MTLA 663:
Children’s and Adolescents Texts and Digital Tools: Consuming and Producing Literacies (3)
Section: 01
Instructor: Dr. Skinner
Contact info: skinnere@cofc.edu
Office Hours: T/Th: 12:00-1:30; 3:00-4:00 By appointment
Spring, 2016: Wednesdays, 6-8:45
Location:
Office: 86 Wentworth, #330

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Course Description:
Students will explore children’s and adolescents’ print-based, visual, oral and digital texts and contexts that support literacies learning. Students will draw upon these texts as models for writing and designing. A variety of popular and academic genre, formats and online tools relevant to interdisciplinary curriculum and instruction will be included.

Course is set up as workshop/studio:
Reading Workshop (6-6:50)
Writing Workshop (6:50-7:40)
Digital Tools Studio (7:40-8:30)
*Break at your own discretion.

Standards:
R2S PreK-5th Grade Standard 2 (Curriculum & Instruction):
Teachers use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language
comprehension, strategic knowledge, and reading-writing connections.

2.3: Understand the complexity of content texts is dependent upon students’ background knowledge.

2.4: Connecting inquiry through the integration of Social Studies, Science, and Math, with literacy instruction leads students to build knowledge and emphasizing collaborative learning fosters independence and self-initiation in reading and learning.

2.5: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

2.6: Understand how to utilize content knowledge to build meaningful curriculum.

2.7: Understand how to organize time and space to implement a variety of instructional frameworks in support of reading instruction.

2.8: Know that children learn about language through using language and communicating with others.

2.9: Know a variety of ways to introduce and build new language and vocabulary (e.g., word study, etc.) throughout the curriculum and across grade levels.

2.10: Know that children learn about the sounds of language (phonemes, phonics, and knowledge of advanced features of written language) and continue to develop as language users through hearing and using oral and written language (poetry, songs, rhymes, stories, and a variety of texts).

2.11: Know that oral and written language support children learning how to hear and represent sounds within words (phonemic awareness and phonics), and they support the
2.12: Comprehension and vocabulary growth result primarily from engagement with texts and social interactions.

2.13: High engagement during reading requires access to texts, time to read, reading success to promote agency, and a supportive literacy-rich environment.

2.14: Understand that fluency in reading increases with ease of use and greater flexibility in using strategies in reading and fluent reading is not about rushing through texts, but knowing when to consciously take control of reading rate across a variety of texts and reading for a variety of purposes.

2.15: Understand that reading about topics that are personally interesting activates use of background knowledge and increases motivation and comprehension in reading.

2.16: Understand that learning is social. Learners use written language as one of the means of making sense of the world; readers/writers learn more about written language and create deeper understandings as they talk with others about texts.

2.17: Understand that reading is a meaning-making process involving the use of cueing systems and problem solving skills and strategies.

2.18: Understand that texts are used for reading instruction and independent reading represent a range of possible literature and genres, and they exist in multimodal formats.

**R2S Middle and Secondary Content Area Teachers Standard 2 (Curriculum & Instruction):** Teachers use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

2.2: Use appropriate and varied instructional approaches, including those that develop vocabulary, language, and reading-writing connections.

2.3: Use a wide range of texts (e.g., narrative, informational, expository, and poetry) from traditional print, digital, and online resources, taking into consideration the students’ background knowledge and academic ability.

**R2S PreK-5th Grade Standard 4 (Diversity): Teachers create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.**

4.1: Recognize, understand, value, the forms of diversity that exist in society and their importance in learning to read and write.

4.2: Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.

4.3: Develop and implement strategies to advocate for equity.

4.4: Know that within a classroom, students have a range of abilities, which include those who receive services from special education.

4.5: Dialects are well-developed linguistic systems that are rule-governed.

4.6: Know that culturally relevant content is selected to validate personal experiences, cultural and historical contributions for all students.
<table>
<thead>
<tr>
<th>Course Text/Materials:</th>
<th>Writing Workshop (course will draw upon these, but students need not purchase):</th>
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<tbody>
<tr>
<td></td>
<td><strong>Digital Tools Studio:</strong></td>
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<tr>
<td></td>
<td>Reviews of Visual and Digital Texts department columns from <em>Journal of Adolescent and Adult Literacy</em></td>
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<td></td>
<td><em>Digital Apps</em></td>
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<td></td>
<td>Popular early childhood, upper elementary grades and/or adolescent texts for face-to-face book clubs</td>
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<td></td>
<td>Relevant literacy education organizations such as the International Literacy Association, National Council of Teachers of English and American Association of School Librarians websites and FB pages</td>
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Reading Workshop Required Texts:

Variety of children’s and young adult literature from diverse cultural contexts. We will select seven elementary and young adult books (i.e. nonfiction, historical fiction, realistic fiction, popular series, special needs character, immigrant character, graphic novel) that students must either purchase or check out from the library. We will negotiate the selection of book club books together.


