Course Syllabus

EDE 6205 C/L EEC 5926 - Curriculum Design For Childhood Education / Visible Thinking

Department: Teaching and Learning
Credit Hours: 3 – Fall 2013
Days: Monday 5:00-7:40 pm
Instructor: Dr. Angela Salmon
Phone: 305 348 3211
Email: salmona@fiu.edu
Office hours: T & Th 12:30-3:00 pm
Graham Center Room 272.

Web assisted course: Blackboard http://online.fiu.edu/login

CATALOG DESCRIPTION

EDE 6205 Curriculum Design for Childhood Education (3). Required in masters’ programs in elementary education. A study of curriculum theory, research, construction and evaluation related to elementary schools.

EEC 5926 Special Topics in Early Childhood Education (3). Available to undergraduate and graduate students studying early childhood education. Provides opportunities to develop skills and knowledge under the guidance of a specialist in a selected area.

I. THE COLLEGE’S CONCEPTUAL FRAMEWORK

The desired future of the College of Education (COE) at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1). This course complies with the College of Education Framework in engaging students in reflective inquiry as a form of personal, intellectual and social renewal.

The learning outcomes for the students are:

(a) Stewards of the Discipline (knowledge) – having the necessary concepts, knowledge and understandings in their respective field of study.
(b) Reflective Inquirers (skills) – knowing how to use the requisite generic skills needed to apply the content and pedagogical content.
(c) Mindful Educators (Dispositions) – being able to apply the dispositions, that is, habits of mind (intellectual, and social) that render professional actions and conduct more intelligent.

FIU’s Global Learning (GL) Goals and Outcomes

GOAL A: Global Awareness

Global Awareness: Knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems

Outcomes: Students will be able to:

- Gain knowledge of the interrelatedness of local, global, international and intercultural issues, trends and systems through the use of children’s literature that addresses global issues

GOAL B: Global Perspective

Global Perspective: Ability to develop a multi-perspective analysis of local, global, international, and intercultural problems

Outcomes: Students will be able to:

Ability to analyze the various literary devices and genre that authors use to present multiple perspectives of local, global, international and intercultural problems

GOAL C: Global Engagement

Global Engagement: Willingness to engage in local, global, international, and intercultural problem solving

Outcomes: Students will be able to demonstrate:

Willingness to design a classroom activity where in the students solve a local or global problem

Multiple state and professional standards that are appropriate for this class are met with the assignments that are listed in the chart below.

II. PURPOSE OF COURSE

This course will enable students to:

1. Understand and appreciate various approaches and philosophies used in curriculum development and decision making.

2. Understand how to create, design, and improve a course outline, unit and lesson plans to promote thinking and learning.
3. Understand theories of child development, principles of learning and effective teaching methods to design appropriate creative learning experiences for children including ESOL, ESE and LEP, and culturally diverse backgrounds.

4. Understand, broaden, expand, and improve their knowledge of curriculum development and theory both locally and within the international/global context to create thinking dispositions for teaching and learning.

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Artifacts</th>
<th>Global Learning Goals</th>
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<tbody>
<tr>
<td><strong>Knowledge</strong></td>
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<tr>
<td>Understand and appreciate various approaches and philosophies used in curriculum development and decision making.</td>
<td>Research paper Curriculum theories Reading reflections</td>
<td>1,2</td>
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<tr>
<td><strong>Skills</strong></td>
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<tr>
<td>Understand how to create, design, and improve a course outline, unit and lesson plans to promote thinking and learning</td>
<td>Collaborative Unit Wikis</td>
<td>3</td>
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<tr>
<td>Understand theories of child development, principles of learning and effective teaching methods to design appropriate creative learning experiences for children including ESOL, ESE and LEP, and culturally diverse backgrounds</td>
<td>Theory-Revisit Collaborative Unit Teacher’s Discourse</td>
<td>3</td>
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<tr>
<td><strong>Dispositions</strong></td>
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<tr>
<td>Understand, broaden, expand, and improve their knowledge of curriculum development and theory both locally and within the international/global context to create thinking dispositions for teaching and learning.</td>
<td>Research paper Curriculum theories Teacher’s Discourse</td>
<td>1,2,3</td>
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**III. COURSE DESIGN**
This course provides a comprehensive overview of the curriculum by examining curriculum and instructional concepts, models, practices, and methods. Special emphasis is placed on the theoretical, social, psychological and political issues confronting classroom teachers. The course also provides an opportunity for students to interconnect and apply curriculum design principles and practices to specific subject areas taught in the early, childhood and elementary curricula. The course aims to give classroom teachers the opportunity to identify, conceptualize, and structure a body of knowledge, organize it for instruction, develop lesson plans and develop curriculum guides.

