

74-UNC

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	English	College/School	CLA
Prepared by	Duff Johnston	Phone	474-5235
Email Contact	djohnston2@alaska.edu	Faculty Contact	Duff Johnston

1. ACTION DESIRED

(CHECK ONE):

Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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2. COURSE IDENTIFICATION:

Dept	ESLG	Course #	F141	No. of Credits	4
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Justify upper/lower division status & number of credits:	<p>Lower division status: This course is designed for English language learners including community members, exchange students, and international students, including but not limited to students seeking admission to undergraduate degree programs.</p> <p>These students will have achieved basic (intermediate to low advanced) English proficiency before enrollment in the course, so developmental (0-level) course status is not appropriate. Lower division status is appropriate since many students will not have a traditional class standing at UAF.</p> <p>Number of credits: Four credits (four contact hours per week) are requested to ensure students receive sufficient in-class opportunities to develop their academic listening and speaking skills.</p>
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3. PROPOSED COURSE TITLE: Advanced Academic Listening & Speaking I

4. To be CROSS LISTED? YES/NO NO If yes, Dept: Course #

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO NO If yes, Dept: Course #

6. FREQUENCY OF OFFERING: Fall: every year

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2011-12 if approved by 3/1/2012; otherwise AY2012-13) AY2012-13

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply) 1 2 3 4 5 X 6 weeks to full semester

OTHER FORMAT (specify) _____

Mode of delivery (specify lecture, field trips, labs, etc) Lecture

9. CONTACT HOURS PER WEEK:	<input type="text" value="4"/>	LECTURE hours/weeks	<input type="text"/>	LAB hours /week	<input type="text"/>	PRACTICUM hours /week	<input type="text"/>
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

ESLG F141 Advanced Academic Listening & Speaking I
 4 Credits Offered Fall
 This course provides listening, note taking, and speaking skills development for the American university context. By the end of the course, students will be better able to understand and take notes on lectures covering a variety of academic topics, take an active role in classroom discussions, and give formal presentations.
 (Prerequisite: A minimum score of 60 on the TOEFL Internet based test (iBT) or permission of the instructor.) (4+0)

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form. YES: NO: X

IF YES, check which core requirements it could be used to fulfill:
 O = Oral Intensive, Format 6 W = Writing Intensive, Format 7 Natural Science, Format 8

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?	<input type="text"/>	TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	CREDITS
If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	CREDITS

13. GRADING SYSTEM: Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES

Has a memo been submitted through your dean to the Provost for fee approval?
 Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?

Yes/No

NO

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

This will not have a negative impact on the English Department's budget, facilities, or faculty.

In terms of faculty workload, ESLG F141 will replace a special topics course (ENGL F293) that has previously been offered (fall 2011) to low advanced proficiency English language learners. The English Department faculty member previously assigned to teach ENGL F293 (Duff Johnston) will be reassigned to teach ESLG F141. This course will be one of the three courses the faculty member is already contracted to teach during full semesters. The reassignment from a 3-credit to a 4-credit course, which this change involves, will only slightly affect the faculty member's teaching workload.

The positive impact of the proposed course on the English Dept. and the Linguistics Program is detailed under item 21 below.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

No special materials, equipment, or services are required

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

The proposed course will affect the English Dept. and the Linguistics Program. Faculty members from both academic units have vetted the course.

ESLG F141's impact on the both academic units is detailed below under item 21 below.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

The proposed course will not have a negative impact on the English Department since funding, space, and a faculty member to teach the course already exist.

The proposed course will have a positive impact on the English Department by facilitating the development of an intensive English program (IEP) for English language learners to be hosted by the department. ESLG F141 and other new ESLG courses being proposed concurrently will develop a basic course sequence of the IEP. (Please see the "Justification for Action Requested" section below for more details of IEP course planning.)

ESLG F141 will replace ENGL F293, a special topics course previously offered in the fall of 2011. This move establishes a permanent ESL course that is clearly delineated in terms of student proficiency level and targeted skills development. The increase in course credit hours from three to four will provide students with more in-class opportunities to practice their English speaking, listening, and note taking.