Popular early childhood, upper elementary grades and/or adolescent texts

Graphic Novels Examples

Hidden: A Child’s Story of the Holocaust. (grades 3-6)
<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Publisher</th>
<th>Grade(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little White Duck: A Childhood in China. (ages 9 and up)</td>
<td>Satrapi, M.</td>
<td>Pantheon Books.</td>
<td>(8th grade and up)</td>
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<tr>
<td>Persepolis</td>
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<tr>
<td>Favorite picture book authors: Jacqueline Woodson, Eve Bunting,</td>
<td>Cynthia Rylant, Patricia Polacco,</td>
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<td>Eloise Greenfield, Jane Yolen</td>
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<td>Chapter books about children and adolescents with special needs:</td>
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<tr>
<td>Tangerine</td>
<td>Bloor, E.</td>
<td>MH Books for Young Readers</td>
<td>(original publication, 1997)</td>
<td><a href="http://www.amazon.com/Tangerine-Edward-Bloor-ebook/dp/B003KGAZUQ/ref=sr_1_1?ie=UTF8&amp;qid=1455214176&amp;s=books&amp;keywords=tangerine+bloor">http://www.amazon.com/Tangerine-Edward-Bloor-ebook/dp/B003KGAZUQ/ref=sr_1_1?ie=UTF8&amp;qid=1455214176&amp;s=books&amp;keywords=tangerine+bloor</a></td>
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<tr>
<td>The Skin I'm In</td>
<td>Flake, S.</td>
<td></td>
<td></td>
<td><a href="http://www.amazon.com/Skin-Im-Sharon-Flake/dp/1423103858/ref=sr_1_1?ie=UTF8&amp;qid=1455214246&amp;s=books&amp;keywords=the+skin+i%27m+in">http://www.amazon.com/Skin-Im-Sharon-Flake/dp/1423103858/ref=sr_1_1?ie=UTF8&amp;qid=1455214246&amp;s=books&amp;keywords=the+skin+i%27m+in</a></td>
</tr>
<tr>
<td>Fish in a Tree</td>
<td>Hunt, L.</td>
<td>Nancy Paulsen Books.</td>
<td>(Grades 4-6)</td>
<td><a href="http://www.amazon.com/Fish-Tree-Lynda-Mullaly-Hunt-ebook/dp/B00KWG61P0/ref=sr_1_1?ie=UTF8&amp;qid=1455214278&amp;s=books&amp;keywords=fish+in+a+tree">http://www.amazon.com/Fish-Tree-Lynda-Mullaly-Hunt-ebook/dp/B00KWG61P0/ref=sr_1_1?ie=UTF8&amp;qid=1455214278&amp;s=books&amp;keywords=fish+in+a+tree</a></td>
</tr>
<tr>
<td>Freak the Mighty</td>
<td>Philbrick, R.</td>
<td>Scholastic Paperbacks.</td>
<td>(original publication, 1993)</td>
<td><a href="http://www.amazon.com/Freak-Mighty-Rodman-Philbrick-ebook/dp/B00B9FX6JC/ref=sr_1_1?ie=UTF8&amp;qid=145521432">http://www.amazon.com/Freak-Mighty-Rodman-Philbrick-ebook/dp/B00B9FX6JC/ref=sr_1_1?ie=UTF8&amp;qid=145521432</a></td>
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<td>Course Objectives:</td>
<td>1. Students will become familiar with a variety of texts that children and adolescents engage with for pleasure through reading, viewing and listening to texts and then writing, talking about and designing texts that display their understanding of these texts.</td>
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http://www.amazon.com/Wonder-R-J-Palacio-ebook/dp/B0051ANPZQ/ref=sr_1_1?ie=UTF8&qid=1455214346&sr=1-1&keywords=Wonder%3A+new+york


http://www.amazon.com/Out-My-Mind-Sharon-Draper-ebook/dp/B003ATPRNI/ref=sr_1_1?ie=UTF8&qid=1455214364&sr=1-1&keywords=out+of+my+mind


http://www.amazon.com/Lottery-Patricia-Wood-ebook/dp/B0019MPHTM/ref=sr_1_1?ie=UTF8&qid=1455214405&sr=1-1&keywords=lottery+wood


http://www.amazon.com/Curious-incident-dog-night-time-contemporaries-ebook/dp/B000FC1MCS/ref=sr_1_1?ie=UTF8&qid=14552144428&sr=1-1&keywords=the+curious+incident+of+the+dog+in+the+nighttime


http://www.amazon.com/So-B-Sarah-Weeks/dp/0064410471/ref=sr_1_1?ie=UTF8&qid=1455214454&sr=8-1&keywords=so.+b.+it

