



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring 2025

Course Prefix: EDEL

Course Title: Children's Literature

Year: 2025

Course and Section #: EDEL 2330-601

Credits: *Click here to enter text.*

Course Description

Educational restructuring has focused upon the use of literature-based approaches within heterogeneous classrooms in the elementary grades. Before teachers can make appropriate decisions or give advice to students about book selections and related learning activities, they must be widely acquainted with the different types of literature for children and the numerous trade books available for use within the classroom. Such knowledge will enable teachers to guide learners toward more comprehensive, creative, and insightful utilization of literary materials in

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Dr. Julie Clark

Student Learning Outcomes

Pre-requisite to enter the Elementary Education Major

Course Materials and Texts

Textbook (which I am no longer going to require because of the \$250 expectation)

Course Requirements

Course Assignments, Assessments, and Grading Policy



UTAH VALLEY UNIVERSITY

EDEL 2330 Children's Literature

Spring 2025 Wednesday 5-7:50 p.m.

Instructor: Dr. Julie Clark

E-Mail: julie.clark@uvu.edu

Cell phone: 801-830-0443

Required Text: *Children's Literature Briefly* by Jacobs, Tunnell, Young & Bryan; text on Canvas (Course Materials)

Required Novels: Six novels/picture books are required from selected genre, Newbery/Caldecott, a Green Eggs and Ham book, and Book Club, but all are of student choice.

Course Rationale: Educational restructuring has focused upon the use of literature-based approaches within heterogeneous classrooms in the elementary grades. Before teachers can make appropriate decisions or give advice to students about book selections and related learning activities, they must be widely acquainted with the different types of literature for children and the numerous trade books available for use within the classroom. Such knowledge will enable teachers to guide learners toward more comprehensive, creative, and insightful utilization of literary materials in a classroom setting. In other words, teachers must know enough about literature to be able to "turn kids on" to real reading!

Course Description: EDEL 2330, Children's Literature, is a three-credit-hour course designed to introduce students to children's literature and its applications for the elementary school years. This course addresses the evaluation of children's books in several genres. Students are required to read and examine several children's books including picture books, easy reading and intermediate novels, and informational trade books. This course is designed to initiate a solid knowledge and understanding of what is current and of value in children's literature. It is not a difficult class and it is generally "quick" reading (even the text), but it does require commitment. *Students who foresee situations that may prevent them from fulfilling the reading requirements during this semester may want to consider taking the course at a later time.*

Course Policies:

Attendance: Attendance is VITAL and **heavily** weighted in the final grade. You will only be allowed one absence to still receive 150 attendance points. Each absence after that will result in a final grade reduction (A to A-, A- to B+, etc.). Punctuality and respect in the classroom is expected. NOTE: This is a prerequisite course that you must receive at least a B- grade in order to receive consideration for acceptance into the Elementary Education program. Therefore, if you miss five class periods, you will not pass the class.

Assignments: Due dates for assignments are clearly noted in the course outline and will be mentioned during the class before they are due. Assignments received after the due date will lose points at a rate of 20% per class period. **Students MUST complete all out-of-class assignments and two classroom presentations to earn a passing grade.** Students should retain a copy of any formal assignment turned in to protect against loss.

Grading Scale:

A 95-100%	C+ 77-79%
A- 90-94%	C 73-76%
B+ 86-89%	C- 70-72%
B 83-85%	D 60-69%
B- 80-82%	E 00-60%

Classroom distractions: Please do not conduct private conversations during class discussions, talk/text on the telephone, sleep or work on assignments from other classes during this class period.

Academic Dishonesty: You are expected to do your own work on assignments and examinations unless they are designated as collaborative efforts involving two or more students. If you are involved in cheating you will earn a grade of “zero” for that assignment or exam. If you are involved in cheating a second time during the semester, you will receive an “E” as your final grade for the course.

