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| Image result for southern oregon university emblem | | **Summer Language Institute (Guanajuato, Mexico)**  **Southern Oregon University**  Master of Arts in Spanish Language Teaching  **FL 514:**  **Action Research**  MTWRF, 8:00-9:50AM  June 24-July 12, 2024 | | |
| Professor: | Dr. Jeremy W. Bachelor | |  |  |
| E-mail: | bachelorj@sou.edu | |

**FL 514: Action Research (3 credits)**

**Catalog Description:** Introduces students to research methodologies that pursue action (change) and research (understanding) concurrently. Students will learn how to do a systematic inquiry into the teaching/learning environment of a classroom with the goal of developing reflective teaching practices. This course is intended as preparation for an action research project that students will conduct over the course of the following year. The grades for the project and presentations are determined by detailed rubrics.

**LEARNING OUTCOMES**

By the end of this course students will be able to:

1. Describe the characteristics of Action Research
2. Evaluate existing Action Research projects critically
3. Develop an effective literature review
4. Engage in ethical research by filling out the SOU Institutional Review Board application and gaining permission to complete the study from the school/district in which the student is employed
5. Develop concise research questions, an accompanying intervention via methodology inspired by SLI coursework, and instruments to answer the research questions
6. Develop a data collection plan
7. Write and present a proposal for their Action Research projects
8. Provide constructive feedback on classmates’ research

**COURSE MATERIALS**

Mills, G. E. (2018). *Action research: A guide for the teacher researcher* (6th ed.). New York, NY: Pearson.

E-books and paperback books are available on [Amazon](https://www.amazon.com/Action-Research-Guide-Teacher-Researcher/dp/0134523032/ref=sr_1_1?dchild=1&keywords=Action+research%3A+A+guide+for+the+teacher+researcher&qid=1610638938&sr=8-1) and other outlets.

Additional readings will be made available to students via Moodle.

**ADDITIONAL RESOURCES**

* *Southern Oregon University, Institutional Review Board (IRB)*, <http://www.sou.edu/irb/>
* *Protecting Human Research Participants: RCR*, <https://rit.sr.unh.edu/training/rcr.shtml>
* *APA Style Guide*, <https://apastyle.apa.org/>
* *Purdue OWL Online Writing Lab (APA style guides)*, <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html>
* *Action Research* *(SAGE journal)*, <https://journals.sagepub.com/home/arj>

**MOODLE**

Moodle is the learning management system used for this course and throughout the coming school year. On Moodle students will be able to find the course syllabus, assignments and articles, announcements, and the grade book. It is important for students to familiarize themselves with Moodle and check it often.

**ATTENDANCE**

Due to the intensive format of the SLI program, punctuality and class attendance are extremely important. No class absences are allowed. Each absence will lower the student’s grade by 10%. In the event of an illness or emergency, students should consult with the professor and the director of the SLI.

**GRADING SCALE**

|  |  |  |  |
| --- | --- | --- | --- |
| A | 94 – 100% | C | 74 – 76% |
| A- | 90 – 93% | C- | 70 – 73% |
| B+ | 87 – 89% | D+ | 67 – 69% |
| B | 84 – 86% | D | 64 – 66% |
| B- | 80 – 83% | D- | 60 – 63% |
| C+ | 77 – 79% | F | 0 – 59% |

**GRADE BREAKDOWN**

1. Active participation – 10%
2. Online Research Journal (ORJ) – 10%
3. In-class assessment – 10%
4. Action research reflection – 10%
5. Annotated bibliography – 10%
6. IRB application – 5%
7. Action research proposal presentation – 10%
8. Action research written proposal – 35%

**ONLINE RESEARCH JOURNAL (10%)**

Students are expected to keep an Online Research Journal (ORJ) before and throughout the class. Each entry should include two components: (1) a brief summary of the most salient issues presented by the author(s), and (2) a brief reflection on the relevance and implications of those issues for developing one’s own action research project. The journal entry on each reading is due **before** each class period. Students should compose their ORJ entries in **one** shared Google Doc and then share their link to Moodle. No ORJ entry should exceed two pages. **Please note that there are eleven (11) entries that are due before the first day of class** (see tentative schedule).

