Please read the syllabus carefully!

This is a **Hybrid blended course**. We will meet several times in a university classroom over the semester. For the other sessions, you will need your NET ID to log into the course on Blackboard. There is a student tutorial available on the Island Online website.([http://iol.tamucc.edu](http://iol.tamucc.edu)) If you have any problems logging in, the Blackboard help desk phone number is 825-2692. Each student is advised to check their Blackboard account at least **every other day** for announcements, due dates in the course calendar, and/or assignment directions.

This course utilizes **PDF files**. In order to access these files, please click the **Adobe Reader** link located in the Course Content tab of your Blackboard account to update your computer with the latest version.

If you have difficulty accessing any of the Course Content, please let me know as quickly as possible. The quickest way to contact me is through TAMUCC email or the Blackboard mail message system. If you choose to contact me via telephone, please identify yourself and the course number clearly.

I will respond to email and Blackboard messages within 48 hours, with the exception of weekends and/or holidays.

**Begin this course by reading the syllabus very carefully.** You can access the assignments, discussions, and assessments in this course by using the Course Content Tab, Assignment Tab, Discussion Forum Tab, or Assessment Tab on the tool bar on the left side of the course homepage.

The course is organized in eight (8) units. The units can be accessed through the **Course Content** link in Blackboard. **Begin with Unit 1 and continue through Unit 8.** You may also access the tasks by using the Assignment Tab, Chapter Discussions Tab, or Assessment Tab.

**You may work ahead in this course, but you may not work backwards. No late assignments will be accepted.**
I. COURSE DESCRIPTION
EDUC 4311/4312/4313/4314 Classroom Management
A study of classroom organization and management as related to basic principles of human
development and learning. Preventative discipline techniques and models utilizing both group
and individual processes are emphasized. This course is to be taken concurrently in a field-based
setting.
Prerequisite: EDUC 4605/6/7/8 concurrently and teacher education department approval.
The four variations of the Classroom Management course are based upon the distinctive levels of
teacher certification in the State of Texas. Each of these courses require field experiences and
assignments in their respective levels of teacher certification. Every section of the Classroom
Management course may include a mix of preservice teachers seeking any level of teacher
certification. However, the student teaching assignments required will match the preservice
teacher’s level of teacher certification.

II. RATIONALE
Beginning teachers must have some basic skills in classroom organization and management to
survive and thrive in the classroom. Development of these skills is dependent on an
understanding the principles of human growth and development and an understanding of
management theories and practices that work for successful teachers.

III. STATE ADOPTED PROFICIENCIES:
LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich
knowledge base of content and technology to provide relevant and meaningful learning
experiences for all students.
LEARNER-CENTERED INSTRUCTION: The teacher collaboratively identifies needs and
implements appropriate pedagogical and assessment strategies using technology and other
resources.
EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher respects, addresses, and
validates the needs of diverse learners.
LEARNER-CENTERED COMMUNICATION: The teacher demonstrates effective
professional and interpersonal communication skills and serves as an advocate for all students.
LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher is a reflective
practitioner and demonstrates a commitment to learn, to improve the profession, and to maintain
professional ethics and personal integrity.

IV. TExES Competencies
The following TExES competencies will be developed in this class:

001. The teacher understands human development processes and applies this knowledge to plan
instructioand ongoing assessment that motivate students and are responsive to their
development characteristics and needs.
002. The teacher understands student diversity and knows how to plan learning experiences and
design assessments that are responsive to differences among students and that promote all
students’ learning.
004. The teacher understands learning processes and factors that impact student learning and
demonstrates this knowledge by planning effective, engaging instruction.
005. The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

006. The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

008. The teacher provides appropriate instruction that actively engages students in the learning process.

010. The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

011. The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

012. The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

17 Subject Matter Curricular Topics
· Reading Instruction
· Code of Ethics & Standard Practices
· Child Development
· Motivation
· Learning Theories
· TEKS Organization, Structure & Skills
· TEKS in the Content Areas
· State Assessment of Students
· Curriculum Development & Lesson Planning
· Classroom Assessment
· Classroom Management
· Special Populations
· Parent Conferences / Communication
· Instructional Technology
· Pedagogy / Instructional Strategies
· Differentiated Instruction
· Certification Test Preparation

V. STUDENT LEARNING OUTCOMES
This course is designed to demonstrate the competencies and proficiencies presented above. The student will:

1. Objectives related to Learner-Centered Knowledge
1.1 Demonstrate an understanding of the student as a reflection of his/her home environment. (TExES Competencies: 002, 011) (Curricular Topic: Special Populations)