Participation and Evaluations: Regular preparation for class and regular participation in discussions is highly encouraged as it enhances everyone’s ability to comprehend course content. Your participation is also likely to benefit others in the class, including the instructor. The instructor will maintain control of class time in all cases, and reserves the right to both elicit and limit individual participation.

Submitting Work: The Canvas program is not able to open .Pages documents. If you are using a Mac, save the completed assignments as a PDF before submitting.

Changes in course requirements: The schedule and procedures detailed herein are subject to change at the discretion of the instructor. Should such changes occur, every attempt will be made to provide timely advance notice, in writing, if possible. If changes occur, they will be for the advantage of the students and will not add additional assignments or expectations.

No extra credit work will be assigned or accepted.

*Since your performance level indicates the future consequences for children, the standards for acceptable performance will NOT be lowered for any reason. This includes your professional commitment to come to class each day on time and be prepared for the discussion and/or presentation of your assignments. The experience of participating in a modeled lesson cannot be made-up, and the learning that occurs from that experience cannot be duplicated. However, the instructor will make EVERY attempt to help every student reach the appropriate standard of performance. The instructor is willing to give feedback on any assignment prior to the due date. If you wish such feedback, or any assistance/clarification, you should make an appointment with the instructor several days before the due date of the assignment.

*If students do not understand content or class presentations, or their evaluations reflect a need to improve performance, it is their responsibility to take an active role in seeking help. Evaluation in this course is based on substance and quality compared to professional standards, not contrived appearance! Do not spend a lot of time and money on report covers, cute decorations, or expensive accessories. They have no bearing on your grade, whatsoever. *Evaluation will be based on whether you can demonstrate knowledge of the content, and apply and/or teach the content, not whether you can make an assignment attractive.* While it is expected that assignments will be NEAT and complete, the only appearance factors that bear on evaluations are readability, spelling and grammar (which should be corrected on anything turned in for evaluation). As a future model for children, it is important that you are able to express yourself in writing clearly and correctly. ***(I will read EVERYTHING you turn in!)***

ATTENTION STUDENTS WITH DISABILITIES:

Students who need accommodations because of a disability may contact the UVU Accessibility Services Department (ASD), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the ASD office at 801-863-8747. Deaf/Hard of Hearing individuals, email nicole.hemmingsen@uvu.edu or text 385-208-2677.

GRADED ASSIGNMENTS

<u>Item</u>	<u>Points</u>	<u>Due date</u>
Attendance	150	Each class
Goals	100	1/15
Elements Worksheet	100	1/22
Awards Worksheet	100	2/5
Newbery/Caldecott discussion; non-book report; bibliography, 200		2/12
Mystery Bag		
Poetry File	100	2/26
Genre Assignments	600	3/5, 3/19, 3/36, 4/2, 4/9
Author/Illustrator Sketches	200	Date selected
Authored Picture Book OR Book Analysis Paper	300	3/19
Challenged Book 4-Book ID/Explanation	100	4/2
Challenged Book Plan	100	4/9
Literature quote	100	4/16
Book Club discussion	200	4/16
Green Eggs & Ham	100	4/16
Motivation Ideas	100	4/16
Study Guide	200	4/30
Reflections Journal	100	4/30
Using Literature in the Classroom Plan & Presentation	200	4/30
Total points	3,150	

