

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
(Attach copy of syllabus)

SUBMITTED BY:

Department	LING	College/School	CLA
Prepared by	Duff Johnston	Phone	(907) 474-5235
Email Contact	djohnston2@alaska.edu	Faculty Contact	Duff Johnston

1. ACTION DESIRED (CHECK ONE): Trial Course New Course

2. COURSE IDENTIFICATION: Dept **LING** Course # **F451** No. of Credits **3**

Justify upper/lower division status & number of credits: **The course is designed for students who have completed coursework in linguistics that prepares them to teach and tutor English second language learners.**

3. PROPOSED COURSE TITLE: **English Second Language Teaching Practicum**

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

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

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

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

6. FREQUENCY OF OFFERING: **Every spring**
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17) **Spring 2016**

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 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc) **Lecture and teaching practicum**

9. CONTACT HOURS PER WEEK: **2** LECTURE hours/weeks LAB hours /week **3** PRACTICUM hours /week

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):

Example of a complete description:

FISH F487 W, O Fisheries Management

3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

LING F451 English Second Language Teaching Practicum

3 credits

Offered Spring

Methodology workshop for students interested in teaching English as a second language. Includes language acquisition pedagogy and employment of these techniques in a lower division language classroom under the supervision of a classroom teacher. Enrollment subject to available classroom placement. Prerequisites: ENGL 211 or 213; LING 410, or permission of instructor. (2+0+3)

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:

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6

W = Writing Intensive, Format 7

X = Baccalaureate Core

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES

NO

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?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

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?

CREDITS

13. **GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.

LETTER:

PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

ENGL 211 or 213; LING 410, or permission of the instructor

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 new course will be offered at the same time as FL 451, which is designed for students seeking teaching experience in foreign language classrooms. FL 451 is regularly offered by the Department of Foreign Languages and Literatures, so faculty and space resources are already available.

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

Instructor has all the necessary resources for the course.

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)*

Department of Foreign Languages and Literatures

Acting Chair: Josef Glowa

907-474-5462, jglowa@alaska.edu

This department will be affected since it will provide instructors and classroom space for the new course, which will be offered at the same time as FL 451.

21. POSITIVE AND NEGATIVE IMPACTS

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

Positive impact – Traditionally a version of this course (FL 451) has been offered to students in interested in teaching foreign languages. The new course, which will be offered at the same time as FL 451, will benefit students interested in teaching English as a second language. Additionally it will benefit students choosing the proposed Minor in TESOL (Teaching English to Speakers of Other Languages), which will be hosted by the Linguistics Program.


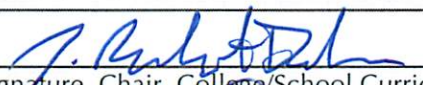
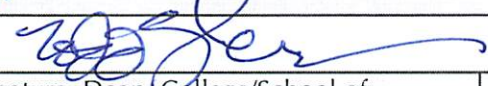
Negative impact - none expected.

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.

This new course is the culminating practicum for students minoring in the proposed Minor in Teaching English to Speakers of Other Languages. It offers them the opportunity to gain valuable tutoring and classroom teaching and put the knowledge they have gained previously in the minor to work with English second language learners.

APPROVALS: Add additional signature lines as needed.

	Date	9-26-14
Signature, Chair, Program/Department of:	Linguistics	
	Date	10/3/14
Signature, Chair, College/School Curriculum Council for:	CLA	
	Date	10/3/14
Signature, Dean, College/School of:	CLA	

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

	Date	
Signature of Provost (if above level of approved programs)		

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

	Date	
Signature, Chair		
Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC		
<input type="checkbox"/> Core Review <input type="checkbox"/> 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). This list is online at:

<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 items are 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 is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

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

12. Disabilities Services: Note that the phone# and location have been **updated**. <http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures 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.

LING 451: English Second Language Teaching Practicum

Section F01 - Spring 2016

Course day & time: F 1:00-3:00p.m.

Course location: GRUE 614E

*(Scheduling of required practicum sessions in your host foreign language course will be determined early in the semester)***Instructor:** Kim Aragón Stewart**Email:** kstewart@alaska.edu**Office:** Gruening 608A**Office hours:** MW 2-3; TR 11-12**DESCRIPTION**

The course gives students teaching experience in an English second language classroom. Students serve as classroom assistants and language tutors in addition to designing and delivering their own lesson plans and completing a unit design project. Through course discussions, students relate language-learning theories and teaching methods to their own practical experiences. **Prerequisites:** **ENGL 211 or 231; LING 410, or permission of the instructor. (2+0+1)**

^F213X

^(2+0+3)

Notes:

- To enroll in the course, students must have a class schedule that allows them to attend at least three hours of a lower-division UAF English second language course every week throughout the semester.
- The class meets with FL 451: Foreign Language Teaching Practicum
- Throughout the remainder of this document, 'ESL' will be substituted for the phrase 'English second language.'

