DEPARTMENT OF PUBLIC HEALTH SCIENCES

COURSE SYLLABUS

MONDAY SECTION  
6:00 – 8:50 PM

HSCI 4101  HEALTH EDUCATION FOR ELEMENTARY SCHOOL TEACHERS:  CRN 26375

INSTRUCTOR:  ELVA VAZQUEZ, M.ED.  
LIBERAL ARTS BUILDING RM # 207

OFFICE:  CHS-SON 416  EMAIL:  EVAZQUEZ3@UTEP.EDU  ( NO “S” IN V A Z U E Z)
OFFICE HOURS:  MONDAYS:  5:15 – 5:50 PM  AND BY APPOINTMENT
NO DAY PHONE AVAILABILITY  ( APOLOGIES)

REQUIRED TEXT:  TEACHING TODAY’S HEALTH,  10TH EDITION { AN OLDER VERSION WILL DO }
ANSPAUGH & EZELL, AUTHORS  ALLYN AND BACON, PUBLISHERS

COURSE DESCRIPTION:  THE COURSE FOCUS IS ON THE IDENTIFICATION AND THE STUDY OF CURRENT HEALTH CONCERNS, PRINCIPLES AND PRACTICE OF TEACHING HEALTH, SELECTION AND IMPLEMENTATION OF EFFECTIVE INSTRUCTIONAL STRATEGIES; INVESTIGATION OF THE COORDINATED SCHOOL HEALTH PROGRAM; CURRICULUM DEVELOPMENT AND EVALUATION ON INSTRUCTION AND THE SCHOOL HEALTH PROGRAM.

COURSE OBJECTIVES:  BY THE END OF THE SEMESTER THE STUDENT WILL BE EXPECTED TO:

1. DEFINE THE TERMS HEALTH, WELLNESS, HEALTH PROMOTION AND HEALTH EDUCATION.
2. IDENTIFY THE MANY PROBLEM AREAS THAT CONFRONT OUR YOUNG CHILDREN IN THE U.S.
3. IDENTIFY WHY HEALTH EDUCATION IS NECESSARY.
4. DISCUSS THE SIGNIFICANCE OF THE YOUTH RISK BEHAVIOR SURVEILLANCE SYSTEM (VIA CDC).
5. DESCRIBE THE EIGHT BASIC COMPONENTS OF THE COORDINATED SCHOOL HEALTH PROGRAM (CSHP).
6. DISCUSS THE ACADEMIC AND PERSONAL QUALIFICATIONS OF AN EFFECTIVE HEALTH EDUCATOR.
7. DESCRIBE HOW A TEACHER OF HEALTH HAS AN OPPORTUNITY TO BE A SIGNIFICANT AND POSITIVE ROLE MODEL IN STUDENT’S LIVES.
8. EXPLAIN THE BARRIERS THAT MAKE HEALTH INSTRUCTION MORE DIFFICULT TO TEACH THAN OTHER SUBJECTS IN THE CURRICULUM.
9. DESCRIBE THE LEGAL LIABILITY ASSOCIATED WITH TEACHING (VIA SBEC & TEA WEBSITES).
10. EXPLAIN HOW THE HEALTH EDUCATOR CAN WORK WITH OTHER MEMBERS OF THE SCHOOL STAFF TO ENHANCE THE WELLNESS OF STUDENTS.
11. DESCRIBE THE SCOPE AND SEQUENCE OF HEALTH EDUCATION.

UPDATED SPRING 2015  
SPRING BREAK: MARCH 9-13, 2015
12. List the content areas of health education.
13. Identify the national health standards and state why they are important.
14. Discuss why outcome-based education and performance indicators are important to health education.
15. Develop detailed lesson plans to cover the topics discussed in class.
16. Produce behavioral objectives for each of the contents areas discussed in text.
17. Identify different strategies that enhance learning for different styles.
18. List the factors that affect teaching strategy selection.
19. Discuss the various styles of learning.
20. Discuss ways to use technology in the classroom (United Streaming, Adam, and KidsHealth.org, Brainpop.org)
21. Discuss steps necessary for developing a teacher made test.
22. Explain the difference between measurement and evaluation.
23. Define measurement, evaluation and testing.
24. Develop a list of community agencies and school field trip sites appropriate for elementary health.
25. Illustrate an understanding of each of the content areas introduced in the text and discussed in class.
26. List several learning activities associated with each of the content areas.
27. Prepare one bulletin board associated with one of the content areas.
28. Discuss teaching etiquette – parent teacher conferences, student teacher conference --- and not limited to . . .