DESCRIPTON OF ASSIGNMENTS

- 1) **Canvas and Discussions:** All assignments will be turned in on Canvas (except for the Authored Book). Some assignments will be directed to the instructor and others will be shared in the Discussions section. Check assignment description and submit accordingly.
- 2) **Assignments:** On this format there is a brief description of the all the assignments. On the Assignment tab on Canvas you will find a description and Canvas submission availability. Note that all assignments submitted must be in a **pdf format**.
- 3) **Handouts:** Each class period the instructor will provide handouts. These will not be presented as paper copies, but rather they can be found on the Discussions tab on Canvas. They will be put in chapter order. It is suggested that you make copies of the things that you would like to keep for use, both in your college preparation classes and your future classroom.
- 4) **Goals:** You will be asked to share a short four paragraph outline with the instructor which details where you are in school (freshman, etc.), your professional goals, your personal reading history, and what you would like to learn from this class. This is just a “get-acquainted” opportunity for the instructor in an attempt to personalize the semester presentations. Submit on Canvas. (Refer to Educational Career Goals on Assignments.) **(100)**
- 5) **Elements of Literature worksheet:** On Assignments Canvas you find a list of 13 Elements of Literature. Define each, submit the worksheet on Canvas and come prepared to share in a class discussion. **(100)**

- 6) **Children’s Literature Awards:** On Canvas you will find a list of 8 Children’s Literature Awards given annually. Define each award, note four winning BOOKS, submit the worksheet on Canvas and come prepared to share in a class discussion. **(100)**
- 7) **Reading Assignments:** You will be required to read six genre books (Picture Book, Biography, Traditional Fantasy OR Modern Fantasy, Contemporary Realistic Fiction, Historical Fiction, Information); and a Newbery or Caldecott Winning book, a Green Eggs and Ham book, and a Book Club choice.
- a) You may choose a Picture Book, a Biography, a Traditional OR Modern Fantasy, a Contemporary Realistic Fiction, a Historical Fiction, and an Information book on your own. On the assigned day for each of the six genre listed above, groups of five class members will be formed, and each person in the group will present their chosen book. A copy of their bibliography sheet will be submitted on Canvas and in Discussions matching chapter tabs. (Refer to assignment 8 - Bibliography below for further instructions.) **(600)**
 - b) You may choose any Newbery or Caldecott Winner/Honor to read. On the assigned day you will meet with your group and discuss your chosen work and share a Mystery Bag idea. You need to prepare a bibliography sheet for your chosen award book and submit on Canvas and in Discussions. (Refer to assignment 8 below.)
 - c) Book Club – Refer to assignment 15 below
 - d) Green Eggs and Ham – Refer to assignment 16 below.
- 8) **Bibliography:** The instructor will share a bibliography format for you to follow. You are to prepare a bibliography sheet for each of the six genre category books you are assigned to prepare using this format. On the assigned day, you will share your book and classroom ideas for using that book with a group of 4-5 students. You will submit the bibliography sheet you have prepared in Discussions and on Canvas. 100 points will be given as each bibliography is presented online.
- 9) **Newbery and Caldecott presentation:** You are to read a Newbery or Caldecott winning/honor book of your choice. On the assigned day, meet with your group and:
- a) You are to prepare a Mystery Bag for the book you read. Have ~5 items in your bag that will give clues about the title of the book that your peers can guess. The items can be physical things (rope, stuffed animal, tool, etc.), or you can just have pictures.
 - b) You are to give a BRIEF summary of your book, a BRIEF background of the author, and share a “non-book report” idea that a STUDENT could use to present the work to his/her peers. Refer to the non-book report handout found in Discussions, choose as idea, and prepare accordingly (a poem, a song, a poster, a news article, a play, an art project, etc.).
 - c) Prepare a bibliography sheet for your book noting your non-book report idea and submit it on Canvas on Newbery/Caldecott and in Discussions Chapter 5. **(200)**
- 10) **Poetry File:** When we discuss poetry, the importance of sharing a poem a day with your students will be emphasized. To help you get started on a personal poetry anthology, each member of the class will collect 10 children’s poems on an assigned topic. You will then prepare them, following the format presented by the instructor, and submit on Canvas (on Poetry File and in Discussions (on Poetry tab). (You will sign-up for a specific topic after we have discussed Chapter 8 of the text.) **(100)**
- 11) **Author/Illustrator Sketch:** During the class discussion on Chapter 14 (Biography), authors, illustrators and poets will be presented with their works. The approach will be to show how effective it is to “know” about the person who is creating the material you are reading, thus sparking an interest in reading biographies and other books by the author/illustrator/poet. You will be given the opportunity to choose a children’s author/illustrator/poet for your project. You will then read a biography/autobiography or search Google about this person, and become familiar with several of their works. On the assigned day, you will give a **~5 minute** presentation sharing your insights about your chosen person, showing some of their works, and noting if his/her life experiences relate to their work. You will also need to prepare a one-page handout for your classmates (and instructor) following the format shared by the instructor and submit this on Canvas Author/Illustrator Sketch and in Discussions Chapter 24. Follow the guidelines listed on the Author/Illustrator Sketch Grade Rubric assignment page. **(200)**
- 12) **Book Analysis Paper:** Based on the quality criteria of the elements of literature that you learn from our text and class discussions, you will choose one of the novels/picture books you read during the semester and write an analysis paper referring to those qualities. Your discussion will include the elements as outlined in Chapters 2,3 & 4 of the course text, and interpreted through your perceptions, and examples from the work that you choose. This paper is to be 3 (full) -5 pages, doubled spaced. It will be graded on presentation, structure, readability, and spelling and grammar. Work hard to make it a college-worthy paper. Follow the guidelines listed on the Book Analysis Grade Rubric found in assignments. Submit on Canvas (Author/Illustrator assignment). **(300)**