COURSE MATERIALS

No textbook is required for the course. Instead, the instructor will provide students with paper and electronic copies of readings and a variety of other materials including Internet and/or video resources.

Recommended: It is highly recommended that students obtain copies of required textbooks and other materials that will be used in their host ESL courses. These will help students participate in classroom activities.

COURSE GOALS

- 1) Understand important ESL learning and teaching concepts
- 2) Teach ESL learners in classroom and tutoring situations
- 3) Design ESL curricular documents, instructional materials, and assessment measures

COURSE OBJECTIVES

To meet the three goals outlined above, students will engage in a range of activities in both the LING 451 classroom and their host ESL courses:

- 1) Discussion of important concepts and techniques in ESL learning and teaching;
- 2) Participation in a host ESL course, first as an observer and then as an assistant teacher;
- 3) The keeping of ESL classroom journals that allow students to record their experiences, reflections, and questions surrounding practicum activities;

- 4) Tutoring of ESL learners and the keeping of a tutoring journal on the experience;
- 5) The planning, teaching, and evaluation of ESL activities and lessons;
- 6) The design, assignment, and evaluation of an ESL homework assignment and the design, delivery, and evaluation of an ESL assessment measure; and
- 7) Development of a multiple-lesson unit for an ESL classroom that includes learning goals and objectives; lesson plans, materials and activities; and homework assignments and assessments

STUDENT LEARNING OUTCOMES

By the end of the semester, **students will be better able to** plan, teach, and evaluate lessons in a foreign language classroom; assess language learner's ESL knowledge and use; and develop instructional materials for an envisioned ESL instructional unit.

INSTRUCTIONAL METHODS

As a practicum course, LING 451 includes both LING 451 class sessions and required sessions in a host ESL classroom.

Classroom sessions of LING 451 will be conducted, not as a lecture, but rather as a discussion group with both students and the instructor participating in content delivery. The instructor will act as a discussion facilitator while the students will share their past and current experiences with thoughts on language learning and teaching.

The practicum portion of the course will involve students in the observation, assistant teaching, and solo teaching of ESL activities and lessons. The host ESL instructor will determine the exact nature and scheduling of these activities.

COURSE ASSIGNMENTS AND EVALUATION

- A. Attendance** – Your course grade will in part be based on your attendance in LING 451 class sessions and your host ESL classroom. **Students do not receive points for attendance, but they can lose points for unexcused absences.**

You are expected to attend every LING 451 session and come prepared for class discussion. You may miss one class session without an official excuse, but you will need to provide an official excuse for every additional missed class.

Beyond the one free unexcused absence discussed above, students will lose 5% off of their final course grade for every unexcused absence. Information on what counts as an official excuse for an absence is explained below in the course policies section.

In your host ESL classroom, you are expected to attend a minimum of three class hours per week from the second week of the semester to the 14th week. To ensure that your attendance does not create any surprises or difficulties for your host ESL teacher, you are required to create an attendance agreement with him or her. You must attend class consistently based on this agreement.

If you know that you will not be able to attend a scheduled ESL class, please inform the instructor as soon as possible since he/she may be planning activities that require your assistance.

In some cases, your host ESL teacher may allow you to make up a missed lesson by attending an additional lesson during the week of the missed class. If this happens, you will not lose any points for your absence. You are not able to make up a missed class in a week other than the one in which the absence occurred.

Each unexcused absence in your ESL course or absence that is not made up during the same week will result in a 5% deduction from your final LING 451 grade.

- B. Homework** – During the semester students will complete several homework assignments including those related to weekly LING 451 discussions and planning for their teaching activities in their host ESL classroom.

The LING 451 instructor will evaluate these assignments and assign each one a check (✓) for a full point for adequately completed work or a check minus (✓-) for half a point for work that is late or inadequately completed.

At the end of the semester, the instructor will add up the number of homework points for each student and divide the resulting number by the total number of possible homework assignments. The resulting percentage will be multiplied by ten to provide a final homework grade for the course.

