



<p>Semester: Course: EDTE 319P/519P 3 Units Course Title: Methods for language and literacy in Spanish</p>

Days/Times:
Room:
Instructor:
Email:
Telephone:
Office Hours:

Conceptual Framework

**SCHOOL OF LEADERSHIP AND EDUCATION SCIENCE (SOLES)
MISSION & VISION STATEMENT**

Mission

The mission of SOLES is to engage with students and our communities to continuously learn through inquiry and practice that supports social justice and effects meaningful change in our diverse society.

Vision

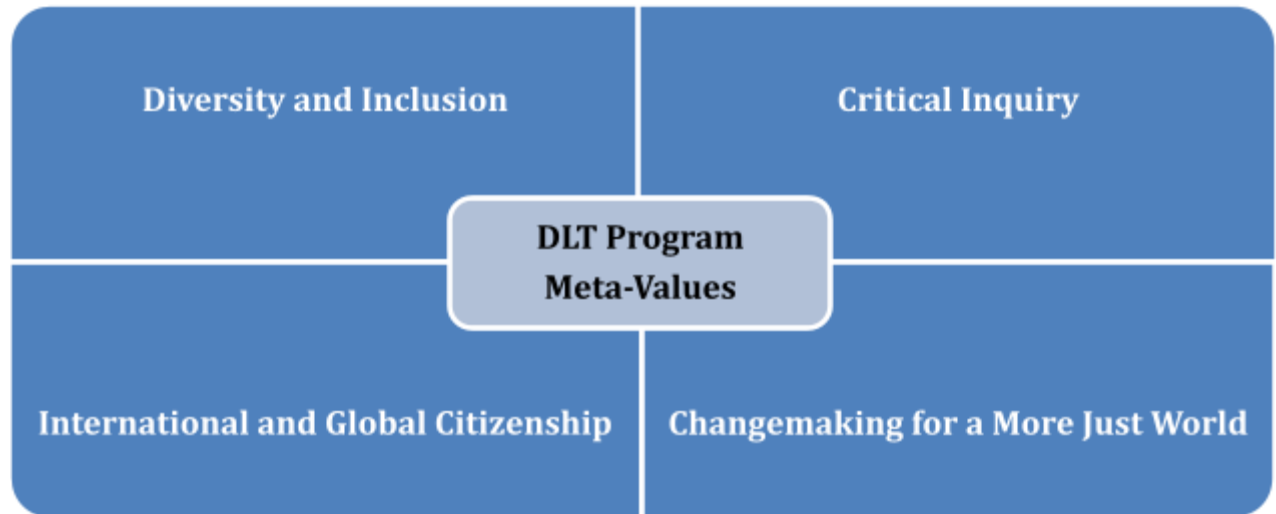
We shape the future by providing inclusive education as the foundation of social justice and the means to enhance human dignity and improve the quality of life.

Core Values

We base our courses of study and our worldview in several key values embraced by program leadership, faculty, staff and students.

- Multiculturalism and social justice
- Excellence in teaching
- Care for the whole person
- Community engagement
- Excellence in scholarship

Department of Learning and Teaching Meta-Values



We see education as a lever for social justice expressed in our commitment to:

1. Diversity & Inclusion: *By the end of the program, students will:*

- Be able to identify and navigate sources of power/resistance, decision making and resources
- Challenge all forms of discriminating race, class, gender, sexual orientations, language, religion, disability, in our local, national, and global and in working as change agents to undermine oppression
 - Skilled at being aware of own biases
 - Forms of capital (funds of knowledge/identity)
 - Examining deficit models and reframing/transforming
 - Understanding historical experience, knowledge and struggles of education system
 - Cultural competencies / proficiency model
 - Continuous reflection about practice, society, and institutional systems
 - Self-efficacy and self-advocacy
 - Ability that you can teach all and all learners can learn
 - This reflects your own teaching and students' knowing
- Access and equity as our overarching goal
- Using UDL to support all learners

