**Southern Oregon University Summer Language Institute 2017**

[**Guanajuato, Mexico**](http://www.google.com/search?hl=en&client=safari&rls=en-us&ei=syItSsyAHJLCMYH-yNAJ&sa=X&oi=spell&resnum=0&ct=result&cd=1&q=Guanajuato,+Mexico&spell=1)

**FL 513: Foreign Language Assessment**

Instructor: Susan A. Hildebrandt, Ph.D. (shildeb@ilstu.edu)

First Session (June 25 - July 14, 2017), 8:00-9:50 MTWRF

**Welcome to Foreign Language Assessment!** This course will examine both theoretical and practical issues related to foreign language (FL) assessment, including but not limited to matters regarding test development and usage, and the appropriateness of decisions and inferences derived from FL assessment procedures. Students will explore the many ways to assess foreign language proficiency, compare traditional testing measures with more recent performance-based assessment methods and portfolio assessment models. Students will study various assessment instruments and resources, learning how to integrate assessment practices with *World-readiness standards for learning languages* (The National Standards Collaborative Board, 2015).



**COURSE DESCRIPTION:**

Explores the many ways to assess foreign language proficiency. Compares traditional testing measures with more recent performance-based assessment methods and portfolio assessment models. Students study various assessment instruments and resources, as well as learning how to integrate assessment practices with foreign language standards.

**COURSE OBJECTIVES:**

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

* Design and implement pedagogically-appropriate assessments for the communicative and proficiency-oriented FL classroom;
* Align desired learning outcomes and instructional activities with assessment using principles of Backwards Design;
* Apply a variety of traditional and “alternative” assessment techniques to carry out formal, informal, formative, and summative assessment;
* Create assessments to measure different aspects of FL proficiency, including performance in the interpersonal, interpretive, and presentational modes of communication and in specific skill areas (i.e., listening, speaking, reading, writing, sociolinguistics, culture).
* Critically analyze existing classroom-based and standardized assessments considering aspects such as validity, reliability, constructs being measured, item format, access skills, washback, and alignment with objectives and instruction;
* Anticipate the intended and unintended outcomes associated with specific types of FL assessments and the ethical and practical implications;
* Design assessments that are inclusive and take into account student diversity following principles of Universal Design.

**REQUIRED TEXTS:**

* Brown, H. D. & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices* (2nd ed.)*.* New York: Pearson Education. Available from [http://www.amazon.com/Language-Assessment-Principles-Classroom-Practices/dp/0138149313/ref=sr\_1\_2?ie=UTF8&qid=1359320039&sr=8-2&keywords=Language+assessment%3A+Principles+and+classroom+practices](http://www.amazon.com/Language-Assessment-Principles-Classroom-Practices/dp/0138149313/ref%3Dsr_1_2?ie=UTF8&qid=1359320039&sr=8-2&keywords=Language+assessment%3A+Principles+and+classroom+practices)
* Sandrock, P. (2010). The keys to assessing language performance: A teacher’s manual for measuring student progress. Alexandria, VA: American Council on the Teaching of Foreign Languages. Available from <http://isgweb.actfl.org/ISGWeb/Purchase/ProductDetail.aspx?Product_code=KEYS_ALP>

**Additional readings:** In addition to the required texts, you will be asked to read additional articles. These articles (see bibliography below) will be made available to you by the professor.

**Course website: SOU Moodle**

**GRADING CRITERIA:**

A 100-94% B- 83-80% D+ 69-67%

A- 93-90% C+ 79-77% D 66-64%

B+ 89-87% C 76-74% D- 63-60%

B 86-84% C- 73-70% F 59-0%

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| **Assessment** | **Points****possible** |
| Attendance and active participation | 150 |
| Reading quizzes | 150 |
| Critique of existing assessment\* | 200 |
| Quiz and test redesign\*  | 200 |
| Performance assessment and rubric development\* | 200 |
| Presentation of performance assessment, rubric, quiz, and test\* | 100 |
| **TOTAL** | **1000** |

\* These assignments will be based on the same unit/chapter content taught in your home school/district. Please consider bringing digital copies of all materials from the courses that you teach so that you can modify already existing materials and use the newly developed materials in the new school year with confidence. There are many very portable, high-capacity storage, and reasonably priced external drives available on the market that you could bring with you to Guanajuato.

