CPSE 425 - Lang Arts Instru: Disabilities

Winter 2013

Section 001: 106 RB on Th from 1:00 pm - 3:50 pm
Name: Gordon Gibb
Office Phone: 801-422-4915
Office Location: 340G MCKB
Email: gordon_gibb@byu.edu
Office Hours: M 1:30 pm to 4:30 pm
T,W,Th 9:30 am to 12:00 pm
Or By Appointment

Name: Alicia Draper
Office Phone:
Office Location:
Email: leeshy.lewis@gmail.com
Office Hours: Only By Appointment

Course Information

Description
This course provides participants a comprehensive overview of oral language development, language disorders, language and learning, language and thought, language and culture, listening comprehension, and the foundation skills for reading and writing. Students prepare for later studies in specific teaching methods for language arts.

Learning Outcomes
Components of oral language
Describe the components of oral language.
Process of oral language development
Describe the process of oral language development.
Common communication disorders in children
Describe common communication disorders in children.
Interplay between culture and language
Explain the interplay between culture and language.
Interplay between language and learning
Explain the interplay between language and learning.
Listening Comprehension
Describe listening comprehension and its effect on learning.
Demands of learning English as a second language
Describe the demands of learning English as a second language.
Cognitive processes
Explain the cognitive processes for changing from spoken to written language.

5 component skills for reading
Explain the 5 component skills for reading.

DIBELS©Benchmark assessment
Administer DIBELS©Benchmark assessments for K-1.

INTASC Outcomes

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the components of oral language.</td>
</tr>
<tr>
<td>Describe the process of oral language development.</td>
</tr>
<tr>
<td>Describe common communication disorders in children.</td>
</tr>
<tr>
<td>Explain the interplay between culture and language.</td>
</tr>
<tr>
<td>Explain the interplay between language and learning.</td>
</tr>
<tr>
<td>Describe listening comprehension and its effect on learning.</td>
</tr>
<tr>
<td>Describe the demands of learning English as a second language.</td>
</tr>
<tr>
<td>Explain the cognitive processes for changing from spoken to written language.</td>
</tr>
<tr>
<td>Explain the 5 component skills for reading.</td>
</tr>
<tr>
<td>Administer DIBELS©Benchmark assessments for K-1.</td>
</tr>
<tr>
<td>Describe components of written language</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95% to 100%</td>
</tr>
<tr>
<td>A-</td>
<td>91% to 94%</td>
</tr>
<tr>
<td>B+</td>
<td>88% to 90%</td>
</tr>
<tr>
<td>B</td>
<td>84% to 87%</td>
</tr>
<tr>
<td>B-</td>
<td>81% to 83%</td>
</tr>
<tr>
<td>C+</td>
<td>78% to 80%</td>
</tr>
<tr>
<td>C</td>
<td>74% to 77%</td>
</tr>
<tr>
<td>C-</td>
<td>71% to 73%</td>
</tr>
</tbody>
</table>
Grading Policy
All assignments are due on the scheduled date and at the scheduled time. I will deduct 10% of assignment score for each day an assignment is submitted after the due date and time.

Participation Policy
All participants are to engage in class discussions, lecture responses, and group activities. Active participation helps each learner mold and solidify learning and understanding. To this end, you should consider yourself a teacher with students who may be facing difficulties in the areas we discuss rather than a college kid just hoping to check off another class and grade.

Attendance Policy
Attendance is required. You receive 3 attendance and participation points for each class. An absence forfits 3 points for the day; a tardy forfits 2 points for the day. Attendance and participation points contribute toward your final grade.

If you miss a class be sure to email me that day at gordon_gibb@byu.edu. A compelling reason could gain you an excused absence for the day.

Study Habits
This class includes much reading of open source materials and some internet investigation. The successful student will schedule sufficient time for study and reflection during each week in the same manner as scheduling classes or work. You are to be prepared for each class, as outlined on the course schedule.

The Mission of Brigham Young University Special Education
We maximize the potential of learners with individualized educational needs to elevate their quality of life. We accomplish this by supporting the mission and aims of a BYU education as we integrate teaching, research, and service. We specifically:

- Prepare competent and moral educators who select, implement, and evaluate research-based effective teaching practices and appropriate curriculum for learners with special needs.
- Prepare master special educators who provide leadership in problem solving and collaborative relationships with professionals and families.
- Add to the knowledge base of special education and related disciplines through research.
- Serve and advocate for learners with individualized educational needs and others who support them.

Course Expectations
Computers  You are encouraged to use a laptop or tablet computer in class. Most of the course documents can be accessed online and saved to your device for use in class, and we will occasionally access the internet. If you do not have a computer you may check one out of the MCKB TEC lab for class, or print the documents and bring hard copies. Please do not distract yourself or others by accessing websites other than those required for class.