2. Changemaking for a more just world: *By the end of the program, students will:*

- Be empathetic and relevant
- Transform themselves, students/classrooms and environment
- Make a difference - innovate, lead, take action

- Problem-solve
 - Build and utilize relationships, teamwork, collaborate
3. **Critical Inquiry:** *By the end of the program all students will:*
- Understand positionality, privilege, power, and educational systems within social/political/eco contexts
 - Examine and analyze their biases and beliefs towards the shaping of their instructional practice
 - Critically and theoretically analyze schools of thought, research theories and practices relating to education
 - Apply critical inquiry to evidence based pedagogical practices
 - Use action research as a tool to create:
 - Equitable, accessible, inclusive learning environments

4. Internationalization & Global Citizenship: *By the end of the program all students will:*

- Participate in an international course or cross-cultural experience
- Understand linguistic and culturally diverse populations, their assets, their areas of need
- Engage with local populations
- Personal understanding of their global role and implement learning experience in practice

Catalog and Course Description

Bilingual candidates explore research, develop and apply knowledge of metacognitive, metalinguistic and developmental processes of bilingualism and biliteracy. Candidates gain knowledge about appropriate language use and usage when interacting with students at different developmental stages of bilingualism and biliteracy. They use contrastive analysis to facilitate development of listening, speaking, reading, and writings skills in Spanish. They learn strategies to provide differentiated instruction in primary language instruction based on student proficiency levels and acquire effective strategies for teaching listening, speaking, reading and writing in Spanish. Candidates demonstrate knowledge of strategies for aligning instruction with California K-12 content standards and frameworks appropriate to grade-level expectations and students' languagproficiency in Spanish. They also practice using standardized and non-standardized primary language assessments. The course provides opportunities for skill development in planning, selecting and using a variety of strategies for developing students' literacy in Spanish and how to write language and grade-level content objectives in lessons, providing linguistic scaffolding and activating background knowledge and experiences.

Course Objectives

I. Diversity & Inclusion

Course Objectives/Student Learning Outcomes	Evidence: Assignments/Activities
<p>1. Candidates understand metacognitive and metalinguistics processes and roles of code-switching, language mixing, transferability and interlanguage in the development of bilingualism and biliteracy and apply contrastive analysis (BPS 3.5, 3.7, 3.8))</p>	<p>Assignment: Case study of bilingual learner</p> <p>Candidate will be assessed by: Rubric</p>
<p>2. Candidates understand research on the developmental process of bilingualism (BPS 3.6)</p>	<p>Assignment: Poster on research and models</p> <p>Candidate will be assessed by: Rubric</p>
<p>3. Candidates evaluate and select state adopted textbooks & supplemental materials in L1 &L2 and review materials for bias (BPS 4.14, 4.16)</p>	<p>Assignment: Analysis of materials assignment</p> <p>Candidate will be assessed by: Analysis checklist and narrative</p>
<p>4. Candidates understand how students' life experiences & language development and variations foster content learning (BPS 4.10)</p>	<p>Assignment: Case study of bilingual learner</p> <p>Candidate will be assessed by: Rubric</p>
<p>5. Candidates apply effective practices for teaching oral, reading and writing in Spanish</p>	<p>Assignment: 2 Lesson plans for oral, reading and writing for case study</p> <p>Candidate will be assessed by: Lesson plans</p>

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II. Changemaking for a more just world

Course Objectives/Student Learning Outcomes	Evidence: Assignments/Activities
1. Candidates engage with Spanish speaking communities to research their literacy needs and develop a plan of action	Assignment: Interview of school community members Candidate will be assessed by: Rubric
2. Candidates incorporate the development of empathy and Changemaking activities in literacy lessons in Spanish	Assignment: 2 Lesson plans for oral, reading and writing for case study Candidate will be assessed by: Rubric

III. Critical Inquiry: (Note: This category may be your longest as it will probably encompass the majority of your course objectives)