**ASSESSMENTS:**

**Attendance and active participation** (15 @ 10 = 150 points)

Debido al formato intensivo del programa SLI,  la puntualidad y la asistencia a clase son sumamente importantes. No se permite ninguna falta a clase.  Cada ausencia bajará su nota por 10%. En el caso de enfermedad u otra emergencia, el estudiante debe consultar con la profesora y la directora del SLI.

Your participation grade will be based on (1) attendance, (2) preparation for class, and (3) **active** and **informed** engagement in class discussions and activities. The following rubric will be used to evaluate your participation.

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| **Points** | **Description** |
| 5 | Full participation as a leader in class (in large group and small group interaction), asking quality questions, providing responses, and sharing knowledge with others. Always prepared for class having read and completed assignments. Fully engaged and thinking critically about the course material. |
| 4 | Above average participation as mostly a listener with some involvement in class (in large group and small group interaction). Some questions, some responses, and some sharing of knowledge. Always prepared for class having read and completed assignments. Fully engaged and thinking critically about the course material. |
| 3 | Does the minimum of what is expected: comes to class and completes assignments. Normally a listener in small- and large-group interactions. Often does not ask or answer questions. Sometimes distracted and/or unprepared and not motivated to engage fully in the course material. |
| 2 | Does not demonstrate a time commitment to the course (e.g., is not well-prepared). Often does not participate, even when a group requests participation. Not interested in engaging with others to explore the course material. |
| 1 | Acts in a manner that disrupts the learning of self and others. Creates an uncomfortable environment for others (disrespect, incivility, etc.). |

**Reading Quizzes**

The quizzes are designed to be an incentive to keep up with the readings in the course as well as to assess your comprehension of and critical thinking about the concepts presented in the readings. Quizzes will be given at the beginning of class, and late arrivers will lose the chance to write the quiz with the full amount of time planned.

**Critique of an Existing Assessment**

You will analyze and discuss the qualities (both positive and negative) of your pre-existing quiz, test, or performance assessment (choose two of the three) in a written report (minimum 3-4 pages, double-spaced), making reference to the concepts studied in the course. For each of the two assessments that you choose to critique, please address the following issues in your paper and consult the rubric below:

1. **Technical aspects:** validity, reliability, measurement of intended constructs
2. **Assessment techniques:** alignment with objectives and standards, practicality, authenticity, scoring, item format
3. **Ethics:** access skills, washback, alignment of instructional activities with assessment content and format

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|  | **A** | **B** | **C** |
| Technical aspects  | Technical aspects of the existing assessment were thoroughly discussed. Several aspects of validity and reliability were included, as was a discussion of item types and how they measured (or didn’t measure) intended constructs.  | Technical aspects of the existing assessment were adequately discussed. Some aspects of validity and reliability were included, as was a discussion of item types and how the measured (or didn’t measure) intended constructs. | Technical aspects of the existing assessment were discussed in brief. Only a few aspects of validity and reliability or a brief discussion of item types and how it measured (or didn’t measure) intended constructs were included. |
| Assessment techniques | For the existing assessment, all of the following are discussed fully: objectives, standards, practicality, authenticity, scoring, and item format choices. | For the existing assessment, five of the following are discussed adequately: objectives, standards, practicality, authenticity, scoring, and item format choices. | For the existing assessment, four of the following are discussed adequately: objectives, standards, practicality, authenticity, scoring, and item format choices. |
| Objectives | The positive and negative aspects of chapter objectives listed at the beginning of the textbook chapter are discussed in the analysis.  | Either the positive or the negative aspects of the chapter objectives are discussed.  | Few positive or negative aspects of the chapter objectives are discussed. |
| Ethics | Much attention has been paid to the ethical aspects of the existing assessment. Student access skills have been addressed, along with washback and the alignment of instructional activities with assessment content and formats. | Some attention has been paid to the ethical aspects of the existing assessment. Three of the following have been adequately addressed: access skills, washback, alignment of instructional activities with assessment content and formats. | Minimal attention has been paid to the ethical aspects of the existing assessment. Two of the following have been adequately addressed: access skills, washback, alignment of instructional activities with assessment content and formats. |
| Clarity of expression | Ideas are expressed clearly and concisely using academic language. The written report is well organized and coherent. | Most ideas are expressed clearly, but some are less clear. Academic language, organization, and/or coherence are lacking in some parts. | Ideas are often not expressed in a clear and concise manner, making it difficult for the reader to process. Academic language, organization, and/or coherence are consistently lacking. |