REQUIRED TEXTBOOKS
Supplementary reading assignments may be assigned (online).


Reading Package

Required

Posted on Blackboard for your convenience

Costa, A. & Kallick Bena. Habits of Mind. (Blackboard)


http://mrkash.com/costa.html

http://ronritchhart.com/Papers_files/The%20Seven%20Rs%20reprint%20V3.pdf

IV. LEARNING EXPERIENCES

This course employs a variety of methods: hands-on experiences, discussions, presentations and online learning. It engages the students in individual, small and whole group work.

V. OTHER ASSESSMENTS IN COURSE
Evaluation

1. Weekly readings/questions 10%
2. Curriculum Theories 15%
3. Class activities 20%
4. Story of Learning 25%
5. Collaborative curriculum unit 30%

Grading: Total points that may be accrued are 100. Final letter grades will be assigned as follows:

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

This is a web assisted course. All the assignments, including the journal entries should be submitted on-line.

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Grade</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Weekly Reading Reflections</td>
<td>10%</td>
<td>Due by noon every Monday before class</td>
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</table>

There will be weekly reading assignments in the class. You are expected to read these materials before the class.

1. Submit your reflection under “Reading Assignment” on Monday by noon
2. Start your reflection addressing a habit(s) of mind (HOM) that you used to understand the topic and analyze how and why did you use that HOM.
3. Post one question for discussion about each chapter on Monday by noon (before class). These questions should require interpretation of the ideas laid out in the chapter, and should reflect your careful reading and thinking about its content. You do not need to provide answers to these questions. You are however, encouraged to pick up your questions during the course of class discussions and bring them to class attention at appropriate points. The quality of your questions will be considered as part of assignment grade using Arthur Costa's questioning.

The criteria for your grade will be:

- **Reading reflection** (not summary or bullets) (2 points)
- Analyze HOM used (1 point)
- Questioning level based on Arthur Costa (2 points)

**LATE PAPERS WILL NOT BE ACCEPTED**

Required reading
Arthur Costa & Kallic Bena, Habits of the Mind


- [http://mrkash.com/costa.html](http://mrkash.com/costa.html)

Short articles
Posted on Blackboard

<table>
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<tr>
<th>Curriculum Theories / Follow rubric criteria</th>
<th>15%</th>
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<tbody>
<tr>
<td>This is a group activity. Students should sign up for the topic of preference and work as a team with other students who signed up for this topic. Please make sure that you'll be available to work cooperatively with your group members. You are expected to create a product that reflects cooperative efforts. Please <strong>AVOID</strong> isolated contributions to the final product; copy &amp; paste; and <strong>reading long texts</strong> in your presentation. Each group will be responsible to help the class understand the topic of their choice. Please select one or more thinking routines from Ritchhart’s book to engage your audience in understanding the topic. Your grade will be based on the <strong>rubric designed for this assignment</strong>.</td>
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<tr>
<td>Students will design a power point presentation about the assigned topic (Constructivism, Inquiry-based learning, Multiple Intelligences, Cooperative learning and Family and community, 21st Century Skills,</td>
<td>See calendar</td>
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</table>

- [5/64850963/3%20Levels%20of%20Questioning.pdf](5/64850963/3%20Levels%20of%20Questioning.pdf)
- [http://mrkash.com/costa.html](http://mrkash.com/costa.html)
Planning and Documentation, Standards) and present it to the class.

- Follow the interactive activities from the websites below and create your own activity using a thinking routine to engage your classmates in understanding the topics listed below.