Course Objectives/Student Learning Outcomes	Evidence: Assignments/Activities
1. Candidates conduct contrastive literacy analysis and differentiation in L1 & L2 and conduct assessments in L1 (BPS 4.4, 4.5, 4.11)	Assignments: 1) Case study of bilingual learner 2) Responses to weekly assignment on contrastive analysis Spanish -English Candidate will be assessed by: Rubric
2. Candidates plan for instruction that promote high order thinking & content specific functions (BPS 4.8)	Assignment: 2 Lesson plans for oral, reading and writing for focus student Candidate will be assessed by: Rubric
3. Candidates align instruction to content standards and reflect and implement effective practices for developing biliteracy in content instruction (BPS 4.7, 4.12)	Assignment: 2 Lesson plans for oral, reading and writing for case study Candidate will be assessed by: Rubric

4. <i>Candidates explore the interrelatedness between language, literacy for content development in bilingual settings (BPS 4.8)</i>	<i>Weekly Assignments: Responses to readings</i> <i>Candidate will be assessed by: Reading response</i>
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IV. Internationalization & Global Citizenship

<i>Course Objectives/Student Learning Outcomes</i>	<i>Evidence: Assignments/Activities</i>
1. <i>Candidates identify variations in L1 that facilitate social and academic language (BPS 4.2)</i>	<i>Weekly Assignment: Readings on variations of Spanish languages in Latin America</i> <i>Candidate will be assessed by: Reading responses</i>
2. <i>Candidates understand intercultural communication, verbal and non- verbal discourse on academic language development (BPS 4.13)</i>	<i>Weekly assignment: Analysis of candidates' classroom discourse</i> <i>Candidate will be assessed by: Analysis paper</i>

Course bilingual program standards and Evidence

<i>Full List of Bilingual Program responses to guiding questions for addressing the Standards</i>	<i>Evidence: Assignments/Activities</i>
BPS 3.5 Candidates develop and apply knowledge of metacognitive and metalinguistic processes and roles of code-switching, language mixing and interlanguage in the development of bilingualism and biliteracy.	1) <i>Weekly assignment: Reading responses</i> 2) <i>Case study-answer specific question</i>
BPS 3.6 Candidates understand brain research on the developmental processes of bilingualism and biliteracy, and apply knowledge for appropriate language use and usage when interacting with students at different developmental stages of bilingualism and biliteracy	1) <i>Weekly assignment: Reading responses</i> 2) <i>Case study-answer specific question</i>

BPS 3.8 Candidates apply knowledge of the use of contrastive analysis to facilitate development of listening, speaking, reading, and writings skills in the primary and target language

- 1) *Weekly assignment: Contrastive analysis completed matrix*

BPS 4.3 Candidates apply knowledge of language, structures, forms and functions to develop and deliver effective language and literacy instruction in the primary and target languages.

- 1) *Lesson plans for the four domains in Spanish*

BPS 4.4 Candidates demonstrate knowledge of literary analysis in appropriate genres and forms, and their significance for planning, organization, and delivery including strategies to provide differentiated instruction in primary and target language instruction based on student proficiency levels.

- 1) *Weekly assignment: Literary analysis of genres and forms/activity development for differentiating instruction*

BPS 4.5 Candidates demonstrate understanding of the roles, purposes and uses of standardized and non -standardized primary and target language assessments in bilingual education settings in order to interpret the results to plan, organize, modify and differentiate instruction in the appropriate language(s) in bilingual education settings

- 1) *Case Study assessments*
- 2) *ELD lessons*
- 3) *Literacy Unit*

BPS 4.7 How does the program ensure that candidates demonstrate knowledge of strategies for aligning instruction with California K-12 content standards and frameworks appropriate to grade-level expectations and students' language proficiency in the primary and target languages.

