

# SEDU 333

## Young Adult Literature: Fiction and Non-Fiction

**Buena Vista University Mission Statement:**  
We develop students for lifelong success through innovative and imaginative  
academic  
and professional preparation.

### **COURSE INFORMATION:**

**Type of Course:** Web Conferencing  
**Course Meeting Time:** Monday and Thursday Evenings 8:10pm - 10:45pm  
**College Credits:** Three Credit Hours  
**Academic Term and Year:** Term 2 2015

### **INSTRUCTOR INFORMATION:**

**Title and Name:** Shauna Heiden - Adjunct Instructor  
**Office Location:** Online - cell - text  
**Office Phone:** 712-269-1558  
**BVU e-mail:** heiden@bvuvu.edu

**Instructor Office Hours:** I am always available. You can call, text, email - your preference. If you have an emergency please feel free to call or text anytime. I am always here for each of you.

### **COURSE RESOURCES:**

#### **Required Textbook:**

**Title:** Reading Their World: The Young Adult Novel in the Classroom (2nd Edition)  
**Author:** Edited by Monseau & Salvner  
**Date:** 2000  
**Publisher:** Heinemann  
**ISBN number:** 0-86709-473-7

#### **Required Young Adult Literature Titles:**

1. Alexi - ABSOLUTELY TRUE DIARY OF A PART-TIME INDIAN (memoir, doodle-fiction, multicultural)
2. Anderson - CHAINS (historical fiction)
3. Carmen - SKELETON CREEK (mystery, digi-fiction)
4. Chboskey - PERKS OF BEING A WALLFLOWER (narrative novel, fiction)
5. De La Pena - MEXICAN WHITE BOY (multicultural novel, fiction)
6. Green - A FAULT IN OUR STARS (fictional novel)
7. Fleischman - SEEDFOLKS (In-class read aloud; no purchase necessary) (multicultural perspective)
8. Lin - WHERE THE MOUNTAIN MEETS THE MOON (folklore & legend, multicultural)
9. Lynch - INEXCUSABLE (Contemporary Issue: date rape, fictional novel)
10. McCormick - SOLD (Contemporary issue: human trafficking, journalistic fiction)

11. Palacio - WONDER (Contemporary issue: people with exceptionalities, fictional novel)
12. Peters - BY THE TIME YOU READ THIS, I'LL BE DEAD (Contemporary issue: suicide, fictional novel)
13. Selznick - THE INVENTION OF HUGO CABRET (illustrated novel)
14. Spiegelman - MAUS I & MAUS II (Both books) (Historical reflection: the holocaust, memoir, graphic novel)
15. Strasser - BOOT CAMP (Contemporary issue: literature for boys, journalistic fiction)
16. Thompson - INANIMATE ALICE (Free online digi-book, no purchase necessary: <http://www.inanimatealice.com/>)

**All YAL titles are available for purchase through the campus bookstore**

**NOTE:** The BVU Curriculum Library on the Storm Lake campus keeps ONE COPY of each of the assigned titles on 24 -hour reserve. However, it is highly recommended that students purchase these texts as they will form the beginnings of your future YAL classroom library.

**Additional YAL Texts:**

In addition to the assigned titles listed above, students are required to read 6 additional self-selected titles for a total of 24 titles. The SIX self selected texts must meet the following criteria:

- ONE classic YAL award winning book (1900 - 1989)
- ONE contemporary YAL award winning book (1990 - 2014)
- ONE 21st Century format YAL book (Digi-Fiction, Doodle Fiction, IM format, etc.)
- ONE YAL book that has faced censorship challenges or banning
- TWO non-fiction/informational YAL books

**Course Title: SEDU 333 Young Adult Literature  
Fiction and Non-Fiction (3 Credits)**

**Course Description:**

This course is a comprehensive survey of Young Adult books for middle school and high school students. Our study will investigate YAL genres and emerging themes and formats of 21st Century literature including print, digital, and media texts appropriate for teen readers with special attention to reading interests, developmental needs and abilities. Selected texts address controversial topics and include titles for adolescent readers of all levels from reluctant to gifted.