OR

Authored Picture Book: We all would like to be an author! If you would like to give it a try you can have your work bound into a REAL picture book – for FREE! Materials will be provided by the instructor for a fourteen-page picture book (7-pages of text and 7-pages of pictures). It can be on any topic – a fantasy, a historical fiction, poetry, or even a biography/autobiography – BUT it is a book for a child, not personal memoirs! Examples will be shown in class at the beginning of the semester and you can decide to give it a “whirl”, or choose to do the Book Analysis Paper instead. *It just must be handed in on the DUE date so that it can be mailed to the publisher for printing. (You can purchase additional copies.) Handing in the book packet ON THE ASSIGNED DAY will provide credit. (300)

13) **Challenged Books:** Go on Google and find a list of challenged/banned books – and choose four children’s books of interest and then Google to find out the reasoning behind the challenge. Bring your list to class on the assigned day and share with a group of 3-4 classmates. Submit your list and reasons on Canvas (Challenged Books assignment). Check the Challenged Books Grade Rubric in assignments. (100)

14) **Challenged Book Plan:** After class discussion, design your personal plan on how you will be prepared to address challenges of the books you have on your shelf and use in your classroom. Include how you will gather information, address the challenge, and come to conclusions that respect the accuser. As background, refer the ideas and discussion shared in class, and the topic handout in Discussions. This should be a 1-2page paper that you will continue to develop as you become a professional. Submit on Canvas (Challenged Book Plan assignment). (100)

15) **Book Club:** There will be fourteen books for you to choose one of. You can find this list on Canvas under People/Book Club. Choose one of the books and put your name on the list (only three people may choose a book). On the assigned day you will meet with the other class members who read the same book and share your experience reading the book. Be prepared to discuss age appropriateness and how you could use the book in the classroom. Write up some ideas for how to use this book in the classroom and submit on Canvas (Book Club assignment). One person from the group will share a summary of the book with the class and ideas to use the book in the classroom. (200)

16) **Green Eggs & Ham:** Everyone has a favorite genre and sometimes never tries “green eggs”. During the semester you are required to read a book from each of the genres and share a report about them with your group. For this assignment you are to read an additional book from the genre that is your least favorite and write a short essay (max 1/2-page) about why you don’t enjoy that genre and then share your experience reading your chosen book. Note if you found “I like it, I like it – Thank you Miss Julie”, or if you still don’t enjoy the genre. Either way – A-OK! Submit on Canvas (Green Eggs & Ham assignment). (100)