The proposed course will also have a positive impact on the Linguistics Program by making possible internships and research opportunities for graduate students in the Second Language Acquisition and Teacher Education (SLATE) program.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

ESLG F141 and the other concurrently proposed ESLG courses (F121, F131) provide academic listening and speaking courses for English language learners with a range of English proficiency levels (from high beginner to low advanced).

This set of courses will also act as the basis for an envisioned intensive English program (IEP) to be hosted by the English Department. The nascent IEP will develop as additional new courses are added in response to increases in both student enrollment and funding for additional instructors.

Future proposals in the IEP course sequence will offer grammar, academic reading, academic writing, and culture courses at intermediate and advanced proficiency levels. If demand warrant, proposals will also be submitted for courses covering a full range of language skills at a beginning English proficiency level.

In terms of future course development using the ESLG designator, ESLG F100-F119 will serve beginning proficiency students; ESLG F120-F139 will serve high beginner to low intermediate proficiency students; and ESLG F140-F159 will serve intermediate to low advanced proficiency students.

For all currently proposed and future IEP courses, fall titles will include a roman numeral I while spring titles will include a roman numeral II. Students do not need to complete a course with a I designation to enroll in a course with a II designation.

Example: ESLG F121 Intermediate Academic Listening and Speaking I will be offered in the fall semester, and ESLG F131 Intermediate Academic Listening and Speaking II will be offered to in the spring semester. ESLG F121 is not a prerequisite for ESLG F131.

Please see the "Tentative Intensive English Program (IEP) Course Sequence (*ESLG Courses*)" document included with each of the new course proposals for an overview of potential course numbering for new and future ESLG courses.

APPROVALS: Add additional signature lines as needed.

<i>See attached</i>	Date	
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Signature, Chair, Program/Department of: English

	Date	
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Signature, Chair, College/School Curriculum Council for: _____

	Date	
--	------	--

Signature, Dean, College/School of: _____

	Date	
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Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.


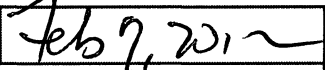
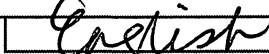
ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

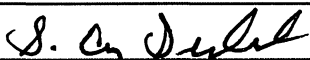


	Date	
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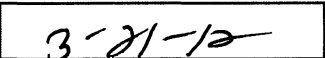

Signature, Chair
Faculty Senate Review Committee: ___Curriculum Review ___GAAC

___Core Review ___SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

 Date 
Signature, Chair, Program/Department of: 

 Date 
Signature, Chair, College/School Curriculum Council for: 

 Date 
Signature, Dean, College/School of: 

ATTACH COMPLETE SYLLABUS (as part of this application). Note: The guidelines are online:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If item missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

- Title, number, credits, prerequisites, location, meeting time
(make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

- Name, office location, office hours, telephone, email address.

3. Course readings/materials:

- Course textbook title, author, edition/publisher.
 Supplementary readings (indicate whether required or recommended) and
 any supplies required.

4. Course description:

- Content of the course and how it fits into the broader curriculum;
 Expected proficiencies required to undertake the course, if applicable.
 Inclusion of catalog description is *strongly recommended*, and
 Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

- Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

- A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

- Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

- Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but may be a convenient way to publicize this.)
Faculty Senate Meeting #171:

<http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171>

11. Support Services:

- Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

- State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

6/30/2011

Course Syllabus

Note: The semester overview and assignments may be modified over the course of the semester. The instructor will inform you of any changes in advance.

Course Information:

<i>Course Number & Section</i>	ENGL F141; Section F01
<i>Course Title</i>	Advanced Academic Listening & Speaking I
<i>Course Dates</i>	Aug. 30 – Dec. 10
<i>Credits</i>	4
<i>Class Days & Times</i>	M, T, W, R
<i>Classroom</i>	

Instructor Information:

<i>Lead Instructor</i>	Duff Johnston
<i>Office</i>	866 Gruening Bldg.
<i>Office Hours</i>	& by appointment
<i>Email Address</i>	djohnston2@alaska.edu
<i>Office Phone Number</i>	(907) 474-5235

<i>Teaching Assistant</i>	<i>(If necessary)</i>
<i>Office</i>	
<i>Office Hours</i>	
<i>Email Address</i>	
<i>Office Phone Number</i>	

Course Description:

ESLG F141 – Advanced Academic Listening & Speaking I provides listening, note taking, and speaking skills development for the American university context. The course is designed for English language learners with **intermediate to low advanced proficiency** in the basic skills of reading, writing, speaking, and listening.