SEDU 333 is required for Secondary English Language Arts certification (5 -12) and those seeking secondary reading endorsement (5 -12). The organizing theme for SEDU 333 is the teacher as an active reader and reflective practitioner.

**Stage 1: Course Competencies**

**Course Title: SEDU 333 Young Adult Literature  
Fiction and Non-Fiction (3 Credits)**

These course competencies align themselves with the principles set forth by the Interstate New Teacher Assessment and Support Consortium (INTASC). These principles are based on the premise that “an effective teacher must be able to integrate content knowledge with pedagogical understanding to assure that all students learn and perform at high levels.” The INTASC standards addressed in this course are listed below. Pre-service teachers who are successful in studying literature for adolescents ought to show growth in the following areas:

1. Positive attitudes about reading for enjoyment, and an understanding about the importance of melding a curriculum to include the study of the classics in conjunction with young adult literature. (INTASC 1)
2. Successful use of criteria for evaluation and selection of books for different groups of high school students. (INTASC 3)
3. Familiarity with a variety of young adult literature and a desire to continue to read in this genre as a part of professional reading throughout the teaching career.
4. Familiarity with bibliographic sources and a willingness to use them.
5. Awareness of the many ways to encourage students to respond to literature.
6. Familiarity with various methods for using outside reading in class discussions and the value of individualizing classroom reading programs.
7. Ability to transfer to the body of materials known as “young adult literature” knowledge from the psychology of learning, the psychology of adolescence, and the principles of research.
8. Ability to make readability judgments based on formulas and knowledge of the individual student.
9. Familiarity with many approaches to literature in the classroom so that one aspect will not be overstressed, over-analysis will not occur, and literary quality may be discussed as a genuine issue.
10. Acceptance of the importance of encouraging students to become lifelong readers. (INTASC 5)

**Course Understandings**

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Fiction and Non-Fiction (3 Credits)**

Upon completion of this course, the pre-service teacher should understand that:

1. The body of literature defined as “young adult literature” is composed of:
  - a. Literature with adolescents as main characters written by serious authors intended for adolescent audiences and adult readers
  - b. Literature featuring controversial and realistic sociological issues relevant to teen experience and coming of age transition in a flawed and troubled world
  - c. Adult literature that has relevance and appeal to the adolescent reader
2. Literature written specifically for adolescents deals with the problems, the interests, and the emotions of the teenage years.
3. The concerns and interests of adolescents have remained relatively stable in spite of cultural and technological changes.
4. Adolescents read mainly for escape, self-discovery, and recreation, and rarely for aesthetic reasons.
5. Literature can make a contribution to the lives of individual adolescents.
6. The reading and the study of young adult literature can serve as an important transitional element in the literary education during the teenage years and even into adulthood.
7. Adolescents go through reading phases related to the basic psychological problems they are facing at different stages in their physical and emotional development.
8. The only way to insure life-long reading habits is to make reading an enjoyable and meaningful experience for students.

**Stage 2: Assessment Evidence**

**Performance Task Summary**

There is no Live Text key assignment for SEDU 333. Reading assignments and performance assessment project due dates are listed on the course schedule which follows on the next several pages.

610 grade points include:

- Full attendance, engagement, and participation in all class meetings (100)
- Reading 16 core texts and 6 self-selected texts (22 titles total)
- One book project (various formats) each week (80)
- Book Talks (50 points)
- Weekly submission of a Reader’s Journal (80)
- Book Club proposal (50)
- Author Visit proposal (50)
- Critical review of one YAL audiobook recording (50)
- Critical review of one YAL feature film (50)
- Satisfactory performance on quizzes, tests, and final exam (100)

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**Stage 3: Learning Activities**