COURSE PROCEDURES:

The class will involve group and individual lab activities complimented with mini-lectures, class discussions as well as individual and group homework activities. Attendance and punctuality are expected. No make up for exams and group activities will be permitted. No extra credit work will be issued or accepted. No make up will be allowed if absent on the date of presentation. I do not have a late policy! Assignments are due on the date that is posted on the syllabus. Please note: For your “objectives” assignment—I must receive a hard copy. Do not e-mail me this assignment. If a student is absent on more than three occasions, one letter shall be dropped from the final semester grade.

Do not communicate with instructor (by phone nor e-mail) that you will be absent. You are simply marked as not attending class for that date. Do stay in contact with your team members when absent.

I. EXAMINATION

There will be one [multiple choice] examination worth 75 points.

Bring #2 pencil & scantron: FORM # F-4391: PINK PAGE (FULL SIZE)

II. TEAM ACTIVITIES

Students, in teams of 3-4, will select a topic from the content area of the text and prepare to teach that topic (grade level appropriate) to the class on the date shown on the syllabus. The lesson should not be less than 35 minutes (no more than 50) and will depend on the grade level of the intended audience. Two learning activities [student centers] will be included. The “team-teach” will equal 60 points. The same date a component is taught, a detailed lesson plan, including student activities & assessment for the lesson will be turned in to the instructor.
THE TYPED LESSON (DOUBLE SPACED) PLAN EQUALS 100 POINTS.

ALSO, ON THE DATE OF YOUR TEAM’S PRESENTATION, A BULLETIN BOARD RELATING TO THE TOPIC WILL BE BROUGHT & UTILIZED DURING THE LESSON. MAXIMUM BULLETIN BOARD SCORE IS 50 POINTS. CRITERIA FOR EVALUATION OF ALL TEAM ACTIVITIES AND INDIVIDUAL TYPED OBJECTIVES WILL BE SENT VIA UTEP WEBMAIL OR BLACKBOARD EARLY IN THE SEMESTER. PRINT ALL THESE ITEMS.

ALL ASSIGNMENTS TURNED IN SHALL BE TYPED, DOUBLE SPACED, NO SMALLER THAN SIZE 12 FONT. NO EXCEPTIONS TO THIS REQUIREMENT.

ALWAYS DOCUMENT YOUR “LAST NAME, FIRST NAME” ON ALL ITEMS SUBMITTED FOR A GRADE.

GRADES WILL BE BASED ON A TOTAL POINT SYSTEM, WHICH WILL INCLUDE THE ABOVE ASSIGNMENTS.

THE BREAKDOWN IS AS FOLLOWS:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>POINTS</th>
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<tr>
<td>EXAM I</td>
<td>75</td>
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<tr>
<td>CLASS PARTICIPATION &amp; ATTENDANCE</td>
<td>100</td>
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<td>OBJECTIVES (LONG TERM ASSIGNMENT)</td>
<td>100</td>
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<tr>
<td>TEAM TEACH</td>
<td>60**</td>
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<tr>
<td>LESSON PLAN</td>
<td>100 **</td>
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<tr>
<td>BULLETIN BOARD</td>
<td>50**</td>
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<td>** TEAM ACTIVITIES</td>
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<td>TOTAL POINTS</td>
<td>485</td>
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TOTAL POINT SCALE TO BE USED IN FINAL GRADE SLIP:

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<tr>
<th>Grade</th>
<th>Score Range</th>
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<tr>
<td>A</td>
<td>437 -- 485</td>
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<td>B</td>
<td>388 -- 436</td>
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<td>C</td>
<td>340 -- 387</td>
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<td>D</td>
<td>291 -- 339</td>
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<td>F</td>
<td>290 OR LESS</td>
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SYLLABUS TENTATIVE BREAKDOWN FOLLOWS: **SUBJECT TO CHANGE**

<table>
<thead>
<tr>
<th>WK #</th>
<th>DATE &amp; COMPETENCIES</th>
<th>CHAPTER</th>
<th>TOPIC</th>
<th>COMMENTS</th>
<th>DOCUMENT YOUR ATTENDANCE</th>
<th>LAB ACTIVITY</th>
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<tbody>
<tr>
<td>1</td>
<td>JAN 19</td>
<td>CH 1: INTRO, DISCUSS SYLLABUS, BRAINSTORM YOUTH HEALTH PROBLEMS</td>
<td>WEB SITES, FORM PRESENTATION GROUPS FOR “TEAM TEACH”</td>
<td>READ CHAPTERS 1 – 3 FOR NEXT CLASS MEETING; PRINT ALL ITEMS SENT VIA UTEP WEBMAIL</td>
<td>PURCHASE OR RENT TEXTBOOK ASAP</td>
<td>NATIONAL HEALTH STANDARDS &amp; WELCOME PARENT LETTER</td>
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<td>INTERNSHIP &amp; PPR INFO</td>
<td>“THE NEED FOR HE. EDUCATION”</td>
<td>DEFINE HEALTH, WELLNESS, PROMOTION AND HEALTH EDUCATION</td>
<td>SBEC, TEA, CDC, HP2020, KIDS HEALTH, YRBSS.</td>
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<td>2</td>
<td>JAN 26</td>
<td>CH 2 AND FINALIZE TEAM SELECTION NEXT WEEK</td>
<td>“THE ROLE OF THE HEALTH EDUCATOR &amp; BARRIERS TO HEALTH EDUCATION, INTRO TO NATIONAL &amp; STATE STANDARDS</td>
<td>DEMO CD W/ BULLETIN BOARDS; VIEW TED INTERN SITES, TEA, HSTE, HOSA &amp; OTHER SITES</td>
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<td>EC–8 TEKS &amp; STUDENT LEARNING STYLES GALLERY WALK</td>
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<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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| 3 FEB  | **RECAP WK # 1 & 2**  
COMPETENCY: A, L, O, P  
**CH 3. “THE LESSON CYCLE”**  
SET DATES FOR PRESENTATION  
TEAM INDEX CARDS & PH. #, PLANNING:  
SET DATES FOR PRESENTATION  
BEHAVIOR OBJECTIVES & DEMO H.M. W/ SKILL SHEET & “SELF”  
INSTRUCTOR LED: DEMO HM # 1 & 2  
CLASSROOM MANAGEMENT: DAILY ROUTINES & PROCEDURES |
| 4 FEB  | COMPETENCY: A, B, L, M, N, O, P  
**CH 4. METHODS AND ACTIVITIES**  
TEACHER ETIQUETTE, CURRENT EVENT TOPICS IN ELEM HEALTH,  
LEARNING STYLES INVENTORY, OUTCOMES & MODIFICATIONS  
CLASSROOM MANAGEMENT: CLASS MEETINGS |
| 5 FEB  | **REVIEW ALL SCORE SHEETS, DEMO BB**  
BRING HARD COPIES OF ALL SCORE SHEETS PROVIDED  
Q/A TEAMWORK, “LOSE ENDS”,  
DISCUSS TEAM PLANNING  
INSTRUCTOR LED: DEMO HM # 5 & 6  
COORDINATED SCHOOL HEALTH PROGRAM, CONSTRUCT AND EVALUATED TEACHER MADE TESTS, PRODUCT BASED ASSESSMENT  
FINAL VERIFICATION OF ALL TEAM MEMBERS FOR GROUP ACTIVITIES,  
COMPARE & CONTRAST ACCOMMODATIONS & MODIFICATIONS  
NO LAB 2ND PART OF CLASS DUE TO EXAM ADMINISTRATION |
| 6 FEB  | **EXAM I**  
(75 TEST ITEMS)  
EXAM I  
90 MINUTES  
BRING #2 PENCILS, A PHOTO ID CARD & PINK SCANTRON  
NO LAB 2ND PART OF CLASS DUE TO EXAM ADMINISTRATION  
DEVELOP PEER ASSESS DOCUMENT (STUDENT & FELLOW TEACHER) AND “THINK-PAIR-SHARE STRATEGIES |
| MARCH  | **ELEMENTARY HEALTH STANDARDS & TEKS**  
COMPETENCY: A, B, L N, O, P  
**VIEW SAMPLES OF OBJECTIVES**  
**PREPARE FOR YOUR TEAM TEACH ACTIVITIES**  
& PLAN ON A FORMAL DISCUSSION ABOUT YOUR LESSON “OBJECTIVE”, STUDENT CENTERS & ASSESSMENT WITH INSTRUCTOR  
PERUSE HARD COPY OF SAMPLE LESSON PLAN  
( DO NOT TAKE THESE FROM CLASSROOM )  
ATTENDANCE = PARTICIPATION POINTS (10)  
DEVELOP PEER ASSESS DOCUMENT (STUDENT & FELLOW TEACHER) AND “THINK-PAIR-SHARE STRATEGIES |
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Competencies</th>
<th>Attendance Instructions</th>
<th>Notes</th>
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<tr>
<td>8th March</td>
<td>MARCH 16 ISSUE &amp; DISCUSS EXAM I SCORES COMPETENCY: A,B,C,D,E,F,G,H,I,J,K,M</td>
<td>TEAM TEACH #1 PERSONAL HEALTH &amp; FITNESS</td>
