COURSE INFORMATION

Course description
The purpose of this graduate course is to introduce students to the field of heritage language education, with an emphasis on the teaching of Spanish to bilingual English-Spanish learners of Hispanic heritage. Diverse aspects of heritage language acquisition, development and maintenance will be explored including topics related to US demographics, Hispanic communities, the Spanish standard varieties and the acquisition of formal register, as well as relevant pedagogical issues and approaches for the teaching of Spanish to these learners. The course will be conducted in Spanish and will consist mainly of guided readings, discussions, short activities and a final project based on curriculum design. Readings will be in English and Spanish.

Student Learning Outcomes. Students who successfully complete the course will
a. Demonstrate comprehension of main topics and key concepts on the field of Heritage Language Research and Pedagogy.
b. Understand and analyze main pedagogical issues on the teaching of Spanish as a Heritage Language in the US.
c. Contrast different instructional approaches to teach Spanish to students of Hispanic heritage.
d. Advance critical and analytical skills through a research project designing a course curriculum to teach a Spanish for Heritage Language Learners.

Collection of Data for Measuring Institutional Effectiveness:
In order to measure the level of compliance with the university’s Institutional Effectiveness guidelines, I will collect some of the ungraded materials you will produce for the class. These materials will be part of a portfolio created on your behalf and will be measured to ensure that our program “promotes practices that
result in higher student academic achievement; an enhanced student experience; aligned and transparent
decisions; and readily available information for improvement, accountability, and accreditation” (see
“Department of Institutional Effectiveness,”
http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx). This is solely an assessment of
program effectiveness and in no way affects students’ course grades or GPAs.

Textbooks & Materials

- Selected articles (see the ‘Lecturas’ folder in e-College)
- Access to the UCLA Startalk Workshop ‘Teaching Heritage Languages’ (free access but it requires to create an account)

COURSE REQUIREMENTS

Presentation

This online course will be delivered via the LearningStudio (e-College) platform. You will use your MyLeo account
to access the platform and be able to use the course content, which includes readings, discussion threads,
quizzes, web postings and chat/email communication.
The course is organized in five content modules dealing with main topics on Heritage Language Education; each
module will be available for the duration of the course although some activities have specific deadlines (see

COURSE SCHEDULE for details).

Introductory Module: It includes an overview of the class, the complete reading list, and a short survey you need
to complete during the first 72 hrs. the course is open.

Module I: Key concepts in Heritage Language Education. General introduction to the field of Heritage Languages
Education and its relevance in multicultural communities; main definitions.

Module II: Spanish Heritage Language Learners. Introduction to the demography of Spanish Heritage Learners;
analysis of sociolinguistic, cultural and pedagogical needs.

Module III: Language ideologies and the teaching of Spanish(es) in the US. Presentation of main issues on
perception, attitudes and ideologies in the SHL classrooms. Spanish dialects, norms and prestige.

Module IV: Current approaches to teaching Spanish as a Heritage Language: Main trends in Heritage Language
Pedagogy, including critical language awareness, bi- and multi-literacies, differentiation, macro-approaches.

Module V: Spanish as a Heritage Language: classroom practices. Analysis of Spanish as a Heritage Language
programs; implementations to teach grammar, culture, reading and writing; principles to design a SHL syllabus.
Course Activities

Module quizzes (25% of final grade)
Each module incorporates a short (12-15 questions) quiz based on the module assigned readings and materials. The quiz assesses understanding of key topics, critical connections, and analysis of main issues presented in the module. Quizzes are available on the modules and each one should be completed by the due date; quizzes can only be taken once.

Bibliography Summaries (25% of final grade)
Students will write a one-page (single-spaced) summary in Spanish of 2 articles selected from each module readings (10 summaries in total). Each summary will include full APA-style reference of the source, a three-paragraph content summary and a paragraph of critical analysis of the content. See detailed instructions and grading rubric in the ‘Materiales’ folder.

Discussion Board (15% of final grade).
Each module’s discussion board includes examples, analysis of cases or set of questions related to the readings and complementary materials. Students will participate posting their answers to these activities by means of critical interpretation and revision of the materials, offering counter-examples or discussing a particular case. Students are encouraged to respond to classmates’ presentations and posts, and elaborate or discuss particular examples or questions. You are expected to complete a minimum of 2 posting in each module. Each posting in the discussion board, written in Spanish, will be about 250-300 words, and it will be evaluated for content understanding, reasoning and language conventions usage. See Online Discussion Rubric in the ‘Materiales’ folder for details.