<b>Date</b>	<b>Assignment Due (before class meeting)</b>	<b>Lesson Focus</b>
Monday October 19th WS 1	<b>Read:</b> Entire syllabus in advance	<ul style="list-style-type: none"> <li>• Syllabus Review</li> <li>• 21st Century YAL Defined</li> <li>• Course Texts Book Talks</li> <li>• Student Accountability - Reading Logs</li> <li>• SEEDFOLKS (Fleishman)</li> <li>• Importance of MS &amp; HS Read Aloud</li> </ul>
Thursday October 22 WS 1	<b>Read:</b> Monseau & Salvner Ch. 1 <b>Read YAL:</b> A FAULT IN OUR STARS (Green) <b>Due:</b> Reader's Journal (Week 1) <b>Due:</b> 1 Book Talk <b>Due:</b> Book Project A	<ul style="list-style-type: none"> <li>• Monseau &amp; Salvner Ch 1</li> <li>• Teaching Literary Analysis</li> <li>• A FAULT IN OUR STARS (Green)</li> <li>• The Reading Zone &amp; Free Reading</li> <li>• Intro: Journalistic Fiction</li> </ul>
	Class meeting may be rescheduled due to <b>Poetry Alive Aces Event</b>	
Monday October 26th WS 2	<b>Read:</b> Monseau & Salvner Ch. 2 <b>Read YAL:</b> BOOT CAMP (McCormick) <b>Due:</b> Reader's Journal (Week 2) <b>Due:</b> 2 Book Talks <b>Due:</b> Book Project B	<ul style="list-style-type: none"> <li>• Monseau &amp; Salvner Ch 2</li> <li>• Pairing YAL texts with the classics</li> <li>• BOOT CAMP (McCormick)</li> <li>• Journalistic Fiction</li> <li>• Research &amp; Creative Writing</li> <li>• Intro: Historical Fiction</li> </ul>
Thursday October 29th WS 2	<b>Read:</b> Monseau & Salvner Ch. 3 <b>Read YAL:</b> CHAINS (Anderson) <b>Due:</b> Reader's Journal (Week 2) <b>Due:</b> 1 Book talk <b>Due:</b> Book Project C	<ul style="list-style-type: none"> <li>• Monseau &amp; Salvner Ch 3</li> <li>• CHAINS (Anderson)</li> <li>• Historical Fiction</li> <li>• Slavery &amp; Racism</li> <li>• American Literature (the Canon)</li> <li>• Intro: Doodle Fiction</li> </ul>