**IN-CLASS ASSESSMENT (10%)**

During **the first week of class**, there will be one in-class assessment where class participants will have the opportunity to showcase knowledge of the course material as well as to apply said knowledge. The assessment will include content from chapters 1-6 of the textbook.

**ACTION RESEARCH REFLECTION (10%)**

This component will consist of a 1-2 page reflection focusing on a previous SOU student’s action research project which will then be discussed in collaborative groups. The purpose of the assignment is multifold: a) to familiarize oneself with a successfully completed project, b) to prepare students for the evaluation of one’s own work, and c) to foster reflection regarding the possible ways to address both the potential limitations and obstacles that could arise when engaging in research.

**ANNOTATED BIBLIOGRAPHY (10%)**

This assignment requires students to review ten (10) distinct sources (peer-reviewed journal articles) that are directly relevant to the research topic chosen. These articles will constitute the backbone of the literature review that will be included in the proposal. Following APA guidelines, each annotation should include a summary, an annotation, and a note on relevance (i.e. how this source is relevant for one’s own research). Every entry must:

• Explain the main purpose of the work

• Briefly describe the contents

• Indicate the possible audience for the work

• Describe the author’s particular viewpoint or ideological framework

• Note any special features as well as any weaknesses or problems

• Identify the relevance of the source to one’s own research project

• Be between 150 and 200 words

**IRB APPLICATION (5%)**

As part of ethical research practices, each student will complete an application for the SOU Institutional Review Board (IRB), as well as anything else required by one’s school district or school. A semi-completed template will be provided to use, along with a letter from the SLI director for the student’s school or district administrator. The finalized application will be turned in on the final day of class. While the student will not formally submit the materials to the IRB, this is still an important step in ensuring that participants are protected.

**ACTION RESEARCH PROPOSAL PRESENTATION (10%)**

Each student will develop a 15-20 minute PowerPoint, Google Slides, or equivalent presentation of his/her/their action research project proposal to present to the class. This presentation is especially important as students will receive useful feedback from peers.

**ACTION RESEARCH WRITTEN PROPOSAL (35%)**

The action research proposal is the culmination of one’s work for this class. Given that this proposal will be the blueprint for the actual research project, it must be very detailed in nature. It should include an introduction (complete with statement of purpose), a literature review with at least 10 sources, a detailed description of the methodology to be employed, and a description of the analyses to be completed of one’s data. The intervention should be inspired by SLI coursework. **The proposal should be 10-15 pages** (plus references and appendices). Students must receive a B- or higher on the proposal in order to continue with their projects.

**ADDITIONAL CLASS POLICIES**

* Students should make sure that they are only using their devices for scholastic purposes relevant to FL 514 coursework during class sessions. Cellular telephones should be out of site and put in vibrate or silent mode.
* With exception to the ORJ, class assignments should be prepared using Microsoft Word and submitted via Moodle (not via e-mail or in person). Assignments should be saved using the following system: *Lastname\_AssignmentName*, as in *Bachelor\_AnnotatedBibliography*.
* Microsoft Word is available for free to all students: [Microsoft Office 365 for Home Use](https://support.sou.edu/kb/articles/microsoft-office-365-for-home-use)
* Students should use traditional formatting for course work: Times New Roman, 12 pt. font, double spacing, and 1 inch margins.
* Late assignments will not be accepted unless extenuating circumstances occur.