1.2 Demonstrate an understanding of how learning is affected by a student’s physical, developmental and emotional needs. (TExES Competency: 001)(Curricular Topic: Child Development)

1.3 Explore child growth and development theories and recent research of cognitive development (including Piaget, Erickson, Gardner, etc.). (TExES Competency: 001, 005, 006) (Curricular
1.4 Analyze and compare child development theories related to moral development (including Kohlberg, Goleman, etc.). (TExES Competency: 001,002,005 006) (Curricular Topic: Child Development)
1.5 Demonstrate an understanding of how the physical and emotional environment impacts the learning environment. (TExES Competency: 005)(Curricular Topics: Learning Theories and Classroom Management)

2. Objectives related to the Learner-Centered Instruction
2.1 Illustrate an ability to integrate teacher and student academic goals and expectations. (TExES Competency: 005)(Curricular Topics: Learning Theories and Motivation)
2.2 Demonstrate an understanding of the multiple approaches to setting classroom guidelines. (TExES Competencies: 005, 006) (Curricular Topic: Classroom Management)
2.3 Prepare lesson plans which are developmentally appropriate for the student and meets the goals and expectations for learner centered instruction. (TExES Competency: 004,005,008)(Curricular Topics: Curriculum Development and Lesson Planning; Differentiated Instruction)
2.4 Examine intrinsic and extrinsic motivation and its implications for students. (TExES Competency: 004, 008, 010) (Curricular Topic: Motivation)
2.5 Demonstrate an ability to guide student metacognition. (TExES Competency: 001,004)(Curricular Topics: Curriculum Development and Lesson Planning; Learning Theories)
2.6 Explore various types of intervention strategies and when to use them, and when to seek outside assistance. (TExES Competencies: 006, 011)(Curricular Topics: Special Populations)

3. Objectives related to Equity in Excellence for All Learners
3.1 Prepare lesson plans which are developmentally appropriate for the student and meets the goals and expectations for learner centered instruction. (TExES Competency: 004,005)(Curricular Topics: Curriculum Development and Lesson Planning)
3.2 Determine and apply appropriate forms of assessment. (TExES Competency: 002, 005, 008 010) (Curricular Topic: Classroom Assessment)
3.3 Demonstrate an understanding of the appropriateness of various instructional strategies and when to use them. (TExES Competency: 006, 008) (Curricular Topic: Pedagogy/Instructional Strategies)

4. Objectives related to Learner-Centered Communication
4.1 Understand his/her own expectations and demonstrates an ability to communicate them to a class. (TExES Competency: 005,010) (Curricular Topic: TEKS Organization, Structure, and Skills)
4.2 Recognize the elements of the classroom environment which lead to cooperation, leadership (proactive) or to confrontation (reactive). (TExES Competencies: 005, 006) (Curricular Topic: Classroom Management)
4.3 Understand and recognize the impact teacher personality has on the classroom environment, students, and parents. (TExES Competency: 005) (Curricular Topic: Parent Conferences/Communication)
5. Objectives related to Learner-Centered Professional Development

5.1 Demonstrate an understanding of skills needed to survive the demands of the classroom. (TExES Competency: 012) (Curricular Topic: Classroom Management)

5.2 Understand the importance of continuing professional development and reflection on one’s teaching and learning. (TExES Competency: 012) (Curricular Topic: Pedagogy/Instructional Strategies)

5.3 Demonstrate effective professional, ethical, and interpersonal communication skills. (TExES Competency: 012) (Curricular Topics: Code of Ethics and Standard Practices; Parent Conferences/Communication)

VI. COURSE TOPICS: Topics shall include, but are not limited to:

- Affective, cognitive, and human development
- Learner-centered environment
- Motivation of students
- Effective curriculum planning and lesson design
- Pedagogy/Instructional strategies
- Classroom management theories
- Proactive and reactive approaches to classroom management
- Parent conferencing/communication
- Code of ethics for teachers
- Survival skills

VII. INSTRUCTIONAL METHODS AND ACTIVITIES

1. Classroom experiences (discussion threads, research writing, online deliveries, reflections)
2. Field experiences – Pre-service teaching (over 50% of course time occurs in public school)

VIII. EVALUATION AND GRADE ASSIGNMENT

The methods of evaluation and the criteria for grade assignments are:

- Chapter Discussions (8 @ 30 pts. Ea.) 240 points
- Grading Scale
- Discipline Model Research 100 points
- 900-1000 pts. = A
- Chapter Quizzes-*BB (25 pts. X 8) 200 points
- 800- 899 pts. = B
- Mid-term Exam -*BB 100 points
- 700- 799 pts. = C
- Classroom Management Plan Part 1 50 points
- 600- 699 pts. =
- Classroom Management Plan Part 2 50 points
- <599 pts. = F
- IRIS Module 1 130 points
- IRIS Module 2 130 points

*BB- via Blackboard. This is a hybrid online course. If you need help accessing Blackboard, please call the help desk phone number: 825-2692.