Date	Assignment Due (before class meeting)	Lesson Focus
Monday Nov. 2nd WS 3	<b>Read:</b> Monseau & Salvner Ch. 4 <b>Read YAL:</b> ABSOLUTELY TRUE DIARY OF A PART-TIME INDIAN (Alexi) <b>Due:</b> Reader's Journal (Week 3) <b>Due:</b> Critical Audio-book review <b>Due:</b> Book Project D	<ul style="list-style-type: none"> <li>• Monseau &amp; Salvner Ch 4</li> <li>• ABSOLUTELY TRUE DIARY OF A PART-TIME INDIAN (Alexi)</li> <li>• Doodle-Fiction</li> <li>• Memoir</li> <li>• Humor &amp; Satire</li> <li>• Intro: Digi-Fiction</li> </ul>
Thursday Nov. 5th WS 3	<b>Read:</b> Monseau & Salvner Ch. 5 <b>Read YAL:</b> SKELETON CREEK (Carmen) <b>Read YAL:</b> UNABRIDGED ALICE (Thompson) <b>Due:</b> Reader's Journal (Week 3) <b>Due:</b> 1 Book Talk <b>Due:</b> Book Project E	<ul style="list-style-type: none"> <li>• Monseau &amp; Salvner Ch 5</li> <li>• SKELETON CREEK (Carmen)</li> <li>• UNABRIDGED ALICE (Thompson)</li> <li>• Digi-Fiction &amp; Digital Literacy</li> <li>• Combining Print, Text &amp; Media formats</li> <li>• Intro: Storytelling Tools &amp; Workshop</li> </ul>
Monday Nov. 9th WS 4	<b>Read:</b> Monseau & Salvner Ch.6 <b>Read YAL:</b> WHERE THE MOUNTAIN MEETS THE MOON (Lin) <b>Due:</b> Reader's Journal (Week 4) <b>Due:</b> 2 Book Talks <b>Due:</b> Book Project F	<ul style="list-style-type: none"> <li>• <b>MIDTERM EXAM</b></li> <li>• Monseau &amp; Salvner Ch 6</li> <li>• WHERE THE MOUNTAIN MEETS THE MOON (Lin)</li> <li>• Legends, Fables, &amp; Folklore</li> <li>• Cultural Literacies &amp; Oral Tradition</li> <li>• Storytelling Presentations</li> </ul>
Thursday Nov. 12th WS 4	<b>Read:</b> Monseau & Salvner Ch. 7 <b>Read YAL:</b> BY THE TIME YOU READ THIS I'LL BE DEAD (Peters) <b>Due:</b> Reader's Journal (Wk 4) <b>Due:</b> 1 Book Talk <b>Due:</b> Book Project G	<ul style="list-style-type: none"> <li>• Monseau &amp; Salvner Ch 7</li> <li>• BY THE TIME YOU READ THIS I'LL BE DEAD (Peters)</li> <li>• Realistic Fiction</li> <li>• Controversial Texts</li> <li>• Censorship &amp; Book Banning</li> </ul>
Monday Nov. 16th WS 5	<b>Read:</b> Monseau & Salvner Ch. 8 <b>Read YAL:</b> SOLD (McCormick) <b>Due:</b> Reader's Journal (Week 5) <b>Due:</b> Author Classroom Visit <b>Due:</b> Book Project H	<ul style="list-style-type: none"> <li>• Monseau &amp; Salvner Ch 8</li> <li>• SOLD (McCormick)</li> <li>• Realistic Fiction</li> <li>• Vignettes &amp; Verse</li> <li>• Global Issues &amp; Modern day slavery</li> <li>• Intro: Graphic Novels</li> </ul>

Date	Assignment Due (before class meeting)	Lesson Focus
Thursday Nov. 19th WS 5	<b>Read:</b> Monseau & Salvner Ch. 9 <b>Read YAL:</b> MAUS I (Spiegelman) <b>Read YAL:</b> MAUS II (Spiegelman) <b>Due:</b> Reader's Journal (Week 5) <b>Due:</b> 1 Book Talk <b>Due:</b> Book Project I	<ul style="list-style-type: none"> <li>• Monseau &amp; Salvner Ch 9</li> <li>• MAUS I (Spiegelman)</li> <li>• MAUS II (Spiegelman)</li> <li>• Graphics, Comics &amp; Manga Formats</li> <li>• Graphic novel genre &amp; taxonomy</li> <li>• Literature of the Holocaust</li> <li>• Intro: Illustrated Novels</li> </ul>
Monday Nov. 23rd WS 6	<b>Read:</b> Monseau & Salvner Ch. 10 <b>Read YAL:</b> THE INVENTION OF HUGO CABRET (Selznik) <b>Due:</b> Reader's Journal (Week 6) <b>Due:</b> Book Club Proposal <b>Due:</b> Book Project J	<ul style="list-style-type: none"> <li>• Monseau &amp; Salvner Ch 10</li> <li>• THE INVENTION OF HUGO CABRET (Selznik)</li> <li>• Illustrated Novels</li> <li>• Symbol, Icon, &amp; Environmental Literacy</li> </ul>
Thursday Nov. 26th WS 6 No Class	<b>Read:</b> Monseau & Salvner Ch. 11 <b>Read YAL:</b> INEXCUSABLE (Lynch) <b>Due:</b> Reader's Journal (Week 6) <b>Due:</b> 1 Book Talk <b>Due:</b> Book Project K	<ul style="list-style-type: none"> <li>• Monseau &amp; Salvner Ch 11</li> <li>• INEXCUSABLE (Lynch)</li> <li>• Contemporary Fiction</li> <li>• Narrative P.O.V.</li> <li>• The unreliable narrator</li> </ul>
Monday Nov. 30th WS 7	<b>Read:</b> Monseau & Salvner Ch. 12 <b>Read YAL:</b> THE PERKS OF BEING A WALLFLOWER (Chbosky) <b>Due:</b> Reader's Journal (Week 7) <b>Due:</b> Critical YAL Film Review <b>Due:</b> Book Project L	<ul style="list-style-type: none"> <li>• Monseau &amp; Salvner Ch 12</li> <li>• THE PERKS OF BEING A WALLFLOWER (Chbosky)</li> <li>• Coming of Age</li> <li>• YAL Film Connections</li> <li>• Final Exam Review</li> </ul>
Thursday Dec. 3rd WS 7	<b>Read:</b> Monseau & Salvner Ch. 13 <b>Read YAL:</b> WONDER (Palacio) <b>Due:</b> Reader's Journal (Week 7) <b>Due:</b> 1 Book Talk <b>Due:</b> Book Project M	<ul style="list-style-type: none"> <li>• Monseau &amp; Salvner Ch. 13</li> <li>• WONDER (Palacio)</li> <li>• Middle School Readers</li> <li>• Final Exam Review</li> </ul>