**FL 514: Action Research**

**Tentative Schedule**

**Prior to class**

*Note: Students are expected to complete the work below before the first day of class.*

|  |  |
| --- | --- |
| Prior to the first day of class | * Read the entire Action Research textbook (Mills, 2018) * Create an ORJ journal entry for each chapter (**entries 1-10**) * Write an area of focus statement and 1-2 research questions that stem from a concern/issue/theme discovered in SLI coursework; describe the possible intervention or innovation of your study; include a brief pre-reflection before you develop your proposal to answer how you would incorporate what you have learned during your degree (e.g. I have a better understanding of SLA, so I am looking at a specific methodology); **ORJ #11** * Complete “Protecting Human Research Participants Online Course” (takes approximately 3 hours); post certificate of completion to Moodle * Find several peer-reviewed journal articles that are relevant to your area of research * Discuss your action research ideas with your department head and/or district administrator * **Ask for and obtain a letter from your school principal or another administrator in your district that gives you permission to carry out your research project** |

**Week 1**

|  |  |
| --- | --- |
| M | **Preparation prior to class:**  Review Mills - Chapter 1  Read Donato (2003) and Chamot, Barnhardt, & Dirstine (1998) [Moodle], **ORJ #12**  **In class:**Course overview; what is action research?; what do you want to change as a result of your project?; effective presentations; APA reference list |
| T | **Preparation prior to class:**  Review Mills – Chapters 2 & 3  Read Rust & Clark (n.d.) [Moodle], **ORJ #13**  **In class:**Introduction chapter;forming research questions; ethics |
| W | **Preparation prior to class:**  Review Mills – Chapter 4  Read “Literature Review” (N.C. A&T, 2016) [Moodle], **ORJ #14**  **In class:**Literature reviews; APA in-text citations and style |
| R | **Preparation prior to class:**  Review Mills – Chapters 5 and 6  Read Haley (2005), **ORJ #15**  **In class:**Data collection tools (e.g., surveys, interview protocol, field notes, etc.); qualitative & quantitative methodologies; validity, reliability & generalizability |
| F | **Preparation prior to class:**  Review Mills – Chapter 7 and Appendices B & C  Prepare for in-class assessment  **In class**: **In-class Assessment**; action research reflection |

**Week 2**

|  |  |
| --- | --- |
| M | **Preparation prior to class:**  Review Mills – Chapter 8  Work on Methodology  **Action Research Reflection due [Moodle]**  1. Reserve one of the Action Research project titles provided by your instructor  2. Go to <http://soda.sou.edu/>  2. Click on "Student Scholarship"  3. As a search term, type in the name of your reserved project  **In class:**Discussion of Action Research project reflections; methodology; individual work on methods section of the proposal; individual consultations |
| T | **Preparation prior to class:**  Review Mills – Chapter 9  **In class:**Findings chapter; displaying data; answering research questions; individual work on annotated bibliography/methods section; individual consultations |
| W | **Preparation prior to class:**  Review Mills – Chapter 10  **Annotated Bibliography due [Moodle]**  **In class:**Discussion and implications chapter; individual work on the proposal |
| R | **Preparation prior to class:**  Begin work on literature review  **In class:**Evaluating research for the lit review; publishing results in journals; individual work on the proposal; individual consultations |
| F | **Preparation prior to class:**  Continue work on literature review  **In class:**Statistical significance and sample size;Sign up for presentations; individual work on the proposal; individual consultations |

**Week 3**

|  |  |
| --- | --- |
| M | **Preparation prior to class:**  Work on proposal (all sections)  **In class:**Expectations for presentations; APA writing; individual work time |
| T | **Preparation prior to class:**  Work on proposal (all sections)  **In class:**First draft of IRB applications; individual work time |
| W | **Preparation prior to class:**  **Complete Action Research Proposal Presentation** and work on proposal  **In class:** Proposal presentations and responses |
| R | **Preparation prior to class:**  **Complete Action Research Proposal Presentation** and work on proposal  **In class:** Proposal presentations and responses |
| F | **Preparation prior to class:**  **Complete Action Research Proposal Presentation**  **Action Research Proposal [Moodle]**  **IRB Application [Moodle]**  **In class:** Proposal presentations and responses |

