CARRERA: BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

CICLO LECTIVO: II-2024

DOCUMENTO: Programa de curso semestral

COURSE: IO-5012, Enseñanza de la Literatura (teórico-práctico)

MEDIACIÓN VIRTUAL: Bimodal

GRUPO: 01

CRÉDITOS: 03

HORAS POR SEMANA: 04 (Lunes de 1 a 16:50 pm)

HORAS EXTRA CLASE: 05

REQUISITO: IO-5011 Teoría Literaria y Crítica

CO-REQUISITO: Ninguno

NIVEL: 4th año (VIII Ciclo) del plan de estudios

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HORAS DE ATENCIÓN A ESTUDIANTES: Mondays 08:00 12:00 (MV)

COURSE DESCRIPTION:

This is an advanced course designed to introduce students to practical and theoretical concerns in teaching literature. It is meant to help prospective teachers of English and Literature to develop the skills necessary to explain literary terms as well as to encourage text interpretations in practical terms. It will also address issues associated with teaching and interpreting literature, poetry, fiction, drama, and short story. The emphasis on a variety of approaches to teach literature takes into consideration different learning styles and the use of technology. The course is then around 3 core themes: the purposes for teaching literature; the content for teaching literature; and pedagogical approaches for teaching literature. We will explore these topics by way of a variety of texts and world view points to engage students through real-life issues while promoting critical thinking skills and communicative competence.

The course is "bimodal" based on UCR´s platform METICS (Mediación Virtual-MV)

GENERAL OBJECTIVE *By the end of the course, students will be able to:*	**SPECIFIC OBJECTIVES** *By the end of the semester, the student will be able to:*
1. Analyze different methods and approaches to teach literature to create activities, materials, and meaningful learning environments suitable (but not limited) to secondary Costa Rican English and Literature curriculum. *(cognitive and attitudinal objective).*	1.1 Recognize different purposes for the teaching of literature in various ELT contexts including Costa Rica's public educational system. *(cognitive objective)* 1.2 Identify the main theoretical

GENERAL OBJECTIVE *By the end of the course, students will be able to:*	SPECIFIC OBJECTIVES *By the end of the semester, the student will be able to:*
	grounding (pedagogical principles and characteristics) for different methods to teach literature in ELT contexts. *(cognitive objective)* 1.3 Develop teaching techniques, strategies and materials using various resources and/or virtual tools to foster English linguistic competence and literature knowledge. *(cognitive and attitudinal objective)*
2. Assess literary texts that are appropriate for teaching literature in various contexts where literature can be used as a source of linguistic and cultural input. *(cognitive and attitudinal objective)*	2.1 Value the literary works from English speaking countries as well as those from the local context (such as Costa Rica's Anglophone ones) as resources to promote critical thinking and understand culture, history and language. *(attitudinal objective)* 2.2 Critically select literary texts taking into consideration the specificities of literary genres, target curricular approach (its contents and objectives to literature instruction). *(cognitive objective)*

CONTENTS:

I.   Introduction to the purpose of teaching and learning literature
   ● Why teach literature? What do we want students to learn?

II. How readers and texts make meaning: strategies for teaching reading comprehension

III. Methods and approaches for Teaching literature

IV. Teaching and Learning Literature: Understanding Tradition, Rethinking Practice
   ● How to lead a discussion in the analysis of a literary work using literary terms as the bases of the analysis?

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Enseñanza del Inglés

- Selection of texts

V. Literary genres in the language and literature classroom
- Teaching Fiction
- Teaching Poetry
- Teaching (with) Drama
- Teaching and using other genres (comics, cartoons, editorials, lyrics, etc.)