- 1) *Lesson plans*
- 2) *Literacy Unit*

BPS 4.8 Candidates demonstrate understanding of the interrelatedness of language and literacy development in to plan, select and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings including language and grade-level content objectives in lesson, providing linguistic scaffolding and activating background knowledge and experiences.

- 1) *Weekly reading response*
- 2) *Literacy unit*

BPS 4.9 Candidates demonstrate understanding of a variety of instructional approaches that foster student engagement and interaction and the development of higher-order thinking skills and facilitate students' understanding and use of

- 1) *Weekly assignment reading response*

<p>content-specific language functions in oral and written forms of the primary and target language.</p> <p>BPS 4.10 Candidates demonstrate understanding of ways in which students' life experiences language development, and variations can be used to foster content learning in the primary and target languages</p> <p>BPS 4.11 Candidates demonstrate the ability to select, develop and/or adapt, administer and interpret a variety of content assessments in order to plan, organize and differentiate instruction in bilingual settings.</p> <p>BPS 4.12 Candidates have the ability to reflect upon and implement effective practice that fosters the development of biliteracy through content instruction.</p> <p>BPS 4.15 Candidates demonstrate the ability to develop, adapt, evaluate, and/or align primary and target language materials, content standards and curriculum frameworks.</p>	<ul style="list-style-type: none"> 2) <i>Lesson plans</i> 3) <i>Literacy unit</i> 1) <i>Weekly assignment response</i> 2) <i>Case study</i> 3) <i>Final reflection</i> 1) <i>Analysis of materials Chart</i> 1) <i>Case study</i> 2) <i>Lesson plans</i> 3) <i>Final reflection</i> 1) <i>Weekly reflection in class</i> 2) <i>Reading response</i> 3) <i>Lesson plans reflection</i> 4) <i>Portfolio</i> 5) <i>Analysis of materials checklist and narrative</i>
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Dispositions

In accordance with state and national standards, students in the Department of Learning and Teaching at the University of San Diego, are assessed on knowledge, performance, and professional dispositions. Faculty in the Department of Learning and Teaching fully expect students to be successful and meet all program standards, but poor academic preparation, poor academic work, poor performance, or observed professional dispositional deficiencies will constitute grounds for a decision regarding separation from the teacher preparation program at USD. The Department of Learning and Teaching has adopted a process for ensuring that all students uphold standards of knowledge, performance, and professional dispositions recognized by the education profession.

Qualities Important to Future Teachers and Educational Professionals

A. Personal qualities important to the teaching/education profession

B. Qualities important to collaboration

- C. Commitment to professional growth
- D. Commitment to diversity and social justice
- E. Commitment to ethical practices

Textbook

Freeman, Y. & Freeman. (2009). La enseñanza de la lectura y escritura en español y en inglés: En clases bilingües y de doble inmersión.

Diaz, J. M. & Nadel, M. F. (2006). Spanish for educators. New York: MacGraw Hill.

Readings/Videos

Ada, A. F. (1993). A chorus of cultures: developing literacy through multicultural poetry. Carmel, CA: Hampton Brown

Beeman, K. & Urow, C. (2013) Teaching for biliteracy: Strengthening bridges between languages. Chicago: Caslon Inc.

Fe y Alegria. (2000). El aprendizaje de la lectoescritura.

http://www.feyalegria.org/images/acrobat/Aprendizaje_Lectoescritura_5317.pdf

Perea-Ortega, A. & Perea-Ortega, M. El desarrollo de la lectoescritura. Cauce, Revista Internacional de Filología, Comunicación y sus Didácticas, (36-37), 2013-2014.

Mari Purificación Megías. (2010). La enseñanza de la lectura y comprensión lectora. Granada: Editorial ADICE.