**After summer session II**

*Note: During this coming academic year (2024/2025), you will be conducting your Action Research project and will check in monthly with the instructor via Moodle (you will have specific assignments that will be* ***due on the 15th of each month*** *and you will meet with the instructor at least one time each semester using videoconference software). You will complete data collection, analysis, and a final report, and will prepare a presentation showcasing your research.* ***You will submit your complete report no later than May 11 of 2025 to receive feedback, will turn in your final report in June, and will present your project during the summer of 2024 in Guanajuato****.*

|  |  |
| --- | --- |
| After summer session II | **Monthly check-ins, the 15th of each month (25% of thesis course grade)**  **May 11, 2025: Draft of final report (30% of thesis course grade)**  **June of 2025: Final report (20% of thesis course grade)**  The most recent rubric is available on Moodle.  **Summer of 2025 in Guanajuato: Presentation (25% of thesis course grade)**  The most recent rubric is available on Moodle. |

**APPENDICES: FL 514 RUBRICS**

**Participation**

|  |  |  |  |
| --- | --- | --- | --- |
| **10 points** | **8 points** | **6 points** | **0 points** |
| Student was prepared for class and participated regularly in the discussion. His/her/their offerings to discussions were insightful and valuable to the class as a whole. When worked in a group during class, the student was a valuable team member. | Student is prepared for class and participated, but not always. When he/she/they did participate, his/her/their offerings were usually relevant to the topic at hand. When working in groups, the student contributed minimally. | Student was minimally prepared for class and seldom participated. When he/she/they did participate, his/her/their offerings were irrelevant to the topic at hand. When working in a group, the student contributed was quick to move off-task. | Student is absent or completely unprepared for class. He/she/they did not participate during discussions or was uncivil to a classmate or the professor. When working in groups, the student was distracting and often off-task. |

**Online Research Journal**

|  |  |  |  |
| --- | --- | --- | --- |
| **10 points** | **8 points** | **6 points** | **0 points** |
| Reflection is well written, pertinent, and follows page limits. | Reflection is somewhat well written and mostly pertinent but is excessively long. | Reflection is stream-of-consciousness and/or may be too short. | Reflection was not completed or it was not relevant to the topic. |

**Action Research Reflection**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Thoroughly, yet concisely, summarizes the project | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Described how project embodies the characteristics of action research | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Identified strengths and weaknesses related to the study introduction and literature review | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Identified strengths and weaknesses related to study design | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Identified strengths and weaknesses related to data analysis | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Identified strengths and weaknesses (including limitations) related to conclusions drawn and implications in the project | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Identified similarities and differences between project and student’s own research | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Adheres to APA formatting | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Adheres to 1-2 page limit | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Presents information in a concise, organized, clear way | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Total points | /100 | | | | | | | | | |

**Annotated Bibliography**

|  |  |  |  |
| --- | --- | --- | --- |
| **CATEGORY** | **A** | **B** | **C** |
| **Quality /Reliability of Sources**  (40 points) | All sources cited can be considered reliable and/or trustworthy (i.e., peer-reviewed journal article). | Most sources cited can be considered reliable and/or trustworthy. | Some sources can be considered reliable and/or trustworthy. |
| **Writing fluency of annotations**  (40 points) | All annotations are thoughtful, complete, and well written. All entries observe the 150-200 word limit. | Most annotations are thoughtful, complete, and well written. Most entries observe the 150-200 word limit. | Some annotations are well written but some are lacking in completeness, thought, and /or writing quality. Few entries observe the 150-200 word limit. |
| **APA and**  **Documentation**  (20 points) | All citations are formatted correctly and in alphabetical order, according to author. | There are a few, minor formatting errors in the document’s citations. One or two errors in alphabetization may have occurred. | There are several formatting errors in the document’s citations. Several errors in alphabetization are present. |