- C. Classroom Journal** – For each lesson they attend in their host ESL classroom, students will complete a one-page observation journal entry reporting on the activities completed during lesson as well as any observations, concerns, and questions they may have.

The LING 451 instructor will evaluate these journals and assign each one a check (✓) for a full point for adequately completed work or a check minus (✓-) for half a point for late or inadequately completed work.

At the end of the semester, the instructor will add up the number of classroom journal points for each student and divide the resulting number by the total number of possible journal entries. The resulting percentage will be multiplied by fifteen to provide a final classroom journal grade for the course.

The LING 451 instructor will provide students with guidelines for classroom journals at the beginning of the semester.

- D. Tutoring and Tutoring Journals** - LING 451 students will be required to complete **at least five hours of ESL tutoring** during the course of the semester. These meetings will happen at times and places that work for you and the student(s) you tutor.

To account for their tutoring sessions and to reflect on their tutoring experience, ESL 451 students are required to submit **a minimum of five one- to two-page tutoring journals** reporting on the time, place, and content of each tutoring session and reflecting on accomplishments, concerns, and questions from the session.

The LING 451 instructor will evaluate these journals and assign each one a check (✓) for a full point for adequately completed work or a check minus (✓-) for half a point for late or inadequately completed work.

At the end of the semester, the instructor will add up the number of tutoring journal points for each student and divide the resulting number by the total number of possible journal entries. The resulting percentage will be multiplied by ten to provide a final tutoring journal grade for the course.

The LING 451 instructor will provide students with guidelines for classroom journals at the beginning of the semester.

- E. Teaching Activities** - Each student will be required to teach at least three times during the semester in his or her host ESL class. Students must coordinate with their host instructors to plan the content and schedule the timing of these three sessions: a 15-20-minute activity, a 30-minute activity or lesson, and a 1-hour lesson.

Students will receive full credit for simply completing the 15-20-min. teaching activity.

For the 30-min. activity or lesson and the hour-long lesson, students will receive a grade based on their preparation, professionalism, and overall teaching effectiveness. These grades will be assigned by the host ESL instructor and the LING 451 instructor. To evaluate students' teaching in these two assignments, the LING 451 instructor will watch video-recordings of their lessons.

- F. Unit Design Project** - This project involves the creation and presentation of an original instructional unit that could be used in the student's host ESL course or a course that he or she might teach in the future. The unit must contain at least six hours of classroom lessons. The project will be evaluated on the thoroughness, coherence, and cohesion of the following three project elements:
- **Unit Description** – Each student will write a four- to five-page document describing their real or imagined course, the general goals and specific outcomes for the unit they are designing, and the resources you will use in the unit.
 - **Unit Materials** – Students must provide a minimum of three consecutive lesson plans for their unit as well as copies of all instructional materials used during these lessons. Additionally, students must provide materials for at least one homework assignment and an assessment that will be used during the unit.
 - **PowerPoint Presentation** – To share their units with their LING 451 classmates, students will prepare seven-minute presentations to be given during the final exam session. This presentation must involve a PowerPoint slideshow or an alternative visual aid (e.g. a Prezi presentation). Each presentation will be followed by a short question and answer and critique session with the LING 451 instructor and students.

Detailed project details will be shared during the course of the semester.

G. Course Reflection Paper – To reflect on what they have learned from their teaching, tutoring, and design activities during the semester, students will write ***an eight- to ten-page paper***, which is due on the day of the scheduled final exam. The instructor will provide guidelines and assessment details for this paper in class.

Components of the final grade and weight by percentage

<i>Homework</i>	10
<i>Classroom Journals</i>	15
<i>Tutoring Journals</i>	10
<i>Teaching Activities</i>	
15-20 min. activity	5
30 min. activity/lesson	5
1 hr. lesson	15
<i>Unit Design Project</i>	
Unit Description	10
Unit Materials	15
Presentation of Unit	5
<i>Course reflection paper</i>	<u>10</u>
Total	100

TENTATIVE SEMESTER SCHEDULE

(Topics and activities may be subject to change. The instructor will inform you of any changes.)