Assignment format  You are to type all assignments unless otherwise directed by the instructor. I prefer that you use Word and submit via Learning Suite online submission. If Learning Suite is being cranky you may submit via email to gordon_gibb@byu.edu

Cell phones . . . are to be turned off in class.
Professionalism  You are preparing to become a professionally licensed teacher. Therefore, your classroom deportment is important. A professional is consistently prepared, on time, prompt with assignments, and refrains from distracting peers or the instructor by talking out of turn or engaging in unnecessary casual conversation during class.

**Course Objectives**
Participants will:

1. Describe the components of oral language.
   - Submit written summary

2. Describe the process of oral language development.
   - Submit written summary

3. Explain the interplay between culture and language.
   - Submit written summary

4. Explain the interplay between language and learning.
   - Submit written summary

5. Describe common communication disorders in children.
   - Submit written summary

6. Describe listening comprehension and its effect on learning.
   - Submit written summary

7. Describe the demands of learning English as a second language.
   - Submit written summary

8. Explain the cognitive processes for transitioning from spoken to written language.
   - Submit written summary

9. Explain the essential reading skills of phonemic awareness, phonics, fluency, vocabulary, and text comprehension.
   - Submit annotated outline

10. Demonstrate mastery of basic English phonology, including letter sounds.
    - Oral mastery test with instructor

11. Administer DIBELS® Benchmark assessments for grades K and 2.
    - Submit 2 completed student response booklets
12. Explain the components and skills required for successful written expression.

- Submit written summary

Bibliography


Methodologies/Teaching Strategies
Course teaching and learning strategies include lecture, whole-class discussion, small-group discussion, and multimedia presentation.

Conceptual Framework for this Course
Moral endeavor at Brigham Young University is established upon principles of eternal and unchanging truth contained in the restored gospel of Jesus Christ. Prophets of God proclaim that “all human beings—male and female—are created in the image of God. Each is a beloved spirit son or daughter of heavenly parents, and, as such, each has a divine nature and destiny.”
Teaching is a moral endeavor that recognizes and responds to the divine destiny of each student. Moral teachers ensure that students master the knowledge, skills, and dispositions necessary to realize their divine potential for growth and achievement. Therefore, teachers:

1. Recognize and cultivate the individual worth of each student
2. Embrace and apply proven instructional practice
3. Establish and maintain positive, supportive learning environments
4. Value and enact respectful interpersonal behavior and responsible citizenship

Four assumptions guide our work:

1. All children can learn.
2. Schools exist to advance student learning.
3. Teachers are accountable for student achievement.
4. Accountability is monitored by data.


Assignment Descriptions

Oral language development summary
Due: Thursday, Jan 17 at 1:00 pm
1. List, describe, and give 2 examples of each of the 5 domains of language.
2. Explain the importance of rhymes for toddlers, and what adults can do to foster rhyming.
3. Explain the role of storytelling in the classroom, specifically addressing multiple cultures and story reading with discussion.
4. Briefly summarize the research findings regarding socioeconomic influences in language learning.

Language and culture summary
Due: Thursday, Jan 24 at 1:00 pm
Culture and communication - the relationship between communication and culture, characteristics of culture, glimpses of culture

1. Think of your family as a culture. What language and language-usage patterns, rituals, rules, and customs are part of your family? Provide examples.
2. Briefly explain what you think this statement could mean in people’s lives: “It turns out that if you change how people talk, that changes how they think.”

Language and thought processes
3. Explain Sapir and Whorf’s original hypothesis, then explain how research in the 1960s determined that “they went too far.”

Language delay and disorder summary
Due: Thursday, Jan 31 at 1:00 pm
Oral language development
1. Write three examples of how disability can affect language skills.

Definitions of communication disorders and variations
2. Contrast “language disorders” and “speech disorders.” What is the difference in these two terms?
3. What is the purpose of augmentative/alternative communication systems?

Preschool language disorders

4. List three symptoms of receptive language disorders, and three symptoms of expressive language disorders. Select one disorder and explain how it might be treated.

Frequently asked questions: Speech and language disorders in the school setting

5. Select one speech-language disorder and briefly explain how you think it could affect learning in school.

Listening and listening comprehension summary

Due: Thursday, Feb 07 at 1:00 pm

Listening in early childhood (Jalongo, 2010)

1. List, describe, and give an example of each of the three levels of listening trajectory for very young children.

2. Briefly summarize how the author explains that "oral language and written language are fundamentally different."

3. Why are classrooms "notoriously poor listening environments?"

English language learning summary

Due: Thursday, Feb 14 at 1:00 pm

Preparing all teachers to meet the needs of English language learners (Samson & Collins, 2012)

1. Briefly summarize the identification process for English language learners, as required by the No Child Left Behind Act of 2001.