<td>ATTENDANCE FOR THIS LESSON IS ABSOLUTELY CRUCIAL!</td>
<td>BRING ALL YOUR TEAM TEACH IDEAS</td>
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<td>9th March</td>
<td>MARCH 23 COMPETENCY: A,B,C,D,E,F,G,H,I,J,K,M</td>
<td>TEAM TEACH #2 FAMILY LIFE EDUCATION</td>
<td>IF NOT TEACHING, YOU WILL SERVE AS A</td>
<td>CLASSROOM MANAGEMENT: Cooperative Roles &amp; Student Jobs</td>
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<td>10th March</td>
<td>MARCH 30 COMPETENCY: A,B,C,D,E,F,G,H,I,J,K,M</td>
<td>TEAM TEACH #3 SUBSTANCE USE &amp; ABUSE</td>
<td>PEER ASSESSOR OR AS A &quot;STUDENT&quot;</td>
<td>MULTIPLE INTELLIGENCES &amp; CLASSROOM SIGNALS</td>
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<td>11th April</td>
<td>APRIL 6 COMPETENCY: A,B,C,D,E,F,G,H,I,J,K,M</td>
<td>TEAM TEACH #4 COMMUNICABLE, NONINFECTIOUS, AND CHRONIC CONDITIONS &quot;DISEASES&quot; ON INDEX CARD</td>
<td>KEEP TRACK OF YOUR ATTENDANCE &amp; PARTICIPATION (10 PTS) FOR EVERY LESSON PRESENTED</td>
<td>CONTINUE: Kagan Multiple / Emotional Intelligence Structures</td>
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<td>12th April</td>
<td>APR 13 DOUBLE LESSON TODAY! COMPETENCY: A,B,C,D,E,F,G,H,I,J,K,M</td>
<td>TEAM TEACH #5 NUTRITION AND BODY SYSTEMS</td>
<td>DOUBLE PARTICIPATION POINTS TODAY; TWO LESSONS WILL BE PRESENTED; PLAN ON PARTICIPATING AS A PEER ASSESSOR &amp; ELEM. STUDENT</td>
<td>Kagan Skills for: Memory Systems and Memory and Mnemonics</td>
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<td>13th April</td>
<td>APR 13</td>
<td>TEAM #6</td>
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<td>APR 20</td>
<td>COMPETENCY: A,B,C,D,E,F,G,H,I,J,K,M</td>
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<td>TEAM TEACH # 7</td>
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<td>FIRST AID AND SAFETY</td>
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<td>TIME PERMITTING REVISIT: ST. INTERN SITES, PPR, TEA &amp; SBEC., HPEOPLE, HSTE.ORG, HOSA.ORG, CDC.GOV, UNITED STREAMING</td>
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<td>TIME PERMITTING REVISIT: ST. INTERN SITES, PPR, TEA &amp; SBEC., HPEOPLE, HSTE.ORG, HOSA.ORG, CDC.GOV, UNITED STREAMING</td>
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<td>14 APR 27</td>
<td>*<strong>NO LATE WORK:</strong> TYPE (SIZE 12 FONT) DOUBLE SPACED</td>
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<td>OBJECTIVES DUE TODAY. INCLUDE THE 2 SCORE SHEETS PREVIOUSLY ISSUED</td>
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<td>FOLLOW SCORE SHEET FORMAT—NO LATE WORK</td>
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<td>Kagan: Mind Mapping &amp; Graphic Organizers</td>
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<td>TEAM TEACH # 8</td>
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<td>CONSUMER HEALTH ED.</td>
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<td>MENTAL HEALTH &amp; STRESS REDUCTION</td>
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<td>Kagan: Mind Mapping &amp; Graphic Organizers</td>
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<td>TEAM TEACH # 9 &amp; 10</td>
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<td>ENVIRONMENTAL HE. ED.</td>
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<td>AGING, DYING &amp; DEATH EDUC.</td>
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<td>Differentiated Instruction &amp; R.T.I. (Response To Intervention) Strategies</td>
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<td>16</td>
<td>FINALS WEEK MON: MAY 11</td>
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<td>PEER REVIEW</td>
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<td>FOR ALL TEAM GRADES</td>
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<td>ATTENDANCE IS MANDATORY</td>
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<td>SEE UTEP EXAM CALENDAR</td>
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<td>MINI LAB: “THINK TRIX &amp; THINKING QUESTIONS</td>
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**FINAL EXAM LOCATION:** TBA  
**CRN:** 26375  
**DATE:** MON: MAY 11, 2015  
**TIME:** 7:00 – 9:45 PM  