Course Prerequisites:

A minimum score of 60 on the TOEFL Internet based test (iBT) or permission of the instructor

Course Materials:

Required textbooks:

Beglar, F., & Murray, N. (2009). *Contemporary topics 3: Academic listening and note-taking skills* (3rd. ed.). White Plains, NY: Pearson Education.

Reinhart, S.M. (2002). *Giving academic presentations*. Ann Arbor, MI: U. of Michigan Press.

We will use the first half of both textbooks in this course. The remainder of each book will be used in ESLG F151 (Advanced Academic Listening & Speaking II), which is offered in the spring semester.

You can buy both the book at Amazon.com or at another bookseller. You do **not** need the CDs or the DVD that go with the *Contemporary Topics* textbook. If you have trouble buying the books, please talk with your instructors. They will only provide paper copies of textbook pages during the first three weeks of the semester.

A digital voice recorder with USB connectivity: You will need this device to record conversations and interviews outside of class, work on pronunciation and fluency exercises, and prepare for in-class presentations. USB connectivity will allow you to share your recordings with your classmates and the instructors. In the future, the device will also help you record lectures and discussions in other university courses.

The instructors will show examples of digital voice recorders in class and, if necessary, help you find one that fits your needs budget.

Additional materials: The instructors will inform students of any additional materials to be used during the semester and ensure that they can access these materials as needed. These materials may include DVDs, online content, and paper documents.

Instructional Methods:

The course will incorporate the following teaching and learning activities: lectures; small group and whole class discussions; student presentations; role play situations; video and audio (listening and note-taking) exercises

Learning Outcomes:

By the end of the course, students will be better able to understand and take notes on lectures covering a variety of academic topics, take a more active role in discussions, and give formal classroom presentations.

Course Goal:

To help English language learners improve their academic listening proficiency, note-taking skills, and speaking proficiency through skills and strategies training.

Student Learning Outcomes:

- *Improved listening proficiency and note-taking skills:*
Identifying lecture organization, examples, key terms and definitions, and cause-and-effect relationships; using symbols and abbreviations; recording lists
- *Improved speaking proficiency:*
 - 1) Pronunciation, fluency, and spoken grammar development;
 - 2) Discussions – agreeing and disagreeing; asking for opinions or ideas; expressing opinions; asking for clarification or confirmation; paraphrasing; offering a fact or example; trying to reach a consensus; and keeping a discussion on topic
 - 3) Presenting – Brainstorming topics; outlining and scripting presentations; making and using presentation notes; making eye contact; non-verbal behavior; making and explaining

visual aids; checking for audience understanding; asking for questions; speaking slowly and using effective pauses; proper word stress; intonation

Semester Overview: CT = Contemporary Topics 3 GAP = Giving Academic Presentations

Week	Topic	Textbook Chapter	Skills & Strategy Training	Major Assessments
1	Course Introduction			
2	Comm. Studies – Slang & Language Change	CT, 1	Listening & note taking: Using sequence markers to organize your notes Discussion: Agreeing; asking for clarification or confirmation; paraphrasing	
3	Child Psych. – The Genius Within	CT, 2	Listening & note taking: Listening for examples Discussion: Offering a fact or example; asking for clarification or confirmation; asking for opinions or ideas	1st listening & note-taking quiz
4	Presentation: Giving an Introduction Speech	GAP, 1	Presenting: Brainstorming topics; outlining & scripting a presentation; making & using presentation notes; making eye contact; non-verbal behavior; speaking slowly & using pauses effectively	1st presentation: An Introduction Speech
5				
6	Presentation review		Pronunciation, fluency, & grammar work	
7	Sociology – Social Status: Flaunting Your Success	CT, 3	Listening & note taking: Identifying key terms & definitions Discussion: Expressing an opinion; paraphrasing; keeping the discussion on topic	1st discussion: What It Means to Be Successful
8	Business – The Art of Marketing in a Global Culture	CT, 4	Listening & note taking: Using symbols & abbreviations Discussion: Expressing an opinion; disagreeing; offering a fact or example	2nd listening & note-taking quiz
9	Presentation: Describing an Object	GAP, 2	Presenting: Brainstorming topics; outlining & scripting a presentation; making & explaining visual aids; checking for audience understanding; proper word stress	2nd presentation: Describing an Object
10				
11	Presentation review		Pronunciation, fluency, & grammar work	
12	Cognitive Psych. – Memory	CT, 5	Listening & note taking: Identifying cause-and-effect relationships Discussion: Expressing an opinion; offering a fact or example; keeping the discussion on topic	2nd discussion: Memory & Memorization Tips
13	Anthropology/ Biology – The Science of Love	CT, 6	Listening & note taking: Recording lists Discussion: Asking for opinions or ideas; disagreeing; trying to reach a consensus Thanksgiving Break	3rd listening & note-taking quiz