**Quiz and Test Redesign**

Based on the same chapter as other assessments created, you will create a new set of **active, measureable, and communicative objectives and learning outcomes that** describe what students are able to DO as a result of instruction. Based on those objectives as well as elements of FL assessment discussed in this course, you will develop a new and improved **quiz** and **test** (**or one final exam**) that assess students on a representative set of those objectives. (If there are components of the existing assessment that are effective, you may keep those components, but be sure to defend your decision in your paper.) You will defend the choices made in a written report (minimum 3-5 pages, double-spaced), making reference to the concepts studied in the course. As you discuss the choices that you made in designing your quiz and test, please address the following issues in your paper and consult the rubric below:

1. **Technical aspects:** validity, reliability, measurement of intended constructs
2. **Assessment techniques:** alignment with objectives and standards, practicality, authenticity, scoring, item format
3. **Teaching:** alignment between unit content and assessment, engaging various levels of Bloom’s Taxonomy, including higher-order thinking
4. **Ethics:** access skills, washback, alignment of instructional activities with assessment content and format

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|  | **A** | **B** | **C** |
| Technical aspects  | Technical aspects of the newly constructed quiz/test were thoroughly discussed. Several aspects of validity and reliability were included, as was a discussion of item types and how the measured intended constructs.  | Technical aspects of the new quiz/test were adequately discussed. Some aspects of validity and reliability were included, as was a discussion of item types and how the measured intended constructs. | Technical aspects of the new quiz/test were discussed in brief. Some aspects of validity and reliability or a discussion of item types and how the measured intended constructs were included. |
| Assessment techniques | For the newly created quiz/test, all of the following are discussed fully: objectives and learning outcomes, standards, practicality, authenticity, scoring, and item format choices. | For the newly created quiz/test, five of the following are discussed adequately: objectives and learning outcomes, standards, practicality, authenticity, scoring, and item format choices. | For the newly created quiz/test, four of the following are discussed adequately: objectives and learning outcomes, standards, practicality, authenticity, scoring, and item format choices. |
| Teaching | A clear connection is made between the newly created assessment and chapter content. The new chapter objectives and learning outcomes are active, measurable, and communicative. They reflect a variety of levels of Bloom’s taxonomy and multiple intelligences. | A somewhat clear connection is made between the newly created assessment and chapter content. Some of the new chapter objectives and learning outcomes are active, measurable, and communicative. They reflect only four levels of Bloom’s taxonomy and few of the multiple intelligences. | A minimal connection is made between the newly created assessment and chapter content. Few of the newly written chapter objectives and learning outcomes are active, measurable, and communicative. Three or fewer levels of Bloom’s taxonomy and one or two of the multiple intelligences are reflected. |
| Ethics | Much attention has been paid to the ethical aspects of the newly created quiz/test. Student access skills have been addressed, along with washback and the alignment of instructional activities with test/item formats. | Some attention has been paid to the ethical aspects of the newly created quiz/test. The following have been somewhat addressed: access skills, washback, alignment of instructional activities with test/item formats. | Minimal attention has been paid to the ethical aspects of the newly created quiz/test. The following have been minimally addressed: student affect, access skills, washback, alignment of instructional activities with test/item formats. |
| Clarity of expression | Ideas are expressed clearly and concisely using academic language. The written report is well organized and coherent. | Most ideas are expressed clearly, but some are less clear. Academic language, organization, and/or coherence are lacking in some parts.  | Ideas are often not expressed in a clear and concise manner, making it difficult for the reader to process. Academic language, organization, and/or coherence are consistently lacking. |