**VISIT: “MY.UTEP.EDU” -- CALENDARS -- CURRENT SEMESTER – EXAM SCHEDULE**
GRADES WILL NOT BE ISSUED VIA TELEPHONE OR E-MAIL. PLEASE DO NOT CALL ME FOR YOUR GRADES. VISIT UTEP CALENDARS FOR AVAILABILITY OF GRADES ON-LINE.

- BRING A PHOTO ID, # 2 PENCILS & SCANTRON FOR EXAM 1

******************************************************************************

DISABILITY DISCLAIMER:

IF YOU HAVE OR SUSPECT A DISABILITY AND NEED ACCOMMODATIONS, YOU SHOULD CONTACT THE DISABLED STUDENT SERVICES OFFICE (DSSO) AT 747-5148. YOU CAN ALSO E-MAIL THE OFFICE AT DSS@UTEP.EDU OR GO TO ROOM 106, UNION BUILDING EAST. FOR ADDITIONAL INFORMATION,

VISIT THE DSSO WEBSITE AT WWW.UTEP.EDU/DSSO/

CLASSROOM BEHAVIOUR EXPECTATIONS:
1. Attend class in a punctual manner; attendance will be documented.

2. Refrain from consuming any type of food and drinks in class.

3. Do not leave class before dismissal.

4. Participate when lesson calls for you to serve as “student/audience” member or as a “peer assessor.”

5. Refrain from socializing during classtime.

6. Refrain from using all electronics (especially texting devices) during classtime unless specifically instructed. You will be asked to bring laptops on a specific day for research purposes only. Be mindful of the following items for electronic use in class:
   - Charge your laptop batteries fully before coming to class.
   - Set your laptop closed during presentations and other specific in-class activities.
   - Do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat rooms, DVD viewing, music playing, game playing, etc.) during class unless it is part of the lesson.