1. Class Attendance and Participation  Students in EDUC 4311-4314 are expected to attend all face to face meetings as scheduled and participate online each week unless they are on approved university business as described below.
The Student Handbook and Code of Conduct 2013-2014 includes the following policy regarding class attendance:

Students are held accountable for class attendance and are advised that excessive absences may adversely affect their grades. Every instructor should clearly explain the policy on class attendance at the beginning of each course. If students are absent from class on approved university business (e.g., intercollegiate athletics competition/travel, field trips, student research conferences, Board of Regents meetings), faculty members should count [the absence] as an excused absence and should not penalize the student for it. Students [absent from a scheduled class meeting because of approved university business] should be allowed to make up any required course work in advance or after return to campus. Students are responsible for informing instructors about the [approved university absence] in advance, so instructors can plan accordingly. If [students] have any doubt as to whether the activity in question is considered official university business, [students] should contact the Provost’s Office [for clarification].

2. Chapter Responses/Peer Responses (8 @ 30 points each) 240 points
I expect high quality work in appearance and content on every assignment. You will need to demonstrate a professional level of writing competence. You are one step from being THE teacher. Your work is a reflection of you, and as the teacher, it will be a reflection of your competence and professionalism. Late chapter responses will not be accepted. Please read Late Work policy.

Just click on "create thread" in Discussion Board in Blackboard. Post your initial, word-processed chapter response to Blackboard by the specified date (12 pt. font, single paced). Points will be deducted for misspelled words, grammatical errors and/or punctuation errors. Proofread your work before posting. Make sure to respond to at least two peer’s chapter response posts by the due date for full credit.

**Please see the Chapter Response PDF located in the Course Content tab for full directions and a grading rubric in your Blackboard class.

GUIDELINES for chapter responses:
You will need to write a one-page, single-spaced reflective response to each of the text chapters and post these to your Blackboard account. These responses will serve as the basis for our discussions/peer responses of the readings. Each reading response should be at least 250 words in length. The format for each response will include:

Analysis of the Chapter (NOT a summary!)
What is the overall theme? What are the implications for you as a teacher? and your students?
Consider Methodology
What choices are being made? What are the constraints of such choices? What are the potential benefits? What would you do differently?

React and Connect
How does this reading connect with what you have read or experienced earlier? What do you agree with in the reading? What do you disagree with? What provokes an emotional response?

Sentence/Quotes
Identify two lines or a quote in the chapter. Why did you “zero” in on these lines? How will your colleagues benefit from your sharing these thoughts?

Notes:
These one-pagers must be done thoughtfully and timely in order to benefit you and your colleagues. These are not summaries but reactions/reflections.

Two Peer Responses. Please be sure to respond to at least two of your peers’ chapter response posts by the due date. Each peer response should be at least 50 words in length to receive full credit. All you have to do is select "Reply" on your peer's response and begin responding. Be sure to select "Submit" when you are finished with your reply.

All postings should add value and substance to the online conversation. Rather than just writing "I agree," write "I agree because...." It is the explanation of the "because" that adds value and substance to the online discussion. Participants in this class will not always agree with the instructor, their classmates, or any of the authors cited in the materials presented—but any university student should be able to explain the reason for their agreement or disagreement.

In every post, do one or more of the following:
- Agree with the author of the reading or the discussion posting of a class colleague.
- Disagree with the author of the reading or the discussion posting of a class colleague.
- Provide a different perspective to anything read for the course, text books, articles, postings by colleagues, etc.
- Provide a new reference.
- Provide a new perspective.
- Provide a new example.
- Apply the concept to a new area or topic.
- Tell a story about how the topic relates to their lives.
- Explain how they will apply this knowledge in the future.


The purpose of this assignment is to practice communicating your discipline plan to parents/guardians of your future students. You will write a professional welcome back to school letter. Please follow the guidelines listed in the instructions located in Unit 2 of your Blackboard course to complete your letter successfully. Submit your completed, proofread letter as an attachment in the submit box in Unit 2 titled, "Classroom Management Plan-Part 1" by the due date.

This learning activity is your opportunity to share your personal beliefs about how to manage a classroom so students have the best opportunity to learn what you want them to learn. As you form your philosophy, consider the following questions:

1. What are your goals for managing your classroom?
2. How will you engage parents?
3. How will you help your students learn to self-discipline?
4. What rules, routines, and procedures will you use in your classroom?