**Performance Assessment and Rubric Development**

Based on some of the newly created chapter objectives, you will create either an oral or written performance assessment and accompanying rubric, keeping in mind the assessment concepts we have covered in class. You will defend the choices made in a written report (minimum 2-3 pages, double-spaced), making reference to the concepts studied in the course. As you discuss the choices that you made in designing your performance assessment and rubric, please address the following issues in your paper and consult the rubric below:

1. **Technical aspects:** validity, reliability, measurement of intended constructs
2. **Assessment techniques:** alignment with objectives and standards, practicality, authenticity, scoring, item format
3. **Teaching:** alignment between unit content and assessment, engaging various levels of Bloom’s Taxonomy, including higher-order thinking
4. **Ethics:** access skills, washback, alignment of instructional activities with assessment content and format

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|  | **A** | **B** | **C** |
| Technical aspects  | Technical aspects of the performance assessment and accompanying rubric were thoroughly discussed. Several aspects of validity and reliability were included, as was a discussion of item types and how the measured intended constructs.  | Technical aspects of the performance assessment and accompanying rubric were adequately discussed. Some aspects of validity and reliability were included, as was a discussion of item types and how the measured intended constructs. | Technical aspects of the performance assessment and accompanying rubric were discussed in brief. Some aspects of validity and reliability or a discussion of item types and how the measured intended constructs were included. |
| Assessment techniques | For performance assessment and accompanying rubric, all of the following are discussed fully: objectives, standards, practicality, authenticity, scoring, and item format choices. | For performance assessment and accompanying rubric, five of the following are discussed adequately: objectives, standards, practicality, authenticity, scoring, and item format choices. | For performance assessment and accompanying rubric, four of the following are discussed adequately: objectives, standards, practicality, authenticity, scoring, and item format choices. |
| Teaching | A clear connection is made between the newly created assessment and chapter content. The new chapter objectives and learning outcomes are active, measurable, and communicative. They reflect a variety of levels of Bloom’s taxonomy and multiple intelligences. | A somewhat clear connection is made between the newly created assessment and chapter content. Some of the new chapter objectives and learning outcomes are active, measurable, and communicative. They reflect only four levels of Bloom’s taxonomy and few of the multiple intelligences. | A minimal connection is made between the newly created assessment and chapter content. Few of the newly written chapter objectives and learning outcomes are active, measurable, and communicative. Three or fewer levels of Bloom’s taxonomy and one or two of the multiple intelligences are reflected. |

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| Ethics | Much attention has been paid to the ethical aspects of the performance assessment. Student affect and access skills have been addressed, along with washback and the alignment of instructional activities with performance elicited by the assessment task. | Some attention has been paid to the ethical aspects of the performance assessment. Three of the following have been adequately addressed: student affect, access skills, washback, alignment of instructional activities with performance elicited by the assessment task. | Minimal attention has been paid to the ethical aspects of the performance assessment. Two of the following have been adequately addressed: student affect, access skills, washback, alignment of instructional activities with performance elicited by the assessment task. |
| Clarity of expression | Ideas are expressed clearly and concisely. The written report reads as a unified document instead of written by three different writers. | Most ideas are expressed clearly, but some are less clear. Some parts read as a unified whole, but there are parts that do not.  | Most ideas are expressed clearly, but the document reads as if it were written by different writers and cobbled together. |

**Presentation of Performance Assessment, Rubric, Quiz, and Test**

You will present the assessments (performance assessment and rubric, quiz, test) that you developed in this course for your instructional unit, comparing them to your previously used assessments. You should discuss the changes that you have made making reference to the concepts studied in the course (i.e., technical aspects, assessment techniques, teaching, and ethics—see above). You should present using visuals (e.g., Powerpoint). Each presentation should last approximately 10 minutes and will be timed.