Date	Assignment Due (before class meeting)	Lesson Focus
Monday Dec. 7th Thursday Dec. 10th WS8	<b>During this last week we will complete course evaluations, reflections and prepare for final.</b>	

## **ASSIGNMENT DESCRIPTIONS**

### **Reader's Journal** *(10 points each week, 80 points total)*

Monitoring student reading practice and progress is an essential element of literacy programming. As we read selected YAL titles, pre-service teachers will be charged with developing an array of "reading log" options for use in the classroom. The practice of keeping a log of reading practice and reflection will serve to reveal our own reading habits as consumers of literature, while at the same time allowing us to test multiple templates for use with 21st Century readers in contemporary classrooms. A completed reader's journal log is required each week and should include evidence of engagement with all assigned texts. The format and templates used for these reading journals may be invented or adopted from other sources. Examples will be provided.

### **Book Reports & Projects** *(10 points each week, 80 points total)*

In the spirit of preparing participants to translate knowledge of YAL to the classroom, pre-service teachers will create a variety of book report projects related to the titles explored in this course. Students will prepare one complete "Book Project" each week. A comprehensive list of 50 book project options will be provided in class. Book Projects include both a written and presentation component. Popular project format options may include:

- Traditional Book Report
- Story Cube
- Dramatic Script
- Diarama
- Flash Fiction Posters
- Character Journals
- Book Reviews
- Video Book Trailers
- Plot Line Report
- Pecha Kutcha
- Book Box

### **YAL Book Talks & Censorship Reports** *(5 points each, 100 points total)*

At the end of every chapter in our assigned text *READING THEIR WORLD* the authors provide a bibliography of Young Adult titles that directly address the themes and issues presented in each text chapter. Students will select 2 book titles from the provided bibliographies and present an informal 5-minute Book Talk or Censorship Report for each title. Students are expected to

attempt to locate a copy of the book through the BVU curriculum library or local public library and bring the book to class on the day of presentations. Note: it is not necessary to read the book, the goal is to learn as much about the realm of available YAL titles as possible. Informal book talks typically include:

- Summary of the story
- Themes and Issues presented in the book
- Information on the author
- Reviews of the book from outside sources
- Awards
- Censorship Challenges
- Website information

### **Book Club Proposal (50 points)**

Pre-service teachers will design a complete YAL book club unit plan presented as a book club proposal. The proposal will include a list of book titles following a common theme or genre, a collection of online resources to support student learning, a minimum of 3 appropriate student activities (author study, story mapping, plot line, book report, book projects, complete with student directions and scoring criteria), and a schedule of reading assignments and deadlines for the book club unit.