2. Why are "many teachers of ELLs increasingly concerned about being held accountable for their students' progress as measured by standardized tests?"

3. List and briefly explain the three areas in which all teachers with ELLS must have a strong understanding.

4. What would be the purpose of on-the-job performance evaluations for teachers of ELLs?

Oral to written language summary

Due: Thursday, Feb 21 at 1:00 pm

Differences between oral and written communication (Ferraro & Palmer)

1. Explain how "writing is a fairly static form of transfer" and speaking is a "dynamic transfer."

2. Differentiate between a speech and an oral presentation of written text.

Oral language and beginning reading (Hill)

3. What was the purpose of this study?

4. Refer to the discussion section and briefly explain the relationship between phonology and reading.

Phonemic awareness and phonics outline

Due: Thursday, Feb 28 at 1:00 pm

Start a Put Reading First outline by listing the topics "Phonemic Awareness" and "Phonics" and listing just the headline research findings under each topic as bullet points.

For example:
Phonemic awareness

- Phonemic awareness can be taught and learned.
- Phonemic awareness instruction helps children learn to read.
- ...and so on

Fluency added to outline
Due: Thursday, Mar 07 at 1:00 pm

Vocabulary added to outline
Due: Thursday, Mar 14 at 1:00 pm

Text comprehension added to outline
Due: Thursday, Mar 21 at 1:00 pm

Written language summary
Due: Thursday, Apr 11 at 1:00 pm
1. Why do children develop narrative writing ability before expository and persuasive writing proficiency?
2. In the results of the study, what were the similar features in the developmental patterns of elementary typically-developing writers and elementary and middle school struggling writers?
3. Compare and contrast the understanding of writing demonstrated by the various ages of typically-developing writers and struggling writers as stated in the article summary.

Phoneme Pronunciation Test
Due: Thursday, Feb 21 at 3:50 pm
Each participant will pass off the Phoneme Pronunciation Test in an oral exercise.

DIBELS test booklets
Due: Thursday, Apr 04 at 1:00 pm

DIBELS Daze
Due: Thursday, Apr 04 at 3:50 pm
Assess one person using the DIBELS Daze Grade 3 Benchmark 1 assessment and score correctly.

Midterm Exam
Due: Thursday, Feb 28 at 3:45 pm
The midterm exam covers topics from 1/7 to 2/21.

Final Exam
Due: Monday, Apr 22 at 2:00 pm
The final exam covers topics from 2/28 - 4/11.

Attendance
Due: Thursday, Apr 11 at 1:00 pm
Attendance is required. You receive 3 attendance and participation points for each class. An absence forfits 3 points for the day; a tardy forfits 2 points for the day. Attendance and participation points contribute toward your final grade.

If you miss a class be sure to email me that day at gordon_gibb@byu.edu. A compelling reason could gain you an excused absence for the day.

**Point Breakdown**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual written</td>
<td>35.32%</td>
</tr>
<tr>
<td>Oral language development summary</td>
<td>3.72%</td>
</tr>
<tr>
<td>Language and culture summary</td>
<td>3.72%</td>
</tr>
<tr>
<td>Language delay and disorder summary</td>
<td>3.72%</td>
</tr>
<tr>
<td>Listening and listening comprehension summary</td>
<td>3.72%</td>
</tr>
<tr>
<td>English language learning summary</td>
<td>3.72%</td>
</tr>
<tr>
<td>Oral to written language summary</td>
<td>3.72%</td>
</tr>
<tr>
<td>Phonemic awareness and phonics outline</td>
<td>3.72%</td>
</tr>
<tr>
<td>Fluency added to outline</td>
<td>1.86%</td>
</tr>
<tr>
<td>Vocabulary added to outline</td>
<td>1.86%</td>
</tr>
<tr>
<td>Text comprehension added to outline</td>
<td>1.86%</td>
</tr>
<tr>
<td>Written language summary</td>
<td>3.72%</td>
</tr>
<tr>
<td><strong>Individual Oral</strong></td>
<td>1.86%</td>
</tr>
<tr>
<td>Phoneme Pronunciation Test</td>
<td>1.86%</td>
</tr>
<tr>
<td><strong>Assessment materials</strong></td>
<td>11.52%</td>
</tr>
<tr>
<td>DIBELS test booklets</td>
<td>9.29%</td>
</tr>
<tr>
<td>DIBELS Daze</td>
<td>2.23%</td>
</tr>
<tr>
<td><strong>Exams</strong></td>
<td>35.69%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>13.38%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>22.3%</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>15.61%</td>
</tr>
<tr>
<td>Attendance</td>
<td>15.61%</td>
</tr>
</tbody>
</table>

**Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Th - Jan 10| Welcome and introduction Components of language How language develops | NOTE: For EACH class please bring either a hard copy of the assigned reading or bring a laptop, iPad, or other device with article downloaded.  