Week 1 – Jan. 22	Introduction
Week 2 – Jan. 29	Introduction continued Readings: Lightbown and Spada – “Popular Ideas About Language Learning: Facts and Opinions”
Week 3 – Feb. 5	Syllabus and Curriculum Design Homework (for 2/12): Write a basic syllabus for an ESL classroom
Week 4 – Feb. 12	Form vs. Function Homework (for 2/19): Design an activity that teaches a grammatical point; design an activity with a conversational point
Week 5 – Feb. 19	Games in the Classroom Homework (for 2/26): Design and produce one classroom game
A.	<i>Week 6 – Feb. 26</i> <i>Storytelling in the Classroom</i> Homework (for 3/4): Prepare a story to tell in the ESL classroom
Week 7 – Mar. 4	Culture in the L2 Classroom Homework (for 3/11): Prepare an activity that teaches culture and language

B. *Week 8 – Mar. 11 Textbooks and Materials for the ESL classroom*

Homework (for 3/25): Choose a teaching method for the next LING 451 session

Week 9 – Mar. 18 SPRING BREAK – NO CLASSES

Week 10 – Mar. 25 Second Language Teaching Methodologies and the Post-methods Era (Communicative Language Teaching, the Audio-Lingual Method, Total Physical Response, TPRS, the Natural Approach, Suggestopedia, Content-based Instruction, Task-based Language Teaching)

Readings: See me for your individual readings

Homework (for Apr. 1): Teach the class using your assigned method

Week 11 – Apr. 1 What makes a good language learner?

Week 12 – Apr. 8 Quiz and Exam writing

Homework (for 4 /15): Write a quiz or exam for your host ESL class

Week 13 – Apr. 15 Lesson Plans-

Homework (for 4/22): complete one lesson plan to present next week

Week 14 – Apr. 22 Presentation of Lesson Plans

Week 15 – Apr. 27 Unit Design Project Workshop

Week 16 – May 6 Class wrap-up and evaluation

Final exam – Unit Design Project presentations / Course Reflection Papers due
Date to be determined

COURSE POLICIES

Student responsibilities

- **Preparation.** Students must come prepared for every class. Each week they must be prepared to discuss the topic listed in the schedule with regards to how it relates to what is happening in the language classroom they are working in.
- **Attendance and participation.** In-class interaction is required. Missed class: if you miss class, it is YOUR responsibility to check with the instructor or a classmate to see if you missed any assignment or schedule change. This applies to both excused and unexcused absences.

In addition, students are allowed one unexcused absence per semester. For each additional unexcused absence, students will lose 5% from their final course grade.

To receive an excused absence, students must present an official letter from a doctor, the UAF Student Health and Counseling Center, or law enforcement officials. Other forms of official excuses may be accepted, but the student should talk with the instructor to see if this is possible. Excused

absences will not be given for school-related reasons (e.g. exams, assignments in other courses, guest lectures).

Appropriate class behavior. You are welcome to bring a drink or snack to class, as long as you clean up after yourself. Side conversations are not acceptable. I expect you to be courteous to classmates and the instructor at all times. Cell phones **MUST BE TURNED OFF** before class begins.

In addition, each FL 451 student must talk with his or her host FL teacher about behavioral expectations in the classroom. Participating in a host FL classroom is a privilege not a right, so FL 451 students should behave responsibly and with the utmost respect for the host instructor and his or her students.

Disability Services. UAF makes appropriate accommodations for individuals with disabilities who have been documented by the Office of Disability Services (208 Whitaker Building, Telephone number: (907) 474-5655). Students with learning or other disabilities who may need classroom accommodations are encouraged to make an appointment to obtain the appropriate documentation if they do not have it. Please meet with me during office hours so that I can collaborate with the Office of Disability Services to provide the appropriate accommodations and support you need to meet the goals of the course.

Student Support Services. UAF is committed to equal opportunity for all students. Students who are the first in their families to attempt a four-year college degree, or students whose incomes are low, have opportunities for tutorial and other forms of support from the office of Student Support Services. Please make an appointment with Student Support Services at (907) 474-6844 (514 Gruening Building).

Student code of conduct. As a UAF student, you are subject to UAF's student code of conduct (<http://uaf.edu/catalog/current/academics/regs3.html>):

"Honesty is a primary responsibility of yours and every other UAF student. The following are common guidelines regarding academic integrity:

1. Students will not collaborate on any quizzes, in-class exams or take-home exams that contribute to their grade in a course unless the course instructor grants permission. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.
2. Students will not represent the work of others as their own. Students will attribute the source of information not original with themselves (direct quotes or paraphrases) in compositions, theses and other reports.
3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Alleged violations of the Code of Conduct will be reviewed in accordance with procedures specified in regents policy, university regulations and UAF rules and procedures. For additional information and details about the Student Code of Conduct, contact the dean of students or visit www.alaska.edu/bor/."