**TOPICS**

- **21st Century Skills**
  
  http://p21.org/
  
  http://www.p21.org/overview/skills-framework
  
  

- **Constructivism**
  
  http://www.thirteen.org/edonline/concept2class/constructivism/index.html

- **Inquiry learning**
  
  http://www.thirteen.org/edonline/concept2class/inquiry/index.html

- **Multiple intelligences**
  
  http://www.thirteen.org/edonline/concept2class/mi/exploration.html

- **Standards**
  
  http://www.thirteen.org/edonline/concept2class/standards/exploration.html

- **Cooperative learning**
  
  http://www.thirteen.org/edonline/concept2class/coopcollab/index.html

- **Family and Community**
  
  http://www.thirteen.org/edonline/concept2class/familycommunity/index.html

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<th>3</th>
<th>Indiv</th>
<th><strong>Your story of learning</strong></th>
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<td></td>
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<td>This is an individual project. The candidates are about to bring to their work place ideas introduced in class and self-document their practice every week. You could refer to your own story of learning or your students’ story of learning or both. Start with a plan for continuous improvement using the Spiral Feedback. The weekly paper should collect data field notes, images, artifacts,</td>
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<td>Individual reflection 25 %</td>
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<td>Every week Final product</td>
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transcribed conversation and the following formative assessment tools (posted on Blackboard), you could use them randomly:

- Learning through feedback spirals
- Assessing Dispositions, Reflective Stair Case, Metacognitive Stair Case, Scaffold Continuous improvement, How are we Doing checklist, HOM Descriptor
- Set an understanding goal for the delivered lesson if you are in the classroom or for any setting where you work.
- Performance of understanding including the Habits of Mind (HOM) to be developed and a Thinking Routine
- Ongoing Assessment. Based on the ongoing assessment reflect on pedagogic decision to take.
- Document the experience using videos, photographs, transcribed conversations, students’ artifacts, field notes and so forth
- Candidates should use the above listed tools to elaborate their individual reflection every week and conclude with a final paper using guiding questions that will lead the candidates to revisit their learning journey and reflect on their growth and changes in their discourse in their classrooms or work setting.
- **In a final reflection the candidates should analyze the implications of using the HOM and the VT en their classroom discourse.**

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<tr>
<th>4</th>
<th>Group effort</th>
<th><strong>Collaborative Curriculum Unit</strong> The candidates will design an integrated (Language Arts, Math, Social Studies, Science, Art, PE) developmentally appropriate thematic unit following the teaching for understanding framework. Please see a detailed assignment description below This assignment should be submitted on Taskstream. Candidates will receive feedback via Taskstream. Only &quot;Proficient&quot; work will be authorized to upload to Taskstream</th>
<th>30%</th>
<th>See calendar</th>
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<tr>
<td>5</td>
<td>Participation and class activities</td>
<td>The candidates are invited to come to class prepared for sharing and be actively involved in the discussion. See videos and read additional resources posted on Blackboard to have good conversations. Be on time. At the end of the semester, each candidate should submit a one-page (300 words) explaining the grade you deserve for participation. Please highlight your contributions to the class discussion. Due to the modality of this course, absences could jeopardize your grade</td>
<td>20%</td>
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Taskstream Assignment Description

<table>
<thead>
<tr>
<th>Course</th>
<th>EEC 6205</th>
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<tbody>
<tr>
<td>Assignment/Artifact Generic Name</td>
<td>Collaborative Curriculum Design</td>
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<tr>
<td>Brief summary of Task (max 150 words)</td>
<td>Candidates will work in cooperative groups to design an integrated thematic unit using the Teaching for Understanding Framework</td>
</tr>
<tr>
<td>Task Description in Detail (from syllabus)</td>
<td>The students will design an integrated (Language Arts, Math, Social Studies, Science, Art, PE) developmentally appropriate thematic unit following the teaching for understanding framework.</td>
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</table>

**Instructions**

- Explore the Teaching for Understanding Framework on the web ([http://learnweb.harvard.edu/alps](http://learnweb.harvard.edu/alps)) and Textbook (Teaching for Understanding Guide by Blytes & Associates)

- Use the TfU framework to design a unit that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for children

- Determine the grade level and select an attractive theme for children

- Brainstorm all the possible outcomes that can emerge from this theme

- Decide to what degree they have clear, guiding, overarching questions which are central to a domain. Connect the theme with goals for the year and standards.

- Decide to what degree you have organizing generative topics which are your passion, central to the domain, and accessible to the students. Decide what is worth of understanding.

- Decide to what degree your Understanding goals are clear and unique within each generative which focus the specific understandings that you want to develop. Decide what students should learn.

- Decide to what degree you have cycle’s actions in which students are making their thinking visible and are developing their understandings. Decide how children are going to
reach an understanding.