*Oral language development* (Honig, 2007)  

<table>
<thead>
<tr>
<th>Th</th>
<th>Language and</th>
<th>Lost in translation (Boroditsky, 2010)</th>
</tr>
</thead>
</table>

**Assignments**

Begin Letter Sounds practice  
Oral language
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Jan 17</td>
<td>culture</td>
<td><a href="http://online.wsj.com/article/SB10001424052748703467304575383131592767868.html">http://online.wsj.com/article/SB10001424052748703467304575383131592767868.html</a></td>
<td>1. Culture and communication summary</td>
</tr>
<tr>
<td></td>
<td>Language and thought</td>
<td><a href="http://encyclopedia.jrank.org/articles/pages/6491/Culture-and-Communication.html">Culture and communication (Free encyclopedia)</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Culture and communication</td>
<td><a href="http://www.lexiophiles.com/english/cultures-hiding-in-languages">Cultures hiding in languages (Ayumi)</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://anthro.palomar.edu/language/language_5.htm#blouse_color_return">Language and thought processes (O'Neil)</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speech impairment</td>
<td><a href="http://www.asha.org/policy/RP1993-00208.htm">Definitions of communication disorders and variations (ASHA¹)</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.asha.org/public/speech/disorders/Preschool-Language-Disorders/">Preschool language disorders (ASHA²)</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.asha.org/public/speech/development/schoolsFAQ.htm">Speech disorders in school (ASHA³)</a></td>
<td></td>
</tr>
<tr>
<td>Th - Jan 31</td>
<td>Listening</td>
<td>[Listening in early childhood (Jalongo, 2010)](Available under &quot;Content&quot; tab)</td>
<td>3. Listening and listening comprehension summary</td>
</tr>
<tr>
<td>Th - Feb 07</td>
<td>English as a second language</td>
<td><a href="http://ecap.crc.illinois.edu/pubs/katzsym/clark-b.pdf">First and second language acquisition in childhood (Clark)</a></td>
<td>4. Listening and listening comprehension summary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[Preparing all teachers to meet the needs of English Language Learners (Samson &amp; Collins, 2012)](Available under &quot;Content&quot; tab)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topics</td>
<td>Readings</td>
<td>Assignments</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Five skills for reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phonics</td>
<td><em>Phonics worksheets</em> (K12Reader) &lt;br&gt;Do not download or copy - part of in-class assignment &lt;br&gt;<a href="http://www.k12reader.com/subject/phonics-worksheets/">http://www.k12reader.com/subject/phonics-worksheets/</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phoneme Pronunciation Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Improving Fluency</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Neural circuitry for reading</td>
<td></td>
<td>Fluency added to outline</td>
</tr>
<tr>
<td></td>
<td>Midterm Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Th - Mar 21</td>
<td>Assessing reading skills</td>
<td><em>DIBELS Next</em> materials</td>
<td>Text comprehension added to outline</td>
</tr>
<tr>
<td></td>
<td>DIBELS</td>
<td><em>Print, bind and bring:</em> &lt;br&gt;• Assessment Manual,</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topics</td>
<td>Readings</td>
<td>Assignments</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Th - Mar 28</td>
<td>DIBELS decision making</td>
<td><strong>Benchmark</strong> Student Materials K, 2</td>
<td>DIBELS test booklets</td>
</tr>
<tr>
<td>Th - Apr 04</td>
<td>Written language</td>
<td>Development of writing knowledge in grades 2–8: A comparison of typically developing writers and their struggling peers (Shin-Ju, Monroe, &amp; Troia, 2007)</td>
<td>DIBELS Daze</td>
</tr>
<tr>
<td>Th - Apr 11</td>
<td>Spelling</td>
<td><strong>Benchmark</strong> Student Scoring Booklets</td>
<td></td>
</tr>
<tr>
<td>W - Apr 17</td>
<td>Final exam prep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Th - Apr 18</td>
<td>Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M - Apr 22</td>
<td>106 RB</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**University Policies**

**Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.
Sexual Harassment
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).

Student Disability
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty
The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. “President David O. McKay taught that character is the highest aim of education” (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism
Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment
“Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another.” President Cecil O. Samuelson, Annual University Conference, August 24, 2010

“Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets.” Vice President John S. Tanner, Annual University Conference, August 24, 2010