**Digital Apps Studio**

Apps and websites from the *Journal of Adolescent & Adults’ Digital and Digital Text Reviews Column.*
2. Students will learn to use a variety of digital tools.
3. Students will make explicit curricular and instructional connections between course material and their literacies teaching.
4. Students will learn about research and theories of responding to children’s and adolescents’ texts.

<table>
<thead>
<tr>
<th>Description of Projects/Assignments:</th>
<th>Book Clubs/Reading Partnerships (15 points)</th>
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<tbody>
<tr>
<td>Students will participate in weekly book clubs/partnerships in class. Students will select book club books from the following categories: Immigrant/advocate experience, graphic novel, free verse novel, novel about character with special needs, popular fiction, historical fiction and nonfiction.</td>
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<tr>
<th>Children’s/Adolescent Literature Matrix (15 points)</th>
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</thead>
<tbody>
<tr>
<td>Students will construct a matrix of 15 books including fiction, nonfiction, graphic novels, free verse, and picture books. Books read for book clubs and book partnerships can be included on the matrix.</td>
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<thead>
<tr>
<th>Digital Apps Demonstrations (15 points)</th>
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<tbody>
<tr>
<td>Students will model how to use digital apps from class readings or their own findings. Students will each sign up/present 5 times throughout the semester. We will keep a collaborative matrix of apps shared where students will input information about the apps they presented.</td>
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<tr>
<th>Writing/Design Project Workshop (40 points)</th>
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<tr>
<td>Students will take part in digital writing workshop that includes engaging in the writing/design process for 1) narrative, 2) poetry, 3) nonfiction, and 4) persuasive texts in print and multimodal formats. Throughout the process students will share their work with a writing partner and assess their own writing. Students will use a rubric to self-evaluation each project. Instructor will use a rubric to evaluate students’ evaluations and products. Each project/self assessment will be worth 10 points/percent.</td>
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<tr>
<th>Weekly Attendance, Preparedness and Participation (15 points)</th>
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<tr>
<td>Literacy and teaching are a social process. You will be expected to come to each class prepared and actively participate in class</td>
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</table>
through sharing your reflections and responding to and building upon your classmates’ ideas.

Course Calendar

Week 1: January 13

Course Overview: Introductions, syllabus, class format, technologies, texts

Digital Studio: iPad app inventory and sharing, Keynote with 6 literacies

Reading Workshop: Speed dating with award winning books about immigrant or advocate experience, African American characters and free verse books; select immigrant or advocate experience book.

Writing Workshop: Realistic Fiction- Developing ideas and characters

Week 2: January 20

In Class:

Reading Workshop: Book club about Immigrant or advocate experience

Writing Workshop: Realistic fiction: Planning and drafting narrative: Realistic fiction

Digital Studio: Evaluate apps and programs created to assist writers in developing, plotting, and formatting their own narratives; Websites devoted to young adult or children’s literature.

Assignments Due:

Read first 120 pages of Esperanza Rising: Literature about immigrant or advocate experience

Varnes, A. (2014). Visual and digital text column. *Journal of Adolescent & Adult Literacy, 58*(2). (Evaluate apps and programs created to assist writers in developing,

OR

http://www.goodreads.com/list/show/3721.Best_Multicultural_Books_for_Children

Writing workshop: Write two entries from the strategies listed on Day 1

Week 3: January 27

In Class:

Reading Workshop: Book club about immigrant or advocate experience

Writing Workshop: Realistic narrative: Revision

Digital Studio: The Story Starter, Six Word Memoirs, Figment and Inanimate Alice: Resources for Supporting Bilingualism. (Highlights and evaluations of apps that support reading, writing, editing and sharing electronic documents in the classroom)

Discuss signing up to present websites apps for future weeks

Assignments Due:

Complete Esperanza Rising

Write scene for character. Consider: Clear setting, including character’s thoughts, dialogue, actions, motivation, obstacle and decision making


Week 4: February 3

In Class:
Reading Workshop: Free verse literature or graphic novel

Writing Workshop: Revising realistic narrative with mentor texts.