Colorín Colorado. Videos en español. <https://www.colorincolorado.org/es/videos>

Course Requirements/Assignments/Grading

- 1) **Case study of a bilingual learner in his/her development of literacy in Spanish.** *In this 3-part assignment, candidates assess their focus student's proficiency abilities and levels in Spanish 1) Oral; 2) Reading; and, 3) Writing. Candidates interview their student about life experiences and reflect how they have impacted language development and variations that foster content learning, among other forms of assessment. The use different strategies and materials for assessing the four domains. Candidates observe the focus student's metacognitive and metalinguistic process and language use in and outside their classroom. (30 points)*
- 2) **Lesson plan and reflections:** *Candidates develop one scripted lesson for their field experience in a Spanish language classroom. The lesson must address the specific needs of the focus student's levels of Spanish proficiency, assets and*

- language needs (based on the case study assignment results). The lessons should be culturally responsive, and include research based instructional strategies for the development of oral, reading and writing in Spanish. These lessons should reflect knowledge of language structures, forms and functions in Spanish. It must be aligned to ELD standards, promote the development of higher order skills, and student engagement and interaction. Candidates reflect on implementation of lesson by answering to prompts. (30 points)
- 3) **Analysis of materials:** Candidates examine literacy materials in Spanish used in their classroom and State adopted materials. They use a checklist and describe how they materials are engaging, visually appealing, appropriate for the proficiency levels of students, are culturally relevant and free of cultural bias. (20 points)
 - 4) **Literacy unit:** Candidates develop a series of lessons in the language arts in addressing Spanish standards and themes they are using in their classroom placement addressing the needs of all students. The unit must integrate the development of oral, reading and writing. It also must use research -based strategies and materials that are culturally responsive and appropriate for the proficiency levels of students and Changemaking literature and activities. The units must be aligned to standards, promote the development of higher order skills, student engagement and interaction. (30 points)
 - 5) **Portfolio:** This is a collection of final reflection, artifacts including case study assessments and commentaries, lesson plans and reflections, literacy unit, and a final reflection on instruction and student learning. (20 points)
 - 6) **Weekly assignments:** The weekly assignments consist of tasks such as analyses, posters, and writing responses to chapters, articles, reports, and videos about theory and practice. **WHEN WRITTEN RESPONSES ABOUT READINGS ARE REQUIRED, THEY MUST SHOW DEEP ORIGINAL CRITICAL THINKING AND CONNECTIONS TO OWN EXPERIENCE.** (70 points)

Grading Scale

200-192 = A
191-183 = A-
182-174 = B+
173-165 = B
164-156 = B-
155-147 = C+
146-138 = C
137-129 = C-

128-120 = D+
119-111 = D
110-100 = D-
99-0 = F

Class Schedule

Session	Topics/ Activities	Assignments
1	<ul style="list-style-type: none"> • <i>Introductions</i> • <i>Syllabus</i> • <i>Reading and writing in two languages</i> • <i>Who are our bilingual students: Case studies bilingual teachers and students</i> • <i>Bilingual students and programs demographics</i> 	<p>Activities:</p> <ol style="list-style-type: none"> 1) <i>Analysis of bilingual students' case studies</i> 2) <i>Video: Colorin Colorado's "Ser bilingue vale por dos"</i>
2	<ul style="list-style-type: none"> • <i>The context for bi-literacy development</i> • <i>The role of oral language for biliteracy development</i> • <i>Research and theory supporting bilingual literacy development</i> • <i>Assessing oral proficiency in Spanish</i> • <i>Instructions and guidelines for oral assessments</i> 	<p>Weekly Assignment:</p> <ol style="list-style-type: none"> 1) <i>Read chapter 1 Freeman and Freeman, El contexto para desarrollar la lectoescritura de los estudiantes bilingues</i> 2) <i>Create a poster of different models for biliteracy development</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) <i>Discuss readings</i> 2) <i>Practice assessing oral proficiency in Spanish</i> 2) <i>Kahoot review of reading</i>