17) **Motivation Ideas:** Go on Canvas and pull up the Reading Motivation articles (*Igniting a Passion for Reading* and *The Book Whisperer*) and read them. Take careful notes with ideas that you feel will be valuable to you in your future classroom. From your notes, choose four ideas and during the assigned class period, share your ideas with 4-5 other students. One student from each group will then share one idea with the entire class. Submit your four ideas on Canvas (Motivation Ideas assignment) (100)

18) **Literature quote:** Choose a quote from one of the books you’ve read and on the assigned day share your idea with class members. Create a visual (like a ‘fridge’ or small ‘plaque’) and share a copy on Canvas (Literature quote assignment) and in Discussions Chapter 17. (Examples will be shared by the instructor.) (100)

19) **Study Guide:** Even though the course will not have a final exam, the instructor believes that certain topics need to be understood (and recorded!) for future reference for continuing college classroom settings, as well as, future professional endeavors. Students will be required to have a completed study guide, much the same as if it had been given as a take-home exam. Obviously, the guide should be filled out during daily class discussions, and questions and clarifications can be requested at any time. Submit the guide on Canvas (Study Guide assignment). (The Study Guide can be found in the Canvas packet.) (200)

20) **Reflections Journal:** “Studies have supported the need for all educators to adopt a reflective stance toward themselves...emphasizing the importance for future teachers to reflect on their beliefs and attitudes..” (McDaniel, 2004, pp.11-12). Therefore, preparation of reflective teachers is an important theme in teacher education. During the semester when something shared by the instructor or a peer ‘rings a bell’ for you to remember, take note and make a ‘journal’ and have at least TEN entries by the end of the semester. These do not need to be lengthy, but they should be thoughtful comments reflecting what you are learning and how you intend to apply it in your teaching experiences. They are ‘personal’ and you just need to submit them on Canvas (Reflection assignment) for credit at the end of the semester. (100)

21) **Using Literature in the Classroom:** In class we will learn effective ways to use literature to introduce, teach, supplement, enhance, excite, etc., concepts you will be teaching in your future classroom. Using a book of your choice, you will be asked to present an idea which could be adapted to effectively support a desired behavioral objective.

a) Plan: You need to write a lesson plan for the book you have chosen. This lesson plan will have cross-curricular ideas (math, science, social studies, art, music, etc.). You will need to include 2-3 other books that relate to your main idea, one of which needs to be an INFORMATION book. The instructor will supply several examples of acceptable formats for you to follow, both physical copies and examples in Discussions. Include in your plan a **core standard/grade level from UEN**, a **behavioral objective from UEN**, sequence of how you are going to teach, materials needed, and an assessment to relate the success of the objective. Refer to the Using Literature in the Classroom Grade Rubric in assignments as a guide. Submit on Canvas Using Literature in the Classroom Plan and in Discussions Chapter 17. (150)

b) Presentation: On the assigned day, you will share your plan with the class. This presentation is to be 3-5 minutes long. You will be asked to share your lesson plan on Canvas (Using Literature assignment) and in Discussions (Using Literature tab). (This handout should be in outline form – 1-2 pages – following the examples shared by the instructor.) This assignment is heavily weighted, and it is expected that you show a well-prepared activity that has a meaningful purpose. Refer to the Using Literature in the Classroom Grade Rubric in assignments as a guide. (50)

22) **Forever File:** During the semester you will receive a “binder-full!” of handouts from the instructor, as well as from presentations given by your classmates. (These handouts will all be found in Discussions.) This material will be of value to you in the future and it is the desire of the instructor that you have an organized “forever” file of this material. You can choose to make copies of these handouts and create a “file”, you may choose to create a personal Google cloud file, or you might choose not to bother (smile!). It is your choice, but the handouts will be of value to you as you become a professional educator (or a parent!).