Digital Studio: Highlights and evaluations of apps that support reading, writing, editing and sharing electronic documents in the classroom

Assignments Due:

Read first half of Persepolis (p. 79) or The Crossover (p. 119).

Draft realistic narrative. Find mentor text.


Sign up for 5 apps/websites

Week 5: February 10

In Class:

**Reading Workshop:**
Persepolis and The Crossover
Decide on next book club book- Out of My Mind, Wonder, Incident of Dog, Fish in a Tree, Tangerine, So B. It, Freak the Mighty, The Skin I’m in, Gathering Blue, and Lottery
Check out for more: http://iris.peabody.vanderbilt.edu/books/

**Writing Workshop:**
Publish narrative (realistic fiction or memoir)
Begin poetry

Digital Studio:
Performance poetry, and, more specifically, spoken word poetry

Assignments Due:

Complete Persepolis or The Crossover. Use at least two sign posts (Beers & Probst).
Bennett, A. (2014). Visual and digital text column. *Journal of Adolescent & Adult Literacy, 57*(8). Performance poetry, and, more specifically, spoken word poetry

Revise and publish narrative (Turn the following into OAKS):
- 3 entries (or 2 if you added character onto one of the first two)
- first draft
- final draft
- narrative rubric evidence chart including 3 uses of mentor text at bottom

Week 6: February 17

In Class:

- Reading Workshop: Literature about children with special needs
- Writing Workshop: Poetry

Digital Studio: Web resources that exemplify aspects of the difference model as it applies to teaching Deaf students; [http://www.poetryoutloud.org/](http://www.poetryoutloud.org/) (Lincoln)

**Assignments Due:**


Read Out of My Mind to p. 155

Poetry Homework: Bring in a favorite poem to serve as a mentor and finish heart poem

Week 7: February 24

In Class:

- Reading Workshop: Literature about children with special needs
- Writing Workshop: Poetry
Digital Studio: Graphic Novel Resources
graphicnovelresources.blogspot.com/
www.comicsreporter.com/
www.graphicnovelreporter.com/
www.comixology.com/
www.comicchameleon.com/comics

Assignments Due:


Complete book club book about children with special needs

Draft two poems
  ● Ideas can come from your map of the heart or Spoken Word lists
  ● Select two different mentors to try to mimic in some way- word choice, structure, punctuation, etc.
  ● Possible forms of poetry: Found poems, observation poems (nature, objects), two voices poems, memoir poems, etc...

Week 8: March 2

In Class:
  Reading workshop: Graphic novels and free verse.

  Writing Workshop:
  Publishing party for poetry anthology
  In-class writing/designing of Comics

  Digital Design: Comic sites
  Meanwhile App
  Thrillbent
  Make Belief Comix

Assignments Due:

Read entire graphic novel or free verse novel.
Revise and publish 2 poems (of 4 drafted)
Complete rubric/evidence chart
Include and describe how you used your mentor text (and include mentor text Botzakis, S. (2013). Visual and digital text column. *Journal of Adolescent & Adult Literacy, 57*(1).

**March 9: Spring Break**

Week 9: March 16

In Class:
   - Reading Workshop: Nonfiction Book Club; Nonfiction picture books
   - Writing Workshop:
     - Comic book writing
     - Nonfiction: Choosing and Researching Topic
   - Digital Studio: Learning about geography, history, and government through the use of various apps and websites
   - Crash Course
     - [https://www.youtube.com/user/crashcourse](https://www.youtube.com/user/crashcourse)
   - National Park Service
     - [http://www.nps.gov/index.htm](http://www.nps.gov/index.htm)
   - Congress

*Assignments Due:*

Read entire nonfiction book.


No WW homework.

Week 10: March 23

In Class:
Reading workshop: Nonfiction

Writing workshop: Nonfiction Structures and Formats


Assignments Due:

Find and read 3 new nonfiction picture books for your grade level/particular unit of study- bring one to share with class (CCPL branches have great picture book selection)


WW: Nonfiction

Week 11: March 30

In Class:

Reading Workshop: Historical fiction

Writing Workshop: Nonfiction Publishing Party

Digital Studio: Smart Phone Resources for Teachers

Assignments Due:


Read first half of historical fiction book.

WW: Publish nonfiction writing project.
Week 12: April 6

In Class:

   Reading Workshop: Historical fiction

   Writing Workshop: Persuasive writing

   Digital Studio: iPad Apps

Assignments Due:

   Complete historical fiction book

   No WW Hmk.