- Decide to what degree are you engaging students in cycles of formal and informal & feedback with themselves, others and the teacher around their actions to develop their understandings over time. Decide how are you going to assess children’s understanding

- Write standards that will be covered in this unit.

Resources:

- National Association for the Education of Young Children (NAEYC) position statement on curriculum, assessment, and program evaluation in the websites below as well as course readings http://naeyc.org/about/positions/pdf/standlcurrass.pdf; http://naeyc.org/about/positions/pdf/CAPEexpand.pdf

- Association for Childhood Education International (ACEI position statement on curriculum, assessment, and program evaluation in the websites below as well as course readings http://www.acei.org/standhp.htm

http://www.acei.org/ACEIElementaryStandardsSupportingExplanation.5.07.pdf

- TESOL standards and integrate them in your unit


<table>
<thead>
<tr>
<th>Exact Contents of Artifact to be uploaded</th>
<th>Developmentally appropriate integrated unit design using the Teaching for Understanding framework with ESOL standards.</th>
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<tbody>
<tr>
<td>File Name</td>
<td>EDE6205</td>
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<tr>
<td>File Type</td>
<td>Word Doc</td>
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<tr>
<td>Scoring Rubric (3 point Scale)</td>
<td>See online</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<tr>
<td><strong>Session 1</strong>&lt;br&gt;August 26</td>
<td>Introductions&lt;br&gt;Understanding Activity</td>
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<td><strong>September 2</strong></td>
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<td><strong>Session 2</strong>&lt;br&gt;September 9</td>
<td>Habits of Mind</td>
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<tr>
<td><strong>Session 4</strong>&lt;br&gt;Sept 23</td>
<td>Introduction to Visible thinking</td>
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</table>
Choose any blog from the link below and be prepared to share. This class activity will be part of your 20% of your grade. Students, who are not prepared, will not earn credit.

http://reflectionsofmyteaching.blogspot.com/search/label/Home

<table>
<thead>
<tr>
<th>Session 5</th>
<th>Sept 30</th>
<th>Unpacking thinking</th>
<th>Ritchhart, et al Chapter 1 pg 3-22</th>
<th>Read the required readings and post reflection</th>
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<tbody>
<tr>
<td>Session 6</td>
<td>Oct 7</td>
<td>Teaching for Understanding</td>
<td>Blyte &amp; Associates Chapters 1, 2, 3, 4,</td>
<td>Read the required readings and post reflection</td>
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<td>Group Presentation</td>
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<td><strong>Constructivism</strong></td>
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<tr>
<td>Session 7</td>
<td>Oct 14</td>
<td>Teaching for Understanding</td>
<td>Blyte &amp; Associates Chapters 5, 6</td>
<td>Read the required readings and post reflection</td>
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<td>Group Presentation</td>
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<td><strong>Inquiry-Based Learning</strong></td>
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<td><strong>Multiple intelligences</strong></td>
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<td>Session 9</td>
<td>October 21</td>
<td>Teaching for Understanding</td>
<td>Blyte &amp; Associates Chapters 7, 8 &amp; 9</td>
<td>Read the required readings and post reflection</td>
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<td>Group presentation</td>
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<td><strong>Cooperative Learning</strong></td>
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<td>Session 10</td>
<td>October 28</td>
<td>Teaching for Understanding</td>
<td>Ritchhart Chapter 8</td>
<td>First Draft of the unit</td>
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<td><strong>Group presentation</strong></td>
<td>Read the required readings and post reflection</td>
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<td><strong>Standards</strong></td>
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<td>Session 11</td>
<td>November 4</td>
<td>Putting thinking at the center of the educational enterprise</td>
<td>Ritchhart, et al Chapter 2 pg 23-39</td>
<td>Unit Design DUE on Taskstream</td>
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<td>Shifting Teachers’ Discourse in the Classroom.</td>
<td>Read the required readings and post reflection</td>
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<tr>
<td>Date</td>
<td>Content</td>
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<tr>
<td>November 11</td>
<td>Veteran’s Day / University Closed</td>
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<td>Session 12</td>
<td>Cultures of thinking</td>
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<td>November 18</td>
<td>Ritchhart (Article 6 Reading package)</td>
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<td>Ritchhart Chapter 7 pg 217-239</td>
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<td><strong>Group presentation:</strong> Read the required readings and post reflection</td>
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<td>Session 13</td>
<td>Read:</td>
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<td>November 25</td>
<td>Barahal (Article 8)</td>
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<td>HOM a Journey of Continuous Growth</td>
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<td>Group presentation</td>
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<td><strong>Family &amp; Community</strong></td>
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<td>Session 4</td>
<td>Wrap up</td>
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<td>December 2</td>
<td>Final Reflection Story of Learning due on Blackboard</td>
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* Schedule changes may occur during the semester due to unforeseen circumstances and at the professor’s discretion. Updates will be provided. All deadlines must be met according to the schedule set. Special arrangements for religious holidays need to be made in writing at the beginning of the term.