23) **Attendance:** This is an easy 150 points! Because we meet just 2-1/2 hours a week, you will truly miss A LOT if you can't attend. The instructor understands “life”, but please try to arrange your time so that you can be in class each period. The instructor tries very hard to prepare class time that is meaningful. When you miss a class, you can always get “notes” from a peer or watch Course Media, but you can never repeat the experience of the day. The instructor is willing to help you succeed, but YOU must do your part. Please be in class – be prepared – and be willing to add to the discussion. Note that there are several class periods when assignments are due – these days, and the points associated with them, cannot be made up (unless there are extenuating circumstances or prior notification has been made). You will be allowed one absence– the third absence will drop your grade (A to A-), and each additional absence will follow the same pattern. As noted in the Course Policies, if you miss five or more class periods, you CANNOT pass the class.(Late work will be accepted, but the credit given will be at a 20% loss.) Note: Arriving more than 30 minutes late and leaving the class early will negate your attendance for that class. If there are extenuating circumstances, please inform the instructor beforehand. (150)

24) **Missing a Class:** When you miss a class, you miss an entire topic and it can't be replaced. You can always get notes from a classmate and the instructor will help you fill in the items on the study guide, but you will not have the opportunity to understand the topic. Since there is not a final exam given for the course you will **be required** to make up the experience by writing a one-page report discussing the topic missed, documenting that you have personally studied the material. You can do research using the text and by watching the Course Media. This report will need to be submitted within one week of the missed class period. Submit the report on Canvas (Missing Class assignment). You will receive points for the missed class period.

Required or Recommended Reading Assignments

Note in the above submission

Description of the Subject Matter of Each Lecture or Discussion
 Children's Literature (EDEL 2330)
 Class Schedule Spring 2025

<i>Date</i>	Jacobs/Tunnel Text (Chapters read)	Discussion Topic	Genre Sharing	Project Assignments DUE
1 – 1/8		Introduction/Syllabus		
2 – 1/15	Ch. 1 (pg. 1-3); Ch. 2	Why Read; Good Books		<i>Goals DUE</i>
3 – 1/22	Ch. 3 & 4	Good Words; Good Illustrations		<i>13 Elements of Literature DUE</i>
4 – 1/29	Ch. 5	History, Trends & Awards		
5 – 2/5	Ch. 5 & 7	Newbery/Caldecott; Genre; Non-book reports		Children's Literature Awards DUE
6 -2/12	Ch. 8 & 9	Picture Book; Poetry		Mystery Bag/Newbery-Caldecott; Poetry sign-up
7– 2/19	Ch. 14	Biography		Biography person/date sign-up
8– 2/26	Ch. 14	Biography	Picture Book	<i>Poetry File DUE; Biography person/date sign-up</i>
9– 3/5	Ch. 15 & 10	Information Books; Folklore	Biography	Author/Illustrator Biography Presentation #1
3/10 – 3/14	No class	Spring Break		
10 – 3/19	Ch. 11 & 12	Modern Fantasy; Contemporary Realistic Fiction	Information	<i>Author/Illustrator Biography Presentation #2; Authored Book OR Analysis Paper</i>
11 – 3/26	Ch. 12 & 13	Contemporary Realistic Fiction & Historical Fiction	Fantasy	<i>Author/Illustrator Biography Presentation #3</i>
12 – 4/2	Ch. 6 & 16	Multiculture/International & Controversial	Contemporary Realistic Fiction & Historical Fiction	<i>Author/Illustrator Biography Presentation #4; Challenged Books DUE</i>
13 – 4/9	Ch. 17	Using Literature in the Classroom; Motivation Ideas		Author/Illustrator Biography Presentation #5; Challenged Books Plan DUE
14 – 4/16	Ch. 17; Ch. 1 pages 6-16	Using Literature in the Classroom; Book Repair; Book Club		Book Club; Green Eggs & Ham; Literature Quote; Motivation Ideas DUE
4/23	No class	Final study day		
15 – 4/30		FINAL		FINAL DUE Using Literature in the Classroom; Study Guide; Reflections

Required Course Syllabus Statements

Generative AI

Note submission above

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and

writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.