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| Presenter is well-prepared and observes the 10-minute time limit. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Presenter’s demeanor and dress are professional. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Presenter’s voice is clear and able to be heard throughout the room. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Visuals used are clear & viewable from the whole room. Visuals used are effective in presenting information. Information is presented in a clear, organized, and informative manner. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| All assessments (previous and new) are shown and described clearly. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Informed and thoughtful comparisons are made between previous assessments and newly created assessments. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Rationale for decisions made on the performance assessment and rubric is fully and thoughtfully explained making reference to and demonstrating mastery of concepts learned in the course (i.e., technical aspects, assessment techniques, teaching, ethics). | 20 | 18 | 16 | 14 | 12 | 10 | 8 | 6 | 4 | 2 |
| Rationale for decisions made on the quiz/test redesign is fully and thoughtfully explained making reference to and demonstrating mastery of concepts learned in the course (i.e., technical aspects, assessment techniques, teaching, ethics). | 20 | 18 | 16 | 14 | 12 | 10 | 8 | 6 | 4 | 2 |
| Total points | /100 |

**Week 1**

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| M, June 26  | **Preparation prior to class**: * Familiarize yourself with the class Moodle site.
* Read: (1) World-Readiness Standards Executive Summary; (2) ACTFL performance descriptors for language learners; (3) ACTFL Spanish Proficiency Guidelines (see links in bibliography); (4) Gronlund – Chapter 2
* ***Bring 3 assessments (test, quiz, performance assessment) from the same unit/chapter that you teach at your school/district. Also bring an electronic or paper copy of all pedagogical materials used in that unit/chapter (i.e., unit and lesson plans, slides, textbook, handouts, etc.).***

**In-class discussion/activities**: * **PRACTICE READING QUIZ** (doesn’t count in your grade)
* Course overview
* World-Readiness Standards
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| T, June 27 | **Preparation prior to class**: * Read: (1) Brown – Chapter 1, (2) Wiggins & McTighe (2005) - Intro & Chapter 1

**In-class discussion/activities**: * **READING** **QUIZ 1**
* Backwards design
* Assessment concepts & issues
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| W, June 28 | **Preparation prior to class**: * Read: (1)Virtual Assessment Center website (<http://www.carla.umn.edu/assessment/vac/index.html>); (2) Thurlow, Johnstone, & Ketterlin-Geller (2008); (2) Scott, McGuire, & Foley (2003)

**In-class discussion/activities**: * **READING** **QUIZ 2**
* Why assess?
* Inclusive assessment
* Universal design for instruction
* Access skills vs. target skills
* What’s wrong with this test?
 |
| R, June 29 | **Preparation prior to class**: * Read: (1) Brown – Chapters 2 & 3

**In-class discussion/activities**: * **READING** **QUIZ 3**
* Principles of language assessment
* Validity and reliability
* Washback
* Designing classroom language tests
* formats
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| F, June 30 | **Preparation prior to class**: * Read: Sandrock – Intro, Chapters 1, 2 & 3

**In-class discussion/activities**: * **READING QUIZ 4**
* Designing performance assessments
* Dynamic Assessment
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**Week 2**

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| M, July 3 | **Preparation prior to class**: * Read: Sandrock – Chapters 4, 5 & 6

**In-class discussion/activities**: * **READING QUIZ 5**
* Designing rubrics
* Engaging, motivating & involving students
* Program articulation
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| T, July 4  | **Preparation prior to class**: * Read: Schulz (2007), Moore (1995)

**In-class discussion/activities**: * **READING QUIZ 6**
* Assessing culture learning
 |
| W, July 5 | **Preparation prior to class**: * Read: Brown – Chapter 6

**In-class discussion/activities:** * **READING QUIZ 7**
* **CRITIQUE OF EXISTING ASSESSMENT**
* Performance assessment
* Alternatives in assessment
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| R, July 6  | **Preparation prior to class**: * Read: Brown – Chapters 8 & 10, ACTFL Writing and Speaking Guidelines, LinguaFolio writing checklist (available at <http://www.ncssfl.org/LinguaFolio/index.php?checklists>)