VI. English Literature Program and Diversified Education of the Costa Rican Ministry of Education English Program for High School
- How to use the Costa Rican Ministry of Education Programs

VII. Creation of teaching techniques, strategies and materials using various resources and/or virtual tools to foster English linguistic competence and literature knowledge

LINGUISTIC CONTENTS:

I. Review and analysis of
- Series of events (chronological, back or forward), conflict, turning point
- Plot (episodic, polyphonic)
- Setting (place, time period)
- Point of view (first-person, third-person)
- Characters (protagonist, antagonist)
- Main theme(s)
- Imagery
- Symbolism (subjective, universal)
- Style and tone of the narrative (forma, informal, sad, happy)
- Figurative language (simile, metaphor, personification)
- Type of poetry (epic, lyric, narrative, confessional, haiku, etc.)
- Fantasy vs reality
- Metrics and rhythm
- Types of plays (comedy, tragedy, melodrama, romantic comedy, satirical comedy, tragicomedy)
- Dramatic devices (monologue, narration, lightning, music)

METHODOLOGY: The inverted classroom methodology is expected to be developed within a humanistic, constructivist, investigative, and participative educational environment grounded within an eclectic philosophy.

THE STUDENTS' ROLE: Students are expected to negotiate meaning and interact with theory, peers, the professor and high school students in the target language while participating critically. Students need to keep in mind the importance of: 1) completing each assignment on time; 2) looking up unfamiliar terminology in different documentary search engines before classes; 3)

expressing and defending points of view (using previous knowledge on literature and literary criticism from courses IO5010 and IO5011 and theory studied); 4) doing research about specific topics related to course contents through traditional library resources and/or the Web; 5) group work must be balanced in responsibility and participation, 6) the latest version of the MLA or APA format is required for writing essays, reaction papers, reports and any other written assignments.

Finally, students are encouraged to co-monitor their learning. Therefore, it is necessary to communicate doubts in advanced.

THE PROFESSOR'S ROLE: the professor will take advantage of different theoretical principles from a variety of teaching philosophies to promote learning. Thus, s/he will create diverse learning opportunities to achieve the course's objectives. S/he will take the role of a facilitator in explaining theoretical concerns. In other words, s/he will be a co-creator in mutually constructing knowledge and experience, a team member, and a guide in the learning process. In doing so, s/he will take advantage of *Mediación Virtual* as a technological resource to provide materials and learning environments.

ACTIVITIES AND SKILLS TO BE DEVELOPED:

A variety of activities will be used to prepare students to teach literature in various contexts within the Costa Rican Education Curriculum, without overlooking the possibility of providing the tools for students to face international teaching contexts. Students will participate in virtual environments to discuss based related reading assignments, student reports, selection and creation of materials and lesson plans, and other practical activities. These activities will consider the inclusion of **ethical aspects** in literary studies, academic work, and teaching activities for and with adolescents of different backgrounds in the country. Students will be involved in some practice teaching and presentations throughout the term. Students will also obtain an understanding of the importance of ethics in literature in relation to plagiarism and applying MLA or APA citation principles throughout the different course tasks done in and out of class. The following activities will be part of the course:
- Summarizing points
- Expressing and defending opinions
- Giving a narrative
- Interpreting literary texts
- Using theoretical support to propose class activities and materials
- Asking for and giving examples/ideas/explanations
- Using new vocabulary to discuss a literary work as well as to explain them
- Researching about teaching techniques and approaches to literature

- Using internet, virtual environment and other technological resources to teach literature
- Using internet and virtual environments to participate in on line classes and to teach literature
- Devising and implementing lessons for adolescents

EVALUATION:

A. Summative Assessment:

ASSESSMENT COMPONENTS	%
Group Presentations: ● Two formal oral presentations of selected theoretical content (10% each / 20% total) ● Two presentations of PPZ chapters and implementation of corresponding teaching activities. (5% each /10% total)	30%
Two five-paragraph-in-class-essays (5% each) (one group essay based on Pride and Prejudice and one individual essay based on a selected text)	10%
Providing Feedback: ● Weekly Reading Journal/Log and Forum Participation (14%) ● Peer evaluation of portfolio (2%) ● Peer evaluation of lesson plans (4%)	20%
Teaching Project (two original lessons 10% each / 20% total) Presentation of selected text, quotes and vocabulary for lesson #2 with justification (5%)	25%
Five-entry-e-portfolio (3% each complete entry—15% total/ share one activity in class each time entries are due if time permits)	15%

Formal Oral Presentations: In groups (7 groups total), students will present and analyze two assigned course contents including the texts mentioned and/or samples provided (lesson plans for instance), one by Showalter (2003) and one by Moreillon (2007). The aspects to be evaluated are: 1) Accuracy, 2) Content, 3) Fluency 4) Linguistic ability and 5) Vocabulary. A presentation's rubric (see below) will be discussed within the two first weeks of classes. Time: 55 to 60 minutes.