3	<ul style="list-style-type: none"> •History of instruction in Spanish-Methods used •Latin American approaches to reading 	<p>Weekly Assignment:</p> <p>1) Chapter 4 Freeman and Freeman, <i>La historia de la enseñanza de lectoescritura en espanol y en ingles</i></p> <p>Activities:</p> <p>1)Discussion readings 2)Complete GLAD chart comparison of models 3)Create a timeline for history of instruction 4) Literacy teacher guest speaker</p>
4	<ul style="list-style-type: none"> •Sociopsychological concepts of reading •Metacognitive processes and interlanguage in bilingualism •Selecting and developing assessment materials • Examining profiles students individual and for proficiency in Spanish •Language structures, forms and functions in Spanish 	<p>DUE: Case study part 1: Oral assessment</p> <p>Weekly Assignment:</p> <p>1) Chapter 3 Freeman and Freeman, <i>La concepcion sociopsicolinguistica de la lectura</i></p> <p>Activities:</p> <p>1)Discuss readings 2)Share assessments used in your classroom 3)Review and practice assessments used to evaluate Spanish proficiency</p>
5	<ul style="list-style-type: none"> •Assessment of reading in Spanish •Instructions and guidelines for reading assessment •Miscue analysis in Spanish •Assessing aspects of reading in Spanish (aspects of decoding and encoding) •Using State approved assessment materials 	<p>Weekly Assignment:</p> <p>1) Chapter 3 Fe Y Alegria, <i>Como Evaluar la Lectoescritura?</i></p> <p>2) Chapter 7 Mary Purificacion, <i>Evaluacion de la Comprension Lectora</i></p> <p>Activities:</p> <p>1)Discuss readings 2)Conduct miscue analysis in Spanish practice 3)Practice of strategies to evaluate reading 4)Review and analyze State adopted assessment materials</p>
6	<ul style="list-style-type: none"> •Principles for teaching Spanish reading: focus and techniques 	<p>DUE: Case study part 2: Reading assessment</p> <p>Weekly Assignment:</p>

	<ul style="list-style-type: none"> •Implementing methods for teaching reading in Spanish: •Practice with metodos sinteticos, analiticos y eclecticos. • Shared, interactive and guided reading 	<ol style="list-style-type: none"> 1) Chapter 5 Freeman and Freeman, <i>Los metodos para enseñar la lectura en español</i> 2) Chapter 6 Freeman and Freeman, <i>El enfoque basado en principios para la enseñanza de la lectura</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Model and practice techniques for reading approaches 2) Development of my ABC book for teaching reading in Spanish 3) Identifying activities appropriate for focus student
7	<ul style="list-style-type: none"> •Stages in writing development and proficiency •Students literacy profiles •Principles for assessing writing in Spanish •Application: Using rubrics and checklists on writing samples 	<p>Weekly Assignment:</p> <ol style="list-style-type: none"> 1) Chapter 8, Freeman and Freeman, <i>Las etapas y los niveles de desarrollo de la escritura</i> <p>Activities:</p> <ol style="list-style-type: none"> 1)Discuss readings 2)Analyze and evaluate student writing samples using rubrics and checklists
8	<ul style="list-style-type: none"> •Sharing case studies for writing •Writing development in Spanish •Grammar, syntax in Spanish •Effective writing approaches to teaching writing •Instruction and strategies addressing proficiency levels in Spanish writing 	<p>DUE: Case study part 3: Writing assessment</p> <p>Weekly Assignment:</p> <ol style="list-style-type: none"> 1) Chapter 7 Freeman and Freeman, <i>La enseñanza efectiva de la escritura</i> 2) Perea ortega's article <i>Desarrollo didactico de la lectoescritura</i> <p>Activities:</p> <ol style="list-style-type: none"> 1)Discuss reading 2)Complete GLAD features chart for writing approaches 3) Sharing writing approaches used in placements
9	<ul style="list-style-type: none"> •Teaching bilingual literacy through literature and non fiction 	<p>Weekly Assignment:</p> <ol style="list-style-type: none"> 1) Chapter 1 Beeman and Ukrow, <i>Foundations in teaching biliteracy</i>