**Action Research Proposal Presentation**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Presenter’s demeanor and dress are professional; presenter’s voice is clear | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Visuals used are professional, clear, and visible from the back of the room | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Personal interest in the topic is explored | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Research questions are presented in an articulate manner | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Literature review is adequate | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Methodology is adequate | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Means of analyzing data is adequate | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Presentation is well organized and presenter observes time limit | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Presents information in a creative, informative way | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Overall impression of presentation | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Total points | /100 | | | | | | | | | |

**Action Research Written Proposal**

|  |  |
| --- | --- |
| **Introduction (1-2 pages)**  1. Introduction to the Topic   1. Identify an original problem and provide evidence of its existence (e.g. a problem you identified in your classroom thanks to SLI coursework) 2. Provide succinct background information (e.g. whatever is necessary for the reader to understand your problem/area of interest).   2. Purpose Statement   1. State purpose of paper/study. Example: *The purpose of this paper is to examine the writing workshop in my second grade classroom and to describe eﬀective implementation practices*. 2. Put the purpose in the form of one clear and succinct research question.   Example: *In what ways is the writing workshop eﬀective in developing my students’*  *writing skills?*  3. Importance of the Study  Tell why this study is important. Example: *The information in this project will be of value to … It will also provide elementary teachers with a plan to …*  4. Definitions of Terms – if appropriate here (up to 0.5 pages)  List important terms and briefly describe each term using one or two complete sentences. Precise definitions of terms are very important. For example, if your paper is about assessment, the reader must know exactly what type of assessment and how you operationalized the construct. | **/10 points** |
| **Literature review (3-4 pages)**   1. Begin with a paragraph that introduces the main themes. 2. In the paragraphs that follow, clearly illustrate these overall themes, possibly using a subheading to indicate each theme. Provide a clear topic sentence for each paragraph. The paragraphs should create a logical narrative thread through the important research, leading the reader logically from your general area of interest up to a last paragraph summarizing the research and connecting it to your particular study. 3. Be sure to:    * Use at least 10 sources.    * Not simply list various articles without making obvious their connections to your project.    * Not organize the text as ‘one-paragraph-one-study’ but rather ‘one-paragraph-one idea’. Multiple sources might contribute to the same main idea, and if so you should concisely present the idea in one paragraph, with citations for multiple sources.    * Use current, peer-reviewed journal articles whenever possible (scholarly sources). General websites and newspaper/general magazine articles are not acceptable.    * Describe empirical research related to your topic. (If you are unable to find any, you should explain why.) For each empirical study, include one or two sentences that succinctly describe: (a) the question or purpose of the study, (b) the number and type of participants, (c) the treatment or conditions, (d) the type of measures, and (e) the results and conclusions. This is just so that the reader has enough context to understand the results and how relevant the study is to yours.    * Include “how-to” articles only if they are relevant, important, and connected to your project.    * Provide a full citation in the References page for every source described in this section. However, do not include any citations in the References page to sources you have not discussed in the literature review. 4. End this section with a brief summary of the major points covered. Connections between your research project and the reviewed literature should be obvious: the reader should understand how the literature you reviewed contributed to forming your research questions and designing both your instructional methods and research methods. This last paragraph should flow logically into your methodology section. Restate your research question in this paragraph. | **/25 points** |