Presentation of PPZ Chapters and Implementation of Teaching Activity: Imagine that you are presenting a corpus description of the corresponding assigned chapters to your HS students to motivate them to read the story and to get them involved in the activity you prepared. The group will complete task by implementing the activity with all materials. On the day of each group's presentation, the responsible group has to post one corpus description of the chapters from PPZ for the week and design an activity and materials and provide suggested answers. Your corpus description should be written as an essay (Intro, development, conclusion). Introduce the characters, setting where the action takes place and point of view. Development: include all the important events (plot) with a more detailed

Essay Completion: Two five-paragraph-in-class essays will be required (400 to 500 words). Students will have 60 minutes to complete essay. The first essay will be completed in selected groups. Students need to analyze Pride and Prejudice for the first essay. For the second essay, students will analyze PPZ; therefore, the novel needs to be completed before the semester is over. Each student needs to bring an outline, three quotes from three different sources (mandatory requirement) related to a theme they would like to address and quotes from a specific theory if necessary.

Weekly Reading Journal / Forum Participation: before, during and/or upon completion of each weekly presentation, students will open a journal entry to write notes about basic information about the content and literary texts/chapters discussed, memories evoked as you read, unfamiliar vocabulary, and hypothetical questions, arguments or speculations to generate possible analysis and discussion on the literary pieces included in the chapter. Each entry is due on before class; therefore, evidence of reading journal completion needs to be available in class. If a student does not come to class, their journal entry is due on at 10:00 am. Students must include at the end of each entry a summary of the content discussed. Each entry will be shared and discussed with a classmate in class to be graded based on its completion as directed. **Forum Participation:** Involvement in virtual forums will be considered guided participation, which needs to be supported by studied material or any other reliable sources.

Peer evaluations: each group will be responsible for evaluating one complete portfolio and two lesson plans using the template/rubric provided.

Teaching project: in groups, students have to prepare two 80 minute-lesson plans using the modified version of Pride and Prejudice (*Jane Austen's Pride and prejudice*) and a text of their own selection respectively) to teach any of the MEP's content targets. They also need to prepare all the materials they will use to be executed in class. Therefore, if possible, it is necessary to coordinate with the teacher the corresponding permission with the institution and teacher(s) in which the class will be held. If permissions are not granted, each group may be asked to develop the main task in class if time allows.

Selection and Presentation of Literary Text for Lesson #2: On the assigned date, each group will present the selected text, quotes and vocabulary for lesson #2 with clear justification 5%. Note: using lessons/texts studied in other courses will be considered plagiarism.

E-portfolio: in groups students will keep and share a digital record (using the template provided) of seven to eight assigned strategies for teaching English literature (McCloskey et. al, 2018) using one new selected text. Corrections generated from peers' and teacher's feedback need to be

included in final e-portfolio version. So, this digital portfolio should contain corrected assignments, feedback, materials, texts or any other digital material used.

Late assignments will not receive any credit for a final score.

B. *Formative Assessment:*

● After each presentation and content studied, students will peer and self-evaluate their understanding with an instrument the teacher will provide.
● Constant questions will be made available in forums as a strategy to keep a record of students' understanding of contents.
● Peer and group feedback will be encouraged among students while expressing and defending points of view.

REQUIRED TEXT

Austen, J. G.-S. S. (2015). Pride and Prejudice and Zombies. Random House Inc. to be downloaded from http://docshare01.docshare.tips/files/5639/56393846.pdf

Fields, J., Fisher, E. S., & Austen, J. (2012). *Jane Austen's Pride and prejudice*. Edina, Minn: Magic Wagon.