This learning activity is limited to no more than five pages; double spaced, and 12 point font. The philosophy must reflect college level thinking and writing in order to receive 50 points.

This learning activity must be posted in Unit 3 of your Blackboard Course as an attachment in the assignment titled, “Classroom Management Plan- Part 2” for credit.

Do not cut and paste this assignment as no credit will be given if it is not posted as an attachment.

5. Discipline Model Research Grid/Reflection: 100 Points
Please see Discipline Model Research PDF located in the Assignment tab of your Blackboard Course for full details and a grading rubric.

This learning activity calls for you to research various discipline models located in Unit 6 and complete the Discipline Model Research Expandable Template.

For each of the discipline models listed on the template, you will write about the 1) purpose of the model; 2) benefits to you the teacher; 3) benefits to the student(s); 4) constraints of the model; 5) how it improves the learning environment; 6) and list the reference you used.

Type your answers for each of the nine models in the boxes provided. The boxes will expand as you type. You may use a bulleted format to complete the grid boxes.

After you complete the grid, reflect and describe in 250-300 words how you will use the information learned from these models in your classroom. An expandable box on the grid is provided for you to write your reflection.

You may complete this assignment with a partner(s). However, each student is required to submit an individual completed grid and descriptive reflection and post it to Blackboard for grading. Failure to turn in your own template and reflection will result in a grade of zero.
Once you have completed this assignment, save your work as a Word document, and post it as an attachment to the Discipline Model Research assignment located in Unit 6 for a grade. This assignment is worth 100 points.

The expectation for this assignment is that your writing will be clear, concise, and reflect the fact that you present yourself as a college level writer and thinker.

This assignment will be evaluated according to the following criteria:

1. The completed grid boxes provide the key points for each discipline model listed; (see rubric on grid)

2. Each completed grid box demonstrates a thoughtful, sincere, and reflective attempt to address the discipline model;

3. The completed Discipline Model Research Expandable Grid with Reflection will be posted to the assignment submission box by the due date (no late assignments accepted); and,

4. The writing reflects the skill level expected of university preservice teachers

6. **IRIS Module 1 – Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan** (130 points possible)

Go to the IRIS website: http://iris.peabody.vanderbilt.edu/module/beh1/ Click on “Challenge” and view the movie. If you are unable to view the movie, then “View the Transcript” and read the information. Next, click on “Thoughts” and read the information. Next, click on “Perspectives and Resources” and read the information. Click on “Assessment” and answer all questions using the Template in Blackboard located in Unit 7. The questions on the template are the exact questions on the “Assessment” section of the IRIS Module. The template is a classroom management tool that allows me to standardize my grading. Click “Wrap Up” and read over the module’s summary.

When completing the template, be sure to type your answers in black. Post your completed Template as an “attachment” in the Blackboard assignment titled “IRIS Module: Classroom Management Part 1.” Do not “cut and paste” this assignment.

Failure to use the Template, type in black, or post as an attachment will result in a final grade of zero (0).

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Calendar for due dates.
7. **IRIS Module 2 – Classroom Management (Part 2): Developing Your Own Comprehensive Behavior Management Plan** (130 points possible)

Go to the IRIS website: [http://iris.peabody.vanderbilt.edu/module/beh2/](http://iris.peabody.vanderbilt.edu/module/beh2/). Click on “Challenge” and view the movie. If you are unable to view the movie, then “View the Transcript” and read the information. Next, click on “Thoughts” and read the information. Next, click on “Perspectives and Resources” and read the information. Click on “Assessment” and answer all questions using the Template provided in Blackboard. The questions on the template are the exact questions on the “Assessment” section of the IRIS Module. **The template is a classroom management tool that allows me to standardize my grading.** Click “Wrap Up” and read over the module’s summary. The template is located in **unit 8.** When completing the template, be sure to type your answers in black. Post your completed Template as an “attachment” in the Blackboard assignment titled “IRIS Module: Classroom Management Part 2.” Do not “cut and paste” this assignment.

Failure to use the Template, type in black, or post as an attachment will result in a final grade of zero (0).

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course calendar for due dates.

**8. Assessments: 300 points**

- 8 Chapter Quizzes on [Blackboard](http://iris.peabody.vanderbilt.edu/module/beh2/) (25 points each) (200 points)

If you miss a quiz on Blackboard, you will **forfeit** the **25 points**. Since this class is all about behaviors and consequences, there are **no exceptions** to this statement. Please refrain from asking for an exception.