<i>Week</i>	<i>Topic</i>	<i>Textbook Chapter</i>	<i>Skills & Strategy Training</i>	<i>Major Assessments</i>
14	Presentation: Explaining a Process or Procedure	GAP, 3	Presenting: Brainstorming topics; outlining & scripting a presentation; checking for audience understanding; asking for questions; intonation	
15				3rd presentation: <i>Explaining a Process or Procedure</i>
16	Final Exam Review			
Final	<i>Time & Date TBA</i>			

Course Assignments:

Class participation: Students are expected to participate in class discussions and other in-class activities. To do this, they must come prepared for each class session by reviewing the content of previous lessons, completing assigned homework, and bringing their textbooks and other lesson materials to class. Participation accounts for 5% of the course grade.

Students who are not prepared for class, who do not actively take part in discussions or other in-class activities, or who cause disruptions (by repeatedly talking off topic, falling asleep, or otherwise distracting classmates and instructors) will have their participation grade lowered. After one warning for non-participation, a student will have his or her participation grade lowered one point for each class session in which there is an incident. The instructors will inform students of any deductions.

Homework: Students will complete several assignments outside of class including textbook exercises and other activities. Taken together, homework assignments will account for 15% of the final course grade.

Homework assignments will receive a check (√) for being completed on time. Assignments that are late and/or incomplete will receive a check minus (√-), which means they receive only half credit. Late homework assignments will not receive any credit if they are handed in more than a week after they are originally due. Students are responsible for tracking and turning in all their assignments; the instructors will note remind students of work that has not been turned in.

Note: *Students are expected to spend several hours each week outside of class preparing homework and the other assignments listed below.*

Listening & note-taking quizzes: Students will take three quizzes (10% points each; 30% points total) that involve listening to a short lecture on an academic topic and taking notes. The quizzes will test students' ability to answer questions about the main ideas and important details from the lectures and to use lecture information to analyze new content or situations.

Presentations: Students will give three short (4-6 minute) presentations (6% points each; 18% points total) on different topics during the semester. These presentations will be

video recorded. To prepare for these presentations, students will complete several in-class and homework assignments.

Presentations will be graded with rubrics covering pronunciation, fluency, and grammar as well as factors such as making eye contact with audience members and using visual materials effectively.

Discussions: Students will take part in two graded small-group discussion sessions (6% points each; 12% points total) during class time. These discussions will be video recorded.

Discussions will be evaluated holistically on pronunciation, fluency, and grammar as well as students' use of the discussion strategies covered in class.

Final exam: At the end of the semester, students will take a final exam worth 20% of the total course grade.

The exam will have three sections: listening and note taking, discussion, and presentation. The format of the listening and note-taking section (10% points) will closely resemble that of the course quizzes. After this section, students will have one small group discussion (5% points) on a topic or question related to the lecture they have just heard. For the presentation section, students will revise and repeat one of their first two presentations from the semester (5% points).

Evaluation Policies:

This course will be evaluated using absolute scores and not on a curve.

Assignment % points:

<u>Assignment</u>	<u>% Points</u>
Class participation	5
Homework	15
Listening & note-taking quizzes	30 (3 X 10%)
Presentations	18 (3 X 6%)
Discussions	12 (2 x 6%)
Final exam	<u>20</u> (10% listening & note taking; 10% speaking)
Total	100

The course uses a plus (+)/minus (-) grading scale.