McCloskey, M. L., Orr, J., Kleckova, G., Stack, L., In Zemach, D., Kruse, B., & Rogers, D. J. (2018). Strategies for teaching English language literature and content. Wayzgoose Press. To be purchased online (Kindle versión)

MEP. (2011*). Programa de Literatura en lengua inglesa. Liceos experimentales bilingües*. San José, CR: author. --- to be downloaded from http://www.ddc.mep.go.cr/sites/all/files/ddc_mep_go_cr/archivos/literature_syllabus_for_bilingual_schools.pdf

Moreillon, J. (2007). Collaborative strategies for teaching reading comprehension: Maximizing your impact. Chicago: American Library Association. To be downloaded from https://www.academia.edu/23720530/Collaborative_Strategies_for_Teaching_Reading_Comprehension

Showalter, E. (2003). *Teaching literature*. Malden, MA. USA: Blackwell Publishing. --- 807.11S559t, Bibl. Arturo Agüero Chaves. (libro digital)

RECOMMENDED TEXTS

Beach, R., Appleman, D., Hynds, S., & Wilhem, J. (2011). *Teaching literature to adolescents* (2nd ed.). New York, NY, USA: Reutledge.

Fisher, D. (2007). 50 content area strategies for adolescent literacy. Upper Saddle River, N.J: Merrill/Pearson.

Foster, T. (2014). How to read literature like a professor. A lively and entertaining guide to reading between the lines. New York, NY. USA: Harper Pernnial.

Gray, R. (2012). *A history of American literature*. (2nd ed.). New York, NY. USA: Wiley-Blackwell

Knights, B. (Ed.). (2017). *Teaching literature: Text and dialogue in the English classroom*. London, UK: Palgrave Macmillan.

MacLean, J. (2010). *If you teach it, they will read: Literature's life lessons for today's students*. Lanham, MD, USA: Bowman & Littlefield Education.

COURSE POLICIES:

i. Although attendance to class is not mandatory, students are advised to attend in order to internalize the course content successfully and to accomplish the course objectives auspiciously. Students are responsible to sign any attendance record

ii. Assessments will be made up only in cases of a justified absence due to an illness, accident, death in the immediate family or *force majeure*, i.e. strike, court order or a natural disaster. Absences corresponding to any of these causes must be justified in writing with the respective supporting documents and delivered to the instructor within five business days of the absence.

iii. Students must stay abreast of any possible changes in the course timetable.

iv. Cell phones and other electronics must be turned off during class, as stated by the University's regulations.

v. The minimum passing grade for the course is 7.0. Students scoring between 6.0 and 6.5. may take an extraordinary examination. No matter the grade they get in the test, they will be assigned 7.0 if students obtained more than 7.0. But if they don't pass the test, the original course grade will be maintained. The test will cover all the course contents.

TENTATIVE TIMETABLE:

Week # / date		Content: Teaching Literature, Showalter (2003), Collaborative Strategies for Teaching Reading Comprehension Maximizing Your Impact. Judi Moreillon (2007) and Strategies for teaching English language literature and content, McCloskey et. al (2018)	Chapters from PPZ Tasks / *Present selected text for lesson #2	Formal Presentations (2) / portfolio** (5) / Lessons (2)
1	12 Ago	Course introduction. Ethical considerations		
2	19 Ago	**How to evaluate an essay Template/Rubric tool** The Anxiety of Teaching (Showalter, pp.1-20) (C.1) MEP's program theoretical foundations and generalities **ESSAY #1**	Read: *Jane Austen's Pride and prejudice*	
3	26 Ago-	Cultural Week		
4	02 Set	Theories of Teaching Literature (C 2). (Showalter, pp.21-43)	C.1-3 group 4	Group 1
5	09 Set	Methods of Teaching Literature (C.3) (Showalter, pp. 42-61), Strategies for new learners of English (1-11) (11) (digital record #1), McCloskey, 2018	C. 4-7 group 5	Group 2 all** **reference 1 for essay #2**
6	16 Set	Teaching Poetry (C 4) (Showalter, pp. 62-79)	C. 8-12 group 6	Group 3
7	23 set	Teaching Drama (C 5) (Showalter, pp. 79-87), Strategies for building comprehension (12-22) (11) (digital record #2), McCloskey, 2018	C. 13-16 group 7	Group 4 all** **reference 2 for essay #2**
8	30 Set	Teaching Fiction (C 6) (Showalter, pp. 88-102)	C. 17-20 group 1 *	Group 5
9	07 Oct	Teaching Theory (C 7) (Showalter, pp. 103-110)	C. 21-24 group 2 *	Group 6
10	14 Oct	Teaching dangerous subjects (C 9) (Showalter, pp. 125-131), Reading process strategies (23-29) (7) (digital record #3), McCloskey, 2018	C. 25-28 group 3 *	Group 7 all** **reference 3 for essay #2**
11	21 Oct	Reading Comprehension Strategy One Activating or Building Background Knowledge Moreillon (2007)	C. 29-33 group 4 *	Group 1