7. Check your UTEP webmail/Blackboard every weekend for announcements.

8. Download and bring all Blackboard & UTEP webmail items as they are sent to you; bring these items to all class sessions thereafter.

9. Read the chapter(s) indicated on the syllabus, be prepared to engage in discussion/seminar for chapter(s) being covered on that date.

10. **Do not call me or e-mail when you are absent; but do stay in communication with your teammates.** Official documented absences are to be handled on a case by case basis individually with instructor after said absence.

11. Continue to work collaboratively with your team members, even in your absence.

12. Make certain that your UTEP & Blackboard & UTEP webmail accounts are active. I will send you exam review items & valuable teacher resources via UTEP webmail or Blackboard platform throughout the semester.

13. Do not bring children to class. Adult guests are welcome with instructor permission.
STATEMENT OF SCHOLASTIC DISHONESTY

ACADEMIC DISHONESTY IS PROHIBITED AND IS CONSIDERED A VIOLATION OF THE UTEP HANDBOOK OF OPERATING PROCEDURES. IT INCLUDES, BUT IS NOT LIMITED TO, CHEATING, PLAGIARISM, AND COLLUSION. CHEATING MAY INVOLVE COPYING FROM OR PROVIDING INFORMATION TO ANOTHER STUDENT, POSSESSING UNAUTHORIZED MATERIALS DURING A TEST, OR FALSIFYING RESEARCH DATA ON LABORATORY REPORTS. PLAGIARISM OCCURS WHEN SOMEONE INTENTIONALLY OR KNOWINGLY REPRESENTS THE WORDS OR IDEAS OF ANOTHER PERSON’S AS ONES’ OWN. AND, COLLUSION INVOLVES COLLABORATING WITH ANOTHER PERSON TO COMMIT ANY ACADEMICALLY DISHONEST ACT. ANY ACT OF ACADEMIC DISHONESTY ATTEMPTED BY A UTEP STUDENT IS UNACCEPTABLE AND WILL NOT BE TOLERATED. VIOLATIONS WILL BE TAKEN SERIOUSLY AND WILL BE REFERRED TO THE DEAN OF STUDENTS OFFICE FOR POSSIBLE DISCIPLINARY ACTION. STUDENTS MAY BE SUSPENDED OR EXPelled FROM UTEP FOR SUCH ACTIONS.

ACADEMIC DISHONESTY IS AN ASSAULT UPON THE BASIC INTEGRITY AND MEANING OF A UNIVERSITY. CHEATING, PLAGIARISM, AND COLLUSION IN DISHONEST ACTIVITIES ARE SERIOUS ACTS WHICH ERODE THE UNIVERSITY’S EDUCATIONAL AND RESEARCH ROLES AND CHEAPEN THE LEARNING EXPERIENCE NOT ONLY FOR THE PERPETRATORS, BUT ALSO FOR THE ENTIRE COMMUNITY. IT IS EXPECTED THAT UTEP STUDENTS WILL UNDERSTAND AND SUBSCRIBE TO THE IDEAL OF ACADEMIC INTEGRITY AND THAT THEY WILL BE WILLING TO BEAR INDIVIDUAL RESPONSIBILITY FOR THEIR WORK. MATERIALS (WRITTEN OR OTHERWISE) SUBMITTED TO FULFILL ACADEMIC REQUIREMENTS MUST REPRESENT A STUDENT’S OWN EFFORTS. ANY ACT OF ACADEMIC DISHONESTY ATTEMPTED BY A UTEP STUDENT IS UNACCEPTABLE AND WILL NOT BE TOLERATED. VIOLATIONS WILL BE REFERRED TO THE DEAN OF STUDENTS OFFICE FOR POSSIBLE DISCIPLINARY ACTION. STUDENTS MAY BE SUSPENDED OR EXPelled FROM UTEP FOR SUCH ACTIONS.

I LOOK FORWARD TO A WONDERFUL SEMESTER WITH YOU.

ELVA VAZQUEZ  CELL # 422-5420 { PLEASE USE SPARINGLY } THANK YOU.
STUDENT NOTES & EXCHANGE OF PHONE NUMBERS:

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