Course Design Project (30% of final grade)
The final project of this course is a direct implementation of SHL principles, methods and tools in the design and elaboration of a Spanish for Heritage Learners course curriculum. The design will include several components (the teaching situation, needs analysis, syllabus framework, course goals and objectives, textbooks and materials, assessments), and it will be supported with clear explanations of the decision-making process. The final version of the course design will be shared with all participants in the class in order to promote the teaching of Spanish as a Heritage Language in diverse contexts. See a full description, example, and grading rubric for this project in the ‘Proyecto Final’ folder.

Summary of activities by module

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
<th>Module 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read syllabus</td>
<td>Read articles</td>
<td>Read articles</td>
<td>Read articles</td>
<td>Read articles</td>
<td>Read articles</td>
</tr>
<tr>
<td>Complete Survey</td>
<td>Write 2 summaries</td>
<td>Write 2 summaries</td>
<td>Write 2 summaries</td>
<td>Write 2 summaries</td>
<td>Write 2 summaries</td>
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<tr>
<td></td>
<td>Take quiz 1</td>
<td>Take quiz 2</td>
<td>Take quiz 3</td>
<td>Take quiz 4</td>
<td>Take quiz 5</td>
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<tr>
<td></td>
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<td></td>
<td>Turn-in project draft</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Turn-in final project</td>
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</table>
Course Communication

Good communication in an online setting is a fundamental component of success. Please consider the different type of media available for communication with your instructor and classmates, in individual and group formats. Please follow Netiquette rules to keep our conversation professional, engaging and polite.

Announcements: General tool for course communication; I will post short messages or reminders related to due dates or changes in the assignments.

Email: Please only use the internal e-College email system, or the official TAMUC Leo Email to communicate with me and your classmates. (To setup the TAMUC email contact HelpDesk helpdesk@tamuc.edu or 903-468-6000; you may also access information at https://leo.tamuc.edu.). I will send general emails with information related to the course, date changes, assignments modification, etc. or with information that relate to our content. I will send individual emails during the semester as needed. I will respond to emails in 24hs during the work week and by the next business day on weekends and holidays

General Discussion Board: Located in the Introductory module, it is open to all participants; anyone can post a comment, question or suggestion related or unrelated to the course. All are encouraged to participate and post responses; I will visit this board regularly.

Module Discussion Board (graded): Located in each content module, the discussion board is where you will share your interpretation, opinions and questions about the module’s content; it is also the place where you will most interact with your classmates. I will summarize main points of the discussion by the end of the module timeframe and suggest further resources or readings as needed.

E-College Chatroom. The learning platform includes a very simple chat function that allows synchronic communication. Anyone can use this tool to ‘talk’ in real time with who is connected at the same time. If you would like to talk with me, individually or in groups please send me an email to arrange day and hour of the ‘chat meeting’.