	<ul style="list-style-type: none"> •Selecting Spanish readings (fiction and non -fiction) aligned with standards •Challenges and alternatives finding materials in Spanish •Adapting materials for literacy proficiencies •Using culturally relevant literature in lessons 	<ol style="list-style-type: none"> 2) Chapter 2 Beeman and Ukrow, <i>Students: A Multilingual Perspective. Beginning with the Learner.</i> 3) Bring fiction and non- fiction materials used in classroom placement <p>Activities:</p> <ol style="list-style-type: none"> 1)Analyze fiction and non -fiction materials (State and non -State approved) 2) Material adaptation for focus student demonstration and practice 3)Share literacy materials used in placements 4) Explore sources for materials 5)Practice: Collaborative literacy lesson development using literature and Changemaking activities
10	<ul style="list-style-type: none"> •What are some culturally responsive writing activities • Scaffolding culturally relevant writing development •Thematic teaching of writing in two languages 	<p>DUE: Lessons plans and reflections for focus student</p> <p>Weekly Assignment:</p> <ol style="list-style-type: none"> 1)Read Chapter #9 Freeman and Freeman, <i>La enseñanza tematica para desarrollar lalectoescritura en dos idiomas</i> 2)Read Ada’s article, <i>A chorus of cultures: developing literacy through multicultural poetry.</i> Carmel, CA: Hampton Brown <p>Activities:</p> <ol style="list-style-type: none"> 1)Discussion on readings 2) Practice: Developing Standards aligned thematic literacy units for the development of writing in Spanish
11	<p>Online session</p> <ul style="list-style-type: none"> •Research on literacy in dual language classrooms •Analysis of reading and writing approaches, effective instruction and challenges in dual classroom placements: •Article research 	<p>Online assignment:</p> <ol style="list-style-type: none"> 1) Find one article on Spanish literacy development 2) Contribute to discussion board
12	<ul style="list-style-type: none"> •Individual Spanish literacy unit presentations •Semester review-Scenarios 	<p>DUE: Literacy units</p>

13	<ul style="list-style-type: none"> • <i>Sharing portfolios including final reflection, case studies, lessons, units and reflection on literacy instruction and learning</i> • <i>End of the semester celebration</i> 	<i>DUE: Portfolio</i>
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Bibliography

Books, guides and reports:

Barrera, R. (1981). Reading in Spanish: Insight from children miscues. In Learning to Read in Different Languages. Hudelson, S. Washington, DC: Center for Applied Linguistics.

Bruno de Catelli, E. & Beke, R. (2004). La escritura: desarrollo de un proceso. Lectura y Vida, 25 (3): 6-15.

Denton, C. et al. (2000). What do we know about phonological awareness in Spanish? Reading Psychology 21:235-252.

Eldseky, C. (1986). Writing in a bilingual program: Hbia una vez. Nordwood, NJ: Ablex.

Moreno, M.S. (1982). La enseñanza del aprendizaje de la lectura. In Escuela de Educacion, 262. Merida Venezuela: Universidad de Los Andes.

Sequeida, J. & Seymour. G. (1995). El razonamiento estrategico como factor en el desarrollo de la expresion escrita y de la comprension de lectura. Lectura y Vida 16 (2):13-20.

Important Resources

Academic Writing Support

For academic writing support, please use the following link for online writing support and on-site in-person tutoring specialized to meet your individual academic writing needs - sandiego.edu/soles/current/writing-center.php

Academic Research Support

For academic research/library support, please contact our SOLES librarian, Vanjuri “V” Dozier at (619) 260-4695 or vdozier@sandiego.edu

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students needing accommodations can identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs, while performance standards for the course will not be modified in considering specific accommodations.

Grade of Incomplete

The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the "I" grade will become a permanent "F."

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

SOLES Online Course Evaluation

Student evaluations in SOLES are collected via an online system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

Statement on Plagiarism

The complete plagiarism policy is available for your review at:
http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University.

Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.