: Following fast on the heels of Joel Davis's Mother Tongue (LJ 12/93) is another provocative and skillfully written book by an MIT professor who specializes in the language development of children. While Pinker covers some of the same ground as did Davis, he argues that an "innate grammatical machinery of the brain" exists, which allows children to "reinvent" language on their own. Basing his ideas on Noam Chomsky's Universal Grammar theory, Pinker describes language as a "discrete combinatorial system" that might easily have evolved via natural selection. Pinker steps on a few toes (language mavens beware!), but his work, while controversial, is well argued, challenging, often humorous, and always fascinating.


Abstract: This book is a collection of conference proceedings, papers, comments, and other documents that was compiled as a response to the national controversy that erupted in the aftermath of the resolution on Ebonics by the Oakland Unified School District in late 1996. That resolution affirmed the need to incorporate an explicit focus on Ebonics in instruction as a means to combat allegedly racist practices in the schooling of African American children. The contributors to this volume are generally supportive of the inclusion of Ebonics into curricula and support the concept of language diversity in general. The book has two parts. Part one is entitled: "Ebonics in the Urban Education Debate: A Dialogue" and has nine titles: "Ebonics: Background to the Current Policy Debate"; "Response to 'Ebonics: Background to the Current Policy Debate'"; "Using the Vernacular To Teach the Standard"; "Educational Implications of Ebonics"; "Response to 'Educational Implications of Ebonics'"; "Black Language and the Education of Black Children: One Mo Once"; "Ebonics and Education in the Context of Culture: Meeting the Language and Cultural Needs of LEP African American Students"; "Response to 'Ebonics in the Context of Culture'"; and "Language Varieties in the School Curriculum: Where Do They Belong and How Will They Get There?" Part two is entitled "Background to the Ebonics Debate" and includes a variety of documents, including Oakland Unified School District's original resolution and a subsequent clarification; examples of legislative reaction from the 105th Congress, the Virginia General Assembly, and proposed California legislation; legal precedents; the reactions and comments of five renowned linguists; and organizational responses to the controversy from four national professional groups.


Abstract: Linguistically, political discourses have generally been discussed within qualitative approaches (e.g., Blackledge, 2005; Chilton, 2004; Chomsky, 2004; van Dijk, 2005; Wodak, 2002). This paper presents tools to design a quantitative research relating political speech with sociolinguistic variables. Notions such as Accommodation Theory
(Giles & Powesland, 1997), Audience Design (Bell, 1997), and Identity (Fairclough, 2003; Mendoza-Denton, 2004) shape the rhetorical performance of politicians and explain the importance of sociolinguistic variables within political discourse. Once those realities are correlated, I define social variables (socioeconomic status SEC [Labov, 2001]) and linguistic variables (morphosyntactic, lexical, and pragmatics variables [Schilling-Estes, 2004], address forms [Ervin-Tripp, 1972], vocabulary [Fairclough, 2003]) to develop a sociolinguistic study on a corpus of political discourses. Finally, linguistic variants are proposed and put into practice analyzing Latino American politicians to hypothesize a possible correlation between left-wing politicians and linguistic choices.


Abstract: Examines acquisition of the Philadelphian short "a" by 3- and 4-year-old children. Despite the complexity, the children generally matched the short "a" distribution of both their parents and adult Philadelphians interviewed in the mid-1970s. Results indicate that even the youngest community members are actively participating in ongoing sound change.


Abstract: Presents four educators' ideas about what the social implications and interactions of schooling will be in the next millennium. Considers conflicting discourses regarding literacy pedagogies, schools offering provocative possibilities for transformational interactions to help more effectively negotiate social and cultural divides, and a fixed relationship between schooling and literacy.


Abstract: Discusses the beginning of the ascendancy of the language sciences in the past 50 years to become the "queen" of social studies. Focuses on contributions by Mikhail Bakhtin, Ludwig Wittgenstein, Noam Chomsky, Erving Goffman, and Michael Halliday.


Abstract: Four common myths or misconceptions in the United States about language are discussed, drawing on historical evidence and contemporary data. These myths are that: (1) the predominance of English and English literacy is threatened; (2) English literacy is the only literacy worth noting; (3) English illiteracy is high because language minorities are not as eager to learn English and assimilate as prior generations were; and (4) the best way to promote English literacy is to immerse children and adults in English-only
instruction. It is concluded that the persistence of the myth of English monolingualism in the United States reflects the belief that English is the only language that counts, and the mentality that language diversity is a problem rather than a resource. Most national literacy estimates are based solely on English abilities, tending to inflate the perception that there is a literacy crisis. Contains 18 references.


Abstract:  Argues that a study of dialects, language attitudes and biases, and issues of power related to language policies should be part of courses for preservice English teachers. Describes class activities that deal with investigating language attitudes, validating linguistic variation, validating all dialects, understanding the politics of language, and learning the complexities of language and the major principles of language learning.

XII.  **Additional Course Policies**

*Attendance/tardiness*

Attendance will be recorded for this class. Points will be deducted for class absences. Notification of an absence does not constitute a class waiver.

*Late work and Make-up Exams*

Full credit will not be given for late assignments or unexcused missed conferences.

*Extra Credit*

Extra credit is not an option for this course.

*Cell Phone/Electronic Device Usage*

Cell phones and other electronic devices should not be used during class. If a potential emergency exists where a student is expecting an important call concerning a child or family member, the phone should be put on vibrate.

*Ground rules for discussions and assignments:* Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to proceed, so that we may refer directly to them if the situation arises.

  **Respect**
  We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs. When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved.

  **Show courtesy.**

  **Comfort**
  Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.
I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
No question is stupid! We all learn at different paces and by asking questions.

Honesty
You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.
All work you submit must be your own. If you use someone's words or work other than your own please use the appropriate citation.
World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.
In interpreting others' comments, we should be fair-minded and understanding.

**Academic Integrity/Plagiarism.**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a level of discipline appropriate to the misconduct. This may include a requirement to re-do work in question; requirement to submit additional work; lowering of grade on work in question; assigning grade of ‘F’ to work in question; assigning grade of ‘F’ for course; recommendation for more severe punishment, such as suspension or dismissal from the University. The procedure for Academic Misconduct cases is posted on BlackBoard.

Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.

Plagiarism is wholly unacceptable and, for the purposes of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless specific credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet and/or provided by classroom teachers, or found in any form of publication (e.g., books, magazines, Internet sites), book descriptions/reviews, course work done by previous students (or any other current or TAMU-CC student). Appropriate citation of resources is required.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do.
Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **November 2, 2012,** is the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations**
Scholarly paper organization and citations must follow the Association of American Psychologists Style Manual, 6th Edition. (See required textbook.)

**Classroom/professional behavior**

**Grade Appeals***
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations***
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.