GRADING

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
<th>Details</th>
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<tbody>
<tr>
<td>Module Quizzes</td>
<td>25%</td>
<td>(5 x 5%)</td>
</tr>
<tr>
<td>Reading summaries</td>
<td>25%</td>
<td>(5 x 5%)</td>
</tr>
<tr>
<td>Forum Discussion</td>
<td>20%</td>
<td>(5 x 4%)</td>
</tr>
<tr>
<td>Course design</td>
<td>30%</td>
<td>(draft= 10%, final= 20%)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
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Grade Scale: A=100-90     B=89-80     C=79-70     D=69-60     F= 59>
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics &amp; Readings</th>
<th>Assignments &amp; Assessments</th>
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</table>
| July 11 | **Introduction Module:** Instructor introduction; course goals and expectations; readings. **Module I:** *Key concepts in Heritage Language Education.* General introduction to the field of Heritage Languages Education and its relevance in multicultural communities; main definitions.  
Introduce yourself in the discussion thread.  
Complete Online Student Survey.  
Create account in Startalk Workshop ‘Teaching Heritage Languages’.  
Start working with Module I content and materials. |
| July 13th |                                                                                                                                                                                                                     | Online Student Survey is due                                                              |
| July 15  |                                                                                                                                                                                                                     | Quiz I is due (by midnight CT)  
Summaries I are due (by midnight CT)                                                           |
| July 16  | **Module II:** *Spanish Heritage Language Learners.* Introduction to the demography of Spanish Heritage Learners; analysis of sociolinguistic, cultural and pedagogical needs.  
  - Potowski (2005). “El Español y el Hablante de Herencia en los Estados Unidos” (Cap. 1, 11-20)  
  - Parra (2013). “Individual Differences among Spanish Heritage Learners”  
  - Startalk Lesson 2. “Heritage Language Learners: Motivation and Language Use”  
  [http://startalk.nhlcrc.ucla.edu/default_startalk.aspx](http://startalk.nhlcrc.ucla.edu/default_startalk.aspx)  | Start working with Module II content and materials.  
Online response module I is due.                                                               |
| July 21  |                                                                                                                                                                                                                     | Quiz II is due (by midnight CT)  
Summaries II are due (by midnight CT)                                                           |
| July 22  | **Module III:** *Language ideologies and the teaching of Spanish(es) in the US.* Presentation of main issues on perception, attitudes and ideologies in the SHL classrooms. Spanish dialects, norms and prestige.  
  - Potowski (2005). “El Español y el Hablante de Herencia en los Estados Unidos” (Cap. 2, 21-44)  
Online response module II is due.                                                               |
<p>| July 27  |                                                                                                                                                                                                                     | Quiz III is due (by midnight CT)                                                          |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Module IV: Current approaches to teaching Spanish as a Heritage Language</th>
<th>Summaries III are due (by midnight CT)</th>
</tr>
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<tbody>
<tr>
<td>July 28</td>
<td>Main trends in Heritage Language Pedagogy, including critical language awareness, bi- and multi-literacies, differentiation, macro-approaches.</td>
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<tr>
<td></td>
<td>- Durán-Cerda (2008). Strengthening “la Identidad” in the Heritage Learner Classroom”</td>
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<td></td>
<td>- Wu &amp; Chang (2010). “Heritage Language Teaching and Learning through Macro-Approaches”</td>
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<tr>
<td></td>
<td>- Correa (2010). “Heritage Language Learners Programs and Life after the Classroom”</td>
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</tr>
</tbody>
</table>
|            | - NHLRC: Lesson 3: Teaching Heritage Language Learners: Language Foci and Sequencing.  
  [http://startalk.nhlrc.ucla.edu/default_startalk.aspx](http://startalk.nhlrc.ucla.edu/default_startalk.aspx)  
|            | - NHLRC: Lesson 4: Curriculum Development for Heritage Language Classes  
  [http://startalk.nhlrc.ucla.edu/default_startalk.aspx](http://startalk.nhlrc.ucla.edu/default_startalk.aspx)  |
| August 3   | Quiz IV is due (by midnight CT)  
  Summaries IV are due (by midnight CT)  
  Course Design _Draft is due (by midnight CT). |
| August 4   | Module V: Spanish as a Heritage Language: classroom practices. Analysis of SHL programs; implementations to teach grammar, culture, reading and writing; principles for SHL syllabus design. |
|            | - Burgo (2015). “Grammar Teaching Approaches for Heritage Learners of Spanish” |
|            | - NHLRC: Lessons 5-8. Teaching Heritage Language Learners: Differentiated Instruction  
  [http://startalk.nhlrc.ucla.edu/default_startalk.aspx](http://startalk.nhlrc.ucla.edu/default_startalk.aspx)  |
| August 8   | Quiz V is due (by midnight CT)  
  Summaries V are due (by midnight CT) |
COURSE AND UNIVERSITY PROCEDURES

1. Late work
This is an intense summer course, therefore there is no time for extended deadlines. No late work will be accepted in this course, without exceptions. Work should be submitted by midnight (CT) on the due dates provided in the class schedule. Failure to submit an assignment on time will result in a zero (F) grade. In the case of an emergency or other reasonable situation which may affect your submissions, please contact me immediately.

2. Academic Dishonesty
Plagiarism is borrowing (stealing) the work of others and not giving credit where credit is due. It is unethical and reflects very poorly on a person’s character. Copying someone else's work, or asking a friend or tutor to write your work constitutes a violation of the TAMUC Academic Honesty Policy. Likewise, the use of electronic media to translate your work to Spanish is also unacceptable. Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise.
Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion (Texas A&M University-Commerce Code of Student Conduct 5.b [1,2,3]). For further information please see the Academic Honesty statement of the Department of Literature and Languages below.

3. Students with Disabilities:
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
StudentDisabilityServices@tamuc.edu
http://www.tamuc.edu/CampusLife/CampusServices/studentDisabilityResourcesAndServices/default.aspx

4. Student Conduct and Discriminatory Behavior
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook). A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age,
genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Students also should consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

5. Withdraws & Incomplete grade.
A student may drop a course by logging into his/her myLEO account and clicking on the hyperlink labeled “Drop a class” from among the choices found under the myLeo section of the Web page.
I reserve the right to drop a student from the course administratively for excessive absences or violations of the Code of Student Conduct. Incomplete grades (grade of “X”) are granted only under rare and extraordinary circumstances which are fully documented.