### **Author Classroom Visit (50 points)**

Pre-service teachers will research the availability of one author explored in this course and plan an author classroom visit. This assignment will be submitted in the form of a two-page proposal including the details such as dates, fees, appropriate interview questions, an event itinerary, and ideas for student engagement.

### **Young Adult Literature Films & Audio Books**

Several of the titles included in this course of study have been made into feature films. Additionally, many titles are also available in audio format. Navigating an array of printed texts, audio, and film formats supports deeper understanding of digital media literacies. For this reason, whenever possible students are strongly encouraged to enhance literary engagement by also viewing films and listening to audio books. Several multi-media resources connected to course titles will be made available.

### **Critical Review of ONE YAL Audiobook Recording (50 points)**

Students may select any YAL Audiobook recording. The critical review will include:

- Evaluation of oral interpretation of the text
- Evaluation of performer characterizations (gender, age, origin, personality, etc.)
- Accuracy in terms of genre, setting, voice (accent, dialect, tone, etc.)
- Reader/listener benefits & drawbacks
- Recommendations for curricular inclusion or exclusion

### **Critical Review of ONE YAL Feature Film (50 points)**

Students may select any YAL based feature film. For this project it is essential that the student has also read the book as the assignment requires a comparison of the two literary formats. The critical review will include:

- Evaluation of the film maker's interpretation of the text including critical comparison of similarities and differences between print and media formats.
- Discussion of successful aspects of the film where the presentation enhanced the story or provided clarification to the text.

- Evaluation of character performances (gender, age, origin, personality, etc.)
- Accuracy in terms of genre, setting, voice (accent, dialect, tone, etc.)
- Reader/viewer benefits & drawbacks
- Recommendations for curricular inclusion or exclusion

### **Social Media: Twitter and YAL Newsfeeds** *(non graded)*

It is highly recommended that course participants engage in Young Adult Literature social networking circles during this course. Advanced YAL readers should be aware of authors, publishers, and critics offering daily commentary on the industry. Keeping up on the latest news in YAL publishing is not only highly entertaining, but provides the pre-service teacher with essential cutting edge information and resources to enhance the classroom literacy experience. Throughout the course, students will share experiences (positive & negative) with following digital feeds.

## **COURSE POLICIES:**

### **Laptops, iPads, & Digital Devices**

During class students are expected to use their laptops and iPads and other digital devices only for current classroom content in a manner that assists, and does not distract, from their own learning and the learning of others in the course. Students who engage in non-contributive activities (such as texting, or social networking) will not earn full participation points. Any audio or video recordings must be conducted with the knowledge of the instructor and other students. These recordings may only be used for class purposes and may not be published in any public forum without written permission of all involved.

### **Facilitating Discussion**

Students will take turns leading discussion of assigned text chapters. The ability to target main ideas and promote meaningful substantive conversation in the classroom is integral to the preparation of educators. Several times throughout the semester each student will be charged with the task of constructing thoughtful questions that challenge the class to dig deep into the text, connecting theory to practice. Facilitating discussion is a non-graded expectation of this course.

### **Assignment Deadlines**

Every effort is made to provide a detailed schedule in advance (see p. 5-7 of this document). Assignment due dates are firm. Students facing illness or exceptional circumstances are asked to contact the instructor prior to the due date to make arrangements for needed support or time extension. A penalty of -10% per day will be deducted for each day assignments are past due. There are no exceptions to the deadline policy.

### **Reading**

Students are expected to READ everything that is assigned. Commitment to reading is essential to your professional growth as a teacher. All readings should be completed independently PRIOR to the class meeting on the date specified. Students should come to class ready to discuss, question, debate, or demonstrate the information presented in the readings. Content quizzes based on daily reading assignments are to be expected. A detailed schedule of reading assignments is included here. The reading load will require a time investment of 10 -12 hours outside of class each week (for the average reader, some may need to reserve more time). Students are strongly encouraged to reserve these hours in their schedule to ensure success.