   Play with your favorite iPad apps and be ready to share in class

Week 13: April 13

In Class:

   Reading Workshop: Popular fiction

   Writing workshop: Persuasive writing

   Digital Studio:
   Amnesty International (www.amnestyusa.org)
   The Sociological Cinema (www.thesociologicalcinema.com)
   Teaching Tolerance (www.tolerance.org)
   The Howard Zinn Education Project (http://zinnedproject.org/)

Assignments Due:

   Read first half of popular fiction

   Persuasive writing homework

Week 14: April 20 (Last Day of Class)

In Class:

Reading Workshop: Popular fiction

Writing Workshop: Persuasive writing publishing party

Digital Studio: Websites about ways of using the program that can enliven PowerPoint presentations or enable other functionality; Pecha Kucha [www.pechakucha.org/](http://www.pechakucha.org/)

In-Class Student Evaluations

Assignments Due:

Complete popular fiction book

Publish persuasive writing


Final Exam Meeting: Wednesday, April 27, 7:30-10:30 p.m. Celebration of children’s and young adult literature. Share matrix.

POLICIES AND PROCEDURES FOR COURSES IN THE SCHOOL OF EDUCATION*

1. **GRADING SCALE:**  
   A = 93-100  
   B+= 88-92  
   B = 83-87  
   C+= 78-82  
   C= 74-77  
   F= <74
2. **PROFESSIONAL BEHAVIORS/DISPOSITIONS:** Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:

- We believe that all children can learn
- We value and respect individual differences
- We value respectful human interactions
- We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
- We are committed to inquiry, reflection, and self-assessment
- We value collaborate and cooperative work
- We are sensitive to community and cultural contexts
- We engage in fair, responsible, and ethical practice

3. **ATTENDANCE:** Class attendance and punctuality are expected professional behaviors. A student may earn a failing grade for excessive absences equaling more than 15% of class meetings or 2 weeks of class (15% of classes meeting 3 x weekly = 6 absences; 2 x weekly = 4 absences; 1 x weekly = 2 absences). The instructor has the right to withdraw students for excessive absences (more than 15%). In addition, students are responsible for meeting specific attendance requirements outlined in each course syllabus.

4. **MISSED COURSE ASSESSMENTS:** If a student misses a course assessment (e.g., quiz, test, examination, assignment) other than the final examination for a legitimate reason (as determined by the instructor), the instructor has the discretion to administer a make-up. It is the responsibility of the student to make arrangements with the instructor for any make up work.

5. **DUE DATES:** All due dates for scheduled course assignments and assessments are listed in each course syllabus. Changes are announced in class. The instructor determines consequences related to late work. It is suggested that students have a reliable class contact for course information in case of absences.

6. **FINAL EXAMINATIONS:** The course final examination (test, performance, project) only takes place during the college-specified period. Undergraduate students with more than two finals scheduled on one day may arrange an alternate time for one exam with Undergraduate Academic Services. Graduate students apply to the Graduate School for changes.

7. **COURSE PAPERS:** All course papers will be word-processed using the most current style guide published in the Publication Manual of the American Psychological Association.
8. **HONOR SYSTEM:** All courses in the School of Education, Health, and Human Performance are conducted under the College of Charleston Honor Code found in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/](http://studentaffairs.cofc.edu/honor-system/)

Students are responsible for reading, understanding, and adhering to the Code of Conduct. **Ignorance is no excuse.** Both students and faculty are responsible for reporting violations to Student Affairs. Conviction of an Honor Code violation results in a grade of XF for the course in which the violation occurred. For help clarifying paraphrasing vs. plagiarism, see the following websites:

- [https://www.indiana.edu/~istd/example1paraphrasing.html](https://www.indiana.edu/~istd/example1paraphrasing.html)
- [http://owl.english.purdue.edu/owl/resource/619/01/](http://owl.english.purdue.edu/owl/resource/619/01/)

9. **ADA ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed. Once the Professor Notification Letter is received, take the letter to professors as early in the semester as possible (preferably during their office hours). The letter will document SNAP status and the accommodations to which you are entitled, while providing you the opportunity to arrange for timely service.

10. **MISSION:** The mission of the School of Education, Health, and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world. Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. Professionals who can make the Teaching-Learning Connection through attaining the three Elements of Teacher Competency (ETC) create these opportunities for learners. The ETCs organize the EHHP standards for effective teaching.

**College of Charleston Honor Code and Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention,
submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php