| **Methodology (6-9 pages)** – *use the future tense for what you plan to do*  1. Participants   1. Describe the people that will be involved. The reader should know approximate ages, number, gender, ethnic make-up, or anything you feel is pertinent to your research. (1 paragraph maximum) 2. Describe the environment (classroom, school, and/or community) so that the reader can place your class in the proper context. (1 paragraph maximum)   2. Study Design (1 paragraph + 1 figure)   1. Provide a brief overview of the study design: explain that your project will be a mixed methods study consisting of XYZ (your data collection tools). 2. Include a figure that visually depicts every step in the study.  * Be sure to use at least 3 different sources of data to explore unique aspects of the phenomenon in question. Explain whether you plan to go about data collection simultaneously (triangulation), or start with a qualitative (exploratory) or quantitative (explanatory) approach.   3. Materials: (the ‘what’ and ‘why’ of instruction and data collection)   1. Instructional materials: If you are using a particular curriculum, product, or procedure, describe it fully enough so that the reader understands what the instruction contains, but be concise. Remember that the reader knows nothing. Include examples in appendices and reference them in parentheses. 2. Data collection materials: Describe each data collection instrument fully enough so that the reader understands its purpose (rationale/justification) and contents, but be concise. Explain where you obtained it (did you create surveys, adapt surveys? etc.). Include all of the instruments in the appendices and reference them in parentheses.   4. Procedures: (the ‘how’ of instruction and data collection)   1. Description of the intervention: If you will be testing a particular teaching method or technique, describe precisely how you anticipate teaching the unit(s) using the particular method, with enough detail so the reader understands precisely what you plan to do, but as concisely as possible. 2. Describe the length of the study and precisely how you will collect the data. For each data collection instrument, describe your procedure with enough detail so the reader understands precisely what you plan to do, but as concisely as possible.   5. Analysis  Describe how you will organize and analyze all sources of data. You can assume the reader knows the basics about research (e.g. what descriptive statistics are), but you should explain how you plan to code, score, and categorize data for analysis, how you plan to carry out qualitative data analysis, etc.   * Keep in mind that inductive analysis is generally used with field notes and other qualitative data, whereas quantitative data is generally analyzed using totals, means, and tests of inferential statistics. | **/25 points** |
| **References**  • The reference list should include all (and only) those sources that are cited in the text.  • Check your references carefully for stylistic errors. APA style is different for different types of sources (e.g. journal article, book chapter, dissertation, conference presentation).  • In-text citations should follow APA style guidelines (e.g. use only last names and years in in-text citations, as well as page numbers for direct quotes; cite multiple authors differently than single authors).  • Double check carefully that the in-text citations and reference list entries align: authors’ names are spelled correctly and the published year is consistent. | **/5 points** |
| **Appendices**  • All instruments described in the methodology section should be included in full. They should be referenced in the text with parentheses, for example: (Appendix A).  • All instruments should be motivated (and modeled) by prior research, carefully designed to answer the research questions, and free of errors.  • Make sure each appendix title is informative and has a parallel structure to the others (that is, be consistent in how you title). | **/25 points** |
| **Overall quality of writing**   1. Mechanics / Grammar 2. Spelling 3. Formal writing style appropriate for research report. Avoid informal language. | **/10 points** |