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Director of the Spanish Program, Dr. Flavia Belpoliti (flavia.belpoliti@tamuc.edu). If there are still unresolved issues, students need to schedule an appointment with the Department Head, Dr. Hunter Hayes, by completing a Student Grievance Form (available in the Main Office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

7. Campus Concealed Carry
Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to: [www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf), and/or consult your event organizer. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

**Relevant information for Graduate Students**
Please be sure to send an email to or make an appointment with your graduate director regarding your degree program to ensure you are on the right track. It is especially important to remember the 12-hour rule: students will lose anything over 12 hours if they have not been fully admitted into a degree program or if they change their program. Master’s in Spanish students should contact Dr. Flavia Belpoliti at Flavia.Belpoliti@tamuc.edu.
Technology Requirements

To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.

You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

You must have a:

- sound card, which is usually integrated into your desktop or laptop computer
- speakers or headphones.
- microphone
- Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor.

For courses where interactive tools are used, like VoiceThread or ClassLive Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: http://www.java.com/en/download/manual.jsp. Current anti-virus software must be installed and kept up to date.

You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software: Adobe Reader & Adobe Flash Player

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

For additional information: https://secure.ecollege.com/tamuc/index.learn?action=technical

Pearson LearningStudio (e-College) Access and Navigation

1) Pearson LearningStudio (eCollege) Log in Information
   This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to: http://www.tamuc.edu/myleo.aspx.
   You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu. It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.
2) **Pearson LearningStudio Student Technical Support**

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio. Technical assistance is available 24 hours a day/7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson Learning Studio Help Desk, available 24 hours a day, seven days a week:

- **Chat Support**: Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone**: 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.
- **Email**: helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

3) **Accessing Help from within Your Course**: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

**Note**: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

4) **Policy for Reporting Problems with Pearson LearningStudio**

Should students encounter Pearson Learning Studio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed:

a. Students **must** report the problem to the Help Desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511.

b. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number.

c. Once a helpdesk ticket number is provided, students should email the instructor to advise of the problem and to provide with the helpdesk ticket number.

d. At that time, the instructor will call the helpdesk to confirm the problem and follow up with you.

**PLEASE NOTE**: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson Learning Studio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins, and to take the Pearson Learning Studio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

**MyLeo Support**: Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at https://leo.tamuc.edu.

**Learner Support**:

1) Go to **One Stop Shop** created to serve you by attempting to provide as many resources as possible in one location.

2) Go to **Academic Success Center**- focused on providing academic resources to help you achieve academic success.
Academic Dishonesty Appendix

Department of Literature and Languages
Texas A&M University-Commerce
Policy #12
April 28, 2003
ACADEMIC HONESTY

Preamble. Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. Faculty members are expected to employ teaching practices that encourage academic honesty.

1. Academic Dishonesty Defined. Texas A&M University-Commerce defines “academic dishonesty” in the following way (Procedure A13.12 “Academic Honesty”): Academic dishonesty includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.


Plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. [. . .] Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

3. “Collusion” Further Specified. Collusion specifically includes selling academic products. According to the Texas Penal Code (Title 7 Offenses Against Property, Chapter 32 Fraud, § 32.50 Deceptive Preparation and Marketing of Academic Product), an “academic product’ means a term paper, thesis, dissertation, essay, report, recording, work of art, or other written, recorded, pictorial, or artistic product or material submitted or intended to be submitted by a person to satisfy an academic requirement of the person.” The Texas Penal Code also specifies that person commits a Class C misdemeanor offense “if, with intent to make a profit, the person prepares, sells, offers or advertises for sale, or delivers to another person an academic product when the person knows, or should reasonably have known, that a person intends to submit or use the academic product to satisfy an academic requirement of a person other than the person who prepared the product.”

4. Responsibility. Matters of academic dishonesty are handled initially by the instructor. If the instructor feels the problem warrants more attention, it should then be pursued through the department head. If the department head and instructor wish, it should be brought to the attention of the Dean of the college for study
and review before being referred to the University Discipline Committee (adapted from Texas A&M University-Commerce Procedure A13.04, “Plagiarism”).

Instructors may also choose to refer cases directly to the University Discipline Committee (Texas A&M University-Commerce Code of Student Conduct 6.a [2]).

5. Statement for Course Outlines. Instructors of record in the Department of Literature and Languages are required to include an Academic Honesty statement in all course outlines. The following language is suggested for that statement:

*Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion.* (Texas A&M University-Commerce Code of Student Conduct 5.b [1,2,3])

6. This Policy supersedes Department of Literature and Languages Policy #12, “Plagiarism,” dated October 10, 1990, and will be effective until further notice.

7. The Head of the Department of Literature and Languages is responsible for maintaining this policy current.

Dr. Hunter Hayes, Head, Department of Literature and Languages
April 28, 2003