- Mid-term Exam on [Blackboard](http://iris.peabody.vanderbilt.edu/module/beh2) (100 points) Objective format covering chapters 1-5. See study guide in Unit 4.

As you take your foot off first base and sprint, remember you are headed for home plate. The run will be fast, furious and sometimes scary, but the end is in sight. It is important that you continue at full speed as the end nears. Due to the demanding nature of this course, there will be many reading/writing/doing assignments in rapid succession. You need to be organized and prepared to actively participate in your own learning. This will require the kind of organization, preparation and perseverance you will need to be a successful teacher.
IX. COURSE SCHEDULE and COURSE POLICIES

Please check your Blackboard Calendar at least twice weekly to keep up with assignments, discussions, quizzes, and due dates. (F2F) = face to face class meetings (BB) = assignment on Blackboard

Unit 1- The Nature of Discipline Problems

Week 1 (F2F) - Review syllabus; due date calendar; assignment instructions for Blackboard submissions; Review Chapter 2 – What is a discipline problem?

Week 2 (BB) - Post initial response to Chapter 2 in course text
Post response to at least 2 peers’ initial responses to Chapter 2
Complete quiz over Chapter 2

Week 3 (BB) - Begin Classroom Management Plan - part 1
Begin Discipline Model Research
Read Chapter 3

Unit 2- Understanding Why Children Misbehave

Week 4 (F2F) - Post initial response to Chapter 3 in course text
Post response to at least 2 peers’ initial responses to Chapter 3
Complete quiz over Chapter 3
Submit Classroom Management Plan - part 1
Read Chapter 4

Unit 3- Philosophical Approaches to Classroom Management

Week 5 (BB) - Post initial response to Chapter 4 in course text
Post response to at least 2 peers’ initial responses to Chapter 4
Complete quiz over Chapter 4
Begin Classroom Management Plan - part 2
Read Chapter 5

Unit 4- The Professional Teacher

Week 6 (F2F) - Post initial response to Chapter 5 in course text
Post response to at least 2 peers’ initial responses to Chapter 5
Complete quiz over Chapter 5
Submit Classroom Management Plan - part 2

Week 7 (BB) - Complete Midcourse Exam
Continue Discipline Model Research
Read Chapter 6

Unit 5- Structuring the Environment
Week 8 (BB) - Post initial response to Chapter 6 in course text
Post response to at least 2 peers’ initial responses to Chapter 6
Complete quiz over Chapter 6
Continue Discipline Model Research
Read Chapter 7

Unit 6- Nonverbal Interventions
Week 9(F2F)- Post initial response to Chapter 7 in course text
Post response to at least 2 peers’ initial responses to Chapter 7
Complete quiz over Chapter 7
Submit Discipline Model Research Grid and Reflection

Week 10 (BB)- Begin IRIS Module: Classroom Management - Part 1
Read Chapter 8

Unit 7- Verbal Interventions/Logical Consequences
Week 11(BB)- Post initial response to Chapter 8 in course text
Post response to at least 2 peers’ initial responses to Chapter 8
Complete quiz over Chapter 8

Week 12(BB)- Complete and submit IRIS Module:Classroom Management - part 1

Unit 8- Chronic Behavior Problems
Week 13(BB)- Post initial response to Chapter 9 in course text
Post response to at least 2 peers’ initial responses to Chapter 9
Complete quiz over Chapter 9
Begin Classroom Management - part 2

Week 14 (BB)- Complete and submit IRIS Module: Classroom Management -Part 2

LATE WORK POLICY: Late work will NOT be accepted. You are going to be a teacher, and you must learn to multi-task! You will be given ample amounts of time to submit all of your work, so please refrain from asking for a time extension.

You may work ahead of schedule in this course, but you may not work backwards!

You should understand that I will not accept technology excuses. If your computer is not working or an Internet connection is unavailable, it is your responsibility to find an alternative method for submitting work. Please note: All tests and quizzes will close at 11:59 p.m. on the due date. Make sure to allow yourself enough time to complete the assessments before the close time.

X. TEXTBOOK
XI. BIBLIOGRAPHY


XII. 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 Rule13.02.99.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://advising.tamucc.edu/grade_appeals.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities
“The Americans with Disabilities Act (ADA) is a federal anti-discrimination statue 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 contact the Disability Services Office at (361) 825-5816 or visit the office in CCH 116.” http://disabilityservices.tamucc.edu

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

XIV. 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. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

XV. Academic Honesty 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 failure. See website http://judicialaffairs.tamucc.edu/

XVI. Preferred methods of scholarly citations
See Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.
XVII. Statement of Academic Continuity
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

XVIII. Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

There are some things you learn best in calm, and some in storm.
-Willa Cather