# Syllabus Statements

# Raider Reminder

All students must abide by the [Code of Student Conduc](https://inside.sou.edu/assets/policies/SAD.015-Student-Code-of-Conduct-Rights-and-Responsibilites.pdf)[t](https://inside.sou.edu/assets/ed-health/hpe/docs/Bylaws/Section5-bylaws-final_3-29-2019.pdf) and [Equal Opportunity, Harassment, and Sexual Misconduct Policy](https://inside.sou.edu/assets/policies/GEN.009_Final_2022_v4.pdf). Make sure that any contact with others is wanted, that any recording is done with informed consent of any other party, and that it involves no illegal downloads or activity.

In addition, we remain committed to the [University's mission and values](https://sou.edu/president/vision-mission-values/). We provide a healthy, safe and civil campus; respectful, inclusive, and equitable interactions in all of our learning spaces including physical and virtual classrooms; and no tolerance for racist, sexist, or other forms of hurtful discourse.

## COVID-19

We continue to monitor national and regional developments regarding Covid-related guidelines. Please refer to the [Oregon Health Authority](https://www.oregon.gov/oha/covid19/pages/index.aspx) for guidance on what to do if you test positive for COVID.

## SOU Cares and Equity Grievance Reporting

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares System allows us to connect you with staff members who can assist with concerns and connect you to further available resources. This includes concerns regarding finances, food security, health, housing, mental health, wellbeing, legal concerns, family concerns, study skills, time management, etc. You are also welcome to use the SOU Cares System to share concerns about yourself, a friend, or a classmate. Go to [www.sou.edu/cares](http://www.sou.edu/cares) to submit a note of concern.

The Dean of Students’ Office and the Office of Equity Grievance provide recourse for students through the Student Code of Conduct, Equal Opportunity, Harassment and Sexual Misconduct Policy, and other applicable policies, regulations, and laws. SOU’s Equity Grievance Program addresses concerns about sexual harassment, sexual assault, stalking, intimate partner violence, bias and discrimination for students, staff and faculty. Reports related to sexual misconduct, assault, harassment, or bias may be made anonymously or confidentially by completing [this form](https://sou.co1.qualtrics.com/jfe/form/SV_7R7CCBciGNL473L).

## Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU’s Student Code of Conduct: “Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited.”

Such acts include, but are not limited to: copying from the work of another person or source, and/or allowing another student to copy from one’s own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another individual or source that have been taken from any published or unpublished source; placing one’s name on papers, reports, or other documents that are the work of another individual or source; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another. The examples above include the use of any generative artificial intelligence tool such as ChatGPT, Dall-E 2, Stable Diffusion 2, etc. that is inconsistent with the faculty's expressed expectations for the entire course or any assignment. Note that students are responsible for any inaccurate, biased, offensive, or otherwise unethical content they submit regardless of whether or not it makes use of AI in any way*.*

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU’s [Code of Student Conduct](https://inside.sou.edu/assets/policies/SAD.015-Student-Code-of-Conduct-Rights-and-Responsibilites.pdf). In case of loss, theft, destruction, or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all work that has been graded and returned to you.

## Turnitin Originality Checker

Per SOU’s [Code of Student Conduct,](https://inside.sou.edu/assets/policies/SAD.015-Student-Code-of-Conduct-Rights-and-Responsibilites.pdf) each student’s education is the product of their own intellectual effort and engagement. Breaches of academic integrity compromise the overall quality of scholarship and detract from the value of the SOU degree. In order to provide opportunities for the instructor and students to review their work for originality, instructors may require students to submit all or some of their work to Turnitin. In order to meet this requirement, students must agree to the Turnitin End User License Agreement (EULA). Any work submitted to Turnitin without a EULA in place may not be accepted by the instructor for credit. Although Turnitin may provide your instructor with an "artificial intelligence detection score" for your work along with an originality score, such analysis is highly unreliable and no AI detection software analysis will be used as evidence in relation to Academic Honesty and the Code of Student Conduct. Any student who does not wish to accept the EULA in a course where Turnitin is required should withdraw from the course. [Learn more about Turnitin](https://docs.google.com/document/d/1XxUSm4JS9AYbF_JgjJW0Zbv5Xpxm3yA_Z4zd7W4_HMM/preview) and review the terms and conditions.

## Emergency Notifications

SOU is committed to a safe community. Student, faculty and staff emails are automatically enrolled in SOU Alert, the campus emergency communication system. In the event of emergency, closure, or other significant disruption to campus operations, such as inclement weather, messages are delivered via SOU Alert. To ensure timely notification, students, faculty, and staff are **strongly** encouraged to visit Inside SOU to register their cell phone numbers and/or add family members to the system. Campus Public Safety is available 24 hours/day by dialing 541-552-6911. CPS responds to safety concerns, incidents, and emergencies and can provide safety escorts to on-campus locations. CPS works in collaboration with Ashland Police and Fire.

## Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use [SOU’s confidential advising](https://inside.sou.edu/gsj/reporting-options-survivor-support.html) or SOU’s [Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form.](https://sou.co1.qualtrics.com/jfe/form/SV_7R7CCBciGNL473L)

## SOU Academic Support/Disability Resources

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include information regarding Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/ modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies comply with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, mental health, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. See the [Disability Resources webpage](https://inside.sou.edu/dr/index.html) for more information or to schedule an appointment. If you are already working with Disability Resources, make sure to request your accommodations for this course as quickly as possible to ensure that you have the best possible access **since these services are not retroactive.**

All students may benefit from the ability to convert files posted in Moodle to alternate formats including audio, ebook and Braille. [Learn more about file conversion](https://support.sou.edu/kb/articles/students-convert-files-to-other-formats).

## Student Health & Wellness Center (SHWC)

[SHWC](https://health.sou.edu) is an integrative health center that provides both medical and mental health services to students. SHWC is open Monday - Friday 8am-5pm (Wednesdays 9am-5pm). Students can call (541) 552-6136 to schedule an appointment or go to their health portal at <https://health.sou.edu/> to schedule an appointment online. Students can be seen the same day if they have an urgent need. They can call or walk-in to be seen that day. SHWC also offers 24/7 free, confidential mental health and well-being support through the TELUS program. Students can go to [the TELUS home page](https://www.myssp.app/us/home) to talk or chat with a provider.

## Statement on Military and Other Forms of Active Service Duty

Pursuant to Oregon law, any student enrolled at a public university who is a member of the military, state National Guard, or other federal or state service protected by ORS 352.293 who is ordered to active duty for more than 30 consecutive days has the right to request accommodation for such service, subject to the conditions and requirements of applicable Oregon law or regulation. Such accommodations may include, but are not limited to, the right to withdraw from a course without penalty, a grade of Incomplete and option to complete at a later date once service has concluded, and/or the right to credit for any tuition and fees already paid, depending on the student's status.

Any student enrolled at a public university who is a member of the military, state National Guard, or other federal or state service protected by ORS 352.293 who is ordered to active duty for fewer than 30 consecutive days and misses a course session, assignment, examination or other coursework due to serving on active duty or is receiving medical treatment for an injury sustained on active duty has the right to request accommodation for their service or medical treatment, subject to the conditions and requirements of applicable Oregon law or regulation. Such accommodations may include, but are not limited to, the right to submit any missed examination, assignment or other course requirement upon completion of service or treatment; and/or the right to have a course grade assigned without submitting missed assignment or examinations, should the instructor determine that sufficient work has been assessed for the determination of a grade. Any student who expects to be called for active duty should contact instructors as soon as possible to discuss accommodations.

## Attendance and Financial Aid

Students who receive federal financial aid are required to attend and participate in all of the courses for which they register, starting with the first week of class. For face-to-face courses, in-person attendance is necessary. The US Department of Education (USDE) describes the following activities as indicators of attendance and active participation (see the [formal rules](https://www.federalregister.gov/documents/2020/09/02/2020-18636/distance-education-and-innovation) at the USDE website):

* Attending a synchronous class, lecture, recitation, or field or laboratory activity where there is an opportunity for interaction between the instructor and students;
* Submitting an assignment;
* Taking an assessment or an exam;
* Participating in an interactive tutorial or webinar;
* Participating in an assigned study group, group project or an online discussion; or
* Interacting with an instructor about academic matters.

The following activities are not considered by the USDE to be indicators of first-week engagement:

* Living in campus housing or using an institutional meal plan,
* Logging into an online class or tutorial without any further participation, or
* Participating in academic counseling or advising.

Instructors will report students who are absent during the first week of an in-person course or those who do not participate in an online course as described above. Any students who are reported as no-shows will have their financial aid status reviewed and their award may be adjusted as a result.

## Syllabus Statement on AI

**Use only with prior permission and with citation and acknowledgement**

Students are not allowed to use artificial intelligence such as ChatGPT as a source or tool, unless instructor permission is obtained in advance, along with an appropriate citation as a source and/or acknowledgement as a tool as established in the discipline ([APA](https://apastyle.apa.org/blog/how-to-cite-chatgpt)).