### **Work Quality**

Professional educators are held to a high standard regarding written communication skills and work product quality. For this reason, it is expected that pre-service teachers utilize and practice correct Standard English conventions (punctuation, grammar, spelling, etc.). All assignments are subject to grading criteria encompassing correct writing practice.

### **Attendance**

100% attendance and participation is required. Students are expected to attend every class meeting and to arrive on time prepared to engage in the activities of each session. This is reflective of the expectations of a professional educator working in a school setting. At this point in your teacher preparation journey, your daily habits and practice should reflect professionalism expressed in punctuality and reliability.

Students who are unable to attend class due to sickness or exceptional circumstances are asked to contact the teacher via email or telephone prior to the class meeting. In the event that a class is missed, the student is responsible to make arrangements with peers to obtain documents and lesson notes. As a courtesy to the instructor, absent students should also send Instructor Heiden an email confirming that this arrangement is in place. Attendance/ Participation/Engagement is awarded 100 points overall. Absentee students are responsible for all assignments and assessments on the days they are assigned and due regardless of absence. Absentee students will not earn participation points for a missed class.

### **Class Participation & Engagement**

Students have the opportunity to earn up to **8 participation points** for each class. **Zero points** are recorded when a student is not in class (for any reason). As noted above in the Laptops, Ipads and Digital Devices policy, students who use class time to engage in non-contributive digital activities (such as texting, gaming, or social networking) will not earn full participation points. Students who arrive late to class, leave early, or fail to contribute to discussion will not earn full participation points.

### **GRADING:**

#### **Final Grade:**

93%	A
90%	A-
87%	B+
83%	B
80%	B-
77%.	C+
73%	C
70%	C-
70%	Pass
60%	D
Below 60%	F

### **ACADEMIC HONESTY:**

Buena Vista University believes that personal integrity and academic honesty are fundamental to scholarship. We strive to create an environment where the dignity of each person is recognized and an atmosphere of mutual trust exists between instructors and students. Accordingly, honesty in all academic matters is expected from all students. Actions contrary to academic integrity will not be tolerated. Any attempt to cheat, misrepresent someone else's work as one's own, receive credit for work one did not do, obtain an unfair advantage over other students, or aid another student to do the above will be considered a breach of academic integrity. The faculty have confidence in the integrity of students and encourage students to exercise good judgment in fulfilling this responsibility. Activities that have the effect or intention of interfering with learning or fair evaluation of a student's work or performance are considered a breach of academic integrity. For complete information regarding the Academic Honesty, please refer to the current academic catalog.

### **ACCOMMODATIONS:**

Buena Vista University provides reasonable accommodations through an organized process. Students desiring accommodations must follow the University's process. Forms are available at: <http://www.bvu.edu/departments/academicaffairs/cae/studentaccommodations.sl.asp>.

Please contact your Site Advisor or Donna Musel, Director of the Center for Academic Excellence (CAE), to begin this process.

### **ADDITIONAL CONSIDERATIONS:**

**Tutoring Services:** As a BVU student, you have free access to SMARTHINKING online tutoring services. You are strongly encouraged to use this service to improve your academic skills. You can submit things electronically or set up a time to meet with one of the tutors. To begin using SMARTHINKING, simply go to the Canvas Home page, towards the bottom sidebar column, click the **Go To SMARTHINKING** button.

**BVU Support Desk: Web Form:** [BVU Support Desk](#) — Any BVU-related question is fair game — from login issues to financial aid questions. You will be notified of progress in resolving the incident via email to your BVU GroupWise account. Log in to the BVU Support Desk using the same username and password as for Canvas

**2FIX** — Contact the 2FIX Help Desk for technical help.

- **Hours:** Monday-Friday 7 AM to 11 PM (CST), Saturday-Sunday 3 PM to 11 PM
- **Phone:** 1-712-749-2FIX (2349) **Toll Free:** 1-800-248-4462
- **Email:** [2fix@bvu.edu](mailto:2fix@bvu.edu)
- **Web Form:** [BVU Support Desk](#)
- **Website:** <http://2fix.bvu.edu>

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