Grading scale:

<u>Letter Grade</u>	<u>% Grade</u>
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66

D- 60-62
F 59 and below

Late major assessments: All major assessments (quizzes, presentations, and discussions) completed after the class session they were due will receive a full grade level deduction for each day (*not class session*) they are late. (*Penalties for late homework assignments are discussed above in the "homework" section.*)

For example, a student who misses a quiz during class time but who completes the quiz later that day would have his or her score lowered from an A (95%) to a B (85%), a B+ (88%) to a C+ (78%), and so on. If the quiz were completed *after* the original class time the next day (*not during the next class session*), it would have its score lowered two full levels. Deductions would continue in the same manner until the assignment is handed in or no more points remain to be deducted.

Course Policies & Classroom Conduct

Attendance: Students may miss *one class session* during the semester without a loss of points. No excuses are needed for this missed class. However, any work due during the missed class will still be counted as late unless the student finds a way to complete and submit the work beforehand. Students who miss a class should make sure they get any class materials or notes they missed from classmates.

Apart from this one free absence, students must present a formal doctor's note or other official document (police report, etc.) in order not to be penalized for additional class periods missed. The instructors will determine whether or not the official document provides the student with an excused absence.

If a student knows in advance that he or she will miss a class session, he or she should discuss the matter with the instructors. At the very least, students should contact the instructors two hours before class to let them know they will be absent. It is possible that an additional excused absence may be granted in this situation, but there is no guarantee this will happen.

If a student misses a class beyond the one free absence allowed during the semester and does not have a legitimate excuse for being absent, **he or she will have his or her course grade lowered by five percentage points** for each additional missed class.

Tardiness: Please be in the classroom and ready to work at the designated start time of each class period. Our time together is valuable, so please be on time.

Students arriving more than fifteen minutes late for class will be considered absent if there is not a legitimate excuse. The student is encouraged to attend the rest of the class session, but the absence will still stand.

Students who are late by seven to fifteen minutes more than twice this semester will have percentage points deducted from their course grades (3 times = -5%; 5 times = -10; 7 times = -15%; etc.) barring legitimate excuses.

Students who are regularly late by a few (2-6) minutes will receive a warning from the instructors. If this behavior continues, the instructors may deduct points from students' course grade.

Disabilities statement: Students who have a physical or mental impairment that may substantially limit his or her participation in the course and its activities should inform the instructor of this condition as soon as possible. With documentation confirming the disability and assistance from the university's **Office of Disabilities Services**, the instructor will provide reasonable accommodations that will allow the student to successfully all coursework. It is the student's responsibility to contact the Office of Disabilities Services (208 Whitaker Building) if any accommodations are necessary.

Office of Disabilities Services: (907) 474-5655

Student code of conduct and academic dishonesty: "Disciplinary action may be initiated by the university and disciplinary sanctions imposed against any student ... found responsible for committing, attempting to commit, or intentionally assisting in the commission of any of the following prohibited forms of conduct: cheating, plagiarism, or other forms of academic dishonesty."

Board of Regents Chapter 09.02.020

<http://www.alaska.edu/bor/policy-regulations/>

If the instructor encounters incidents of cheating, (using someone else's words or ideas without giving them credit), or other forms of academic dishonesty in student work, he may impose penalties up to and including the assignment of a failing grade **or** no points for the test or assignment involved. If a student is involved in more than one case of academic dishonesty, the instructors may fail him or her from the course. In extreme cases of academic dishonesty, the instructor may also involve university officials in further sanctions against the students involved.

Cell Phones: Students may not use cell phones for any reason during class sessions. On the first occasion, the instructor will warn a student who uses a cell phone during class. On subsequent occasions, the instructor will ask the student to leave the class, and the student will receive an unexcused absence for the session regardless of how much class time is left.

Electronic Dictionaries: Students may **not** use electronic dictionaries unless the instructor grants permission. There may be times when it is appropriate to use electronic dictionaries, but these will be very rare. For this reason, it is best not to bring electronic dictionaries to class.

Laptops: Students may bring laptop computers to class to use in appropriate class activities (note-taking, class-related Internet searches, etc.) and, on certain occasions, they may be asked to bring them to class by the instructor. However, students who use laptops to play games, surf the Internet without permission, or communicate with students outside of class will be asked to turn off their computers on the first occasion. On further occasions when laptops are used inappropriately, the instructor will ask the student to leave class, and the student will receive an unexcused absence for the session regardless of how much class time is left.