**Taskstream**

This course requires you to use a TaskStream account for uploading your critical assignment for the Florida Teacher Certification and other College of Education purposes. Your TaskStream account will be used in many FIU College of Education courses. It also offers you storage space and web folio development for your professional use.

College of Education website at [http://education.fiu.edu/taskstream](http://education.fiu.edu/taskstream) provides detailed information and downloadable instructions about:

- How to purchase a new account
- How to enroll into the program/course
- How to upload your artifact
How to document your field hours

Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)

COE provided training workshop schedule

Once you have a TaskStream account, you will need to self-enroll in an assessment program that houses this course. The program code to self-enroll for this course is

EEC6205

Please sign up for an account in the first week of the class.

For help, go to:

TaskStream

800-311-5656

help@taskstream.com

(Monday – Friday, 8:00 am – 7:00 pm ET)

COE IT Department, ZEB 269

305-348-6305

Quality of Work

1. Assignments will reflect student’s own thought and effort. Plagiarism will result in an F grade for the assignment (this includes exams or major projects). The professor may take further action as described in the Academic Misconduct section of the current FIU Student Handbook.

2. Each assignment will be ready to be turned in no later than the beginning of the class meeting at which it is due. In the event of an absence, the student must make arrangements to have the assignment delivered to class on time. Grades will be lowered one rank on the rubric for each week that the assignment is late.

3. Assignments which have been turned in on time and which have earned a DEVELOPING may be re-worked and resubmitted once for re-evaluation no later than one class after it is returned. Assignments submitted on the last day the course meets are excluded from this option. The maximum grade possible for a resubmitted assignment is a BASIC.

4. All assignments should reflect professional quality -- ideas expressed clearly, correct grammar and spelling, and neat in appearance.
Attendance/ Attitude

1. Students will arrive on time and stay the entire class session unless prior arrangements have been made. Students are expected to abide by the student code of conduct and policies as published in the FIU 2002-2003 Student Handbook.

2. Beepers or cellular phones and laptops must be turned off prior to class and the use of laptops for non-course-related activity is not permitted. There will be a deduction of 2 points from the final grade for any interruption that disrupts the flow of the class including text messaging or laptop misuse. If there are extenuating circumstances for which the communication device must be left on, the candidate must tell the professor prior to class. The student must take the call out of the classroom.

2. Students will attend ALL class meetings. For each absence from class missed after the first one there will be a 1 point deduction from the attendance/participation grade for each 2.5 hours of absence. Any absences must be cleared with the instructor prior to the class meeting missed. After an absence, students are responsible for obtaining class notes, information, and/or instruction from classmates. Students may then request clarifications from the instructor.

3. Because much of the learning in this course is built around interactive sessions with classmates, if a pattern of absences and/or lateness and/or leaving before class concludes is established, a student will be have 1 point deducted from the attendance/participation grade.

4. A student can miss no more than three class meetings and not fail the course based upon attendance. Three tardies and or early dismiss will constitute one absence. Students with more than three absences will fail the course.

5. Because professional behavior is expected, for each incident of unprofessional behavior on the part of the candidate when interacting with peers, with the professor, or with any FIU personnel, there will be a deduction of 10 (ten) points. Such behavior COULD result in the student not being allowed to continue in the class. A meeting with individuals involved must take place in the professor’s office prior to the next class session.

6. For respect of the professor and other students, students are not allowed to use their laptops during class discussions. Laptops will be allowed for class activities as announced by the professor.

Academic Misconduct

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.
Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, signing for another student’s attendance, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

I will abide to FIU’s code of academic integrity from the following link.

http://academic.fiu.edu/AcademicBudget/misconductweb/1acmisconductproc.htm