**In-class discussion/activities:** * **READING QUIZ 8**
* Assessing speaking & writing
* **ACTFL proficiency guidelines**
* Oral Proficiency Interview (OPI)
* S**elf-assessment**
* Concordia Language Villages Global Self-Assessment Grid
* LinguaFolio
 |
| F, July 7 | **Preparation prior to class:** * Read: Brown – Chapters 7 & 9, LinguaFolio listening and reading (available at <http://www.ncssfl.org/LinguaFolio/index.php?checklists>)

**In-class discussion/activities:** * **READING QUIZ 9**
* Assessing listening and reading
* **ACTFL proficiency guidelines for reading & listening**
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**Week 3**

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| M, July 10 | **Preparation prior to class**: * Read: Brown – Chapter 11 & 12

**In-class discussion/activities**: * **READING QUIZ 10**
* Assessing grammar and vocabulary
* Grading and student evaluation
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| T, July 11 | **In-class discussion/activities**: * Work day and meetings with professor
 |
| W, July 12  | **Preparation prior to class**: * Work on Quiz and Test Redesign and Presentation

**In-class discussion/activities**: * RUBRIC DEVELOPMENT ASSIGNMENT
* Student presentations (Performance assessment, rubric, quiz, test)
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| R, July 13 | **Preparation prior to class**: * Work on Quiz and Test Redesign and Presentation

**In-class discussion/activities**: * Student presentations (Performance assessment, rubric, quiz, test)
 |
| F, July 14 | **Preparation prior to class**: * Work on Quiz and Test Redesign and Presentation

**In-class discussion/activities**:* **QUIZ AND TEST REDESIGN ASSIGNMENT**
* Course wrap-up
* Student presentations (Performance assessment, rubric, quiz, test)
 |

**ADDITIONAL COURSE READINGS:**

(Readings without a URL can be found in the course Moodle site.)

American Council on the Teaching of Foreign Languages. (2012). *ACTFL performance descriptors for language learners*. NY: ACTFL. <https://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance-Descriptors.pdf>

American Council on the Teaching of Foreign Languages. (2012). Spanish proficiency guidelines. NY: ACTFL.<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/spanish>.

Gronlund, N. E. (2004). *Writing instructional objectives for teaching and assessment*. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

Moore, Z. (1997). The portfolio and testing culture. In P. Heusinkveld (ed.), *Pathways to culture: Readings on teaching culture in the foreign language class* (pp. 617-636)*.* Yarmouth, ME: Intercultural Press.

Schulz, R. A. (2007). The challenge of assessing cultural understanding in the context of foreign language instruction. *Foreign Language Annals, 40*, 9-26.

Scott, S. S., McGuire, J., & Foley, T. (2003). Universal Design for Instruction: A framework for anticipating and responding to disability and other diverse learning needs in the college classroom. *Equity & Excellence in Education, 36*, 40–49.

The National Standards Collaborative Board. (2015). *World-readiness standards for learning languages* (4th ed.). Alexandria, VA: Author. <https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

Thurlow, M. L., Johnstone, C. J., & Ketterlin-Geller, L. R. (2008). Universal Design of assessment. In S. E. Burgstahlker & R. C. Cory (Eds.), *Universal design in higher education: From principles to practice* (pp. 73-81). Cambridge, MA: Harvard Education Press.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development. <https://books.google.com/books?id=N2EfKlyUN4QC&printsec=frontcover&dq=Understanding+by+design&hl=en&sa=X&ved=0ahUKEwiwo-jzpLHSAhWKx4MKHbLDBQgQ6AEIHDAA#v=onepage&q&f=false>

**SOU INFORMATION**

**SOU Cares**

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 Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at<http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

**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, 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 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; 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.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU’s Code of Student Conduct:<http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html>

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 written work that has been graded and handed back to you.

**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 the confidential advising available at

<http://www.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's

Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form <https://jfe.qualtrics.com/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 a statement on 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 are in compliance 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, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at **(541) 552-6213** to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at [**www.sou.edu/dr**](http://www.sou.edu/dr/) for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible to ensure that you have the best possible access.