Week # / date		Content: Teaching Literature, Showalter (2003), Collaborative Strategies for Teaching Reading Comprehension Maximizing Your Impact. Judi Moreillon (2007) and Strategies for teaching English language literature and content, McCloskey et. al (2018)	Chapters from PPZ Tasks / *Present selected text for lesson #2	Formal Presentations (2) / portfolio** (5) / Lessons (2)
12	28 Oct	Reading Comprehension Strategy Two Using Sensory Images, Moreillon (2007)	C. 34-37 group 5 *	Group 2 Lesson 1 Sunday
13	04 Nov	Reading Comprehension Strategy Three Questioning, Moreillon (2007) Graphic organizers for text structure (30-38) (9) (digital record #4), McCloskey, 2018	C.38-42 group 6 * Post evaluation of lesson Plan #1	Group 3 all** **Possible thesis statement for essay #2**
14	11 Nov	Reading Comprehension Strategy Four Making Predictions and Inferences, Moreillon (2007)	C. 43-46 group 7 *	Group 4 **Bring references, outline, theoretical notes to complete essay #2 in class.**
15	18 Nov	Reading Comprehension Strategy Five Determining Main Ideas, Moreillon (2007)	C. 47-51 group 1 C. 52-56 group 2	Group 5
16	25 Oct	Reading Comprehension Strategy Six Using Fix-Up Options Moreillon (2007), Reading Comprehension Strategy Seven Synthesizing, Moreillon (2007) Vocabulary exploration and study (39-51) (13) (digital record #5), McCloskey, 2018**	C. 57-End group 3 Post complete e-portfolio using lesson plan template and lesson plan #2	Group 6 Group 7 all**

ADDITIONAL INFORMATION:

ARTÍCULO 24. Cuando el estudiante se vea imposibilitado, por razones justificadas, para efectuar una evaluación en la fecha fijada, puede presentar una solicitud de reposición a más tardar en cinco días hábiles a partir del momento en que se reintegre normalmente a sus estudios. Esta solicitud debe presentarla ante el profesor que imparte el curso, adjuntando la documentación y las razones por las cuales no pudo efectuar la prueba, con el fin de que el profesor determine, en los tres días hábiles posteriores a la presentación de la solicitud, si procede una reposición. Si ésta procede, el profesor deberá fijar la fecha de reposición, la cual no podrá establecerse en un plazo menor de cinco días hábiles contados a partir del momento en que el estudiante se reintegre normalmente a sus estudios. Son justificaciones: la muerte de un pariente hasta de segundo grado, la enfermedad del estudiante u otra situación de fuerza mayor o caso fortuito. En caso de rechazo, esta decisión podrá ser apelada ante la dirección de la unidad académica en los cinco días hábiles posteriores a la notificación del rechazo, según lo establecido en este Reglamento.

To get acquainted with the rest of the regulations, please refer to the QR code below.

Tentative rubric for presentations:

Group	Member A	Member B	Members C/D	Strategy McCloskey, 2018
1				1, 8, 15, 23, 30, 37, 44, (total 7)
2				2, 9, 16, 24, 31, 38, 45, 51 (8)
3				3, 10, 17, 25, 32, 39, 46, (7)
4				4, 11, 18, 26, 33, 40, 47, (7)
5				5, 12, 19, 27, 34, 41, 48, (7)
6				6, 13, 20, 28, 35, 42, 49, (7)
7				7, 14, 21, 22, 29, 36, 43, 50 (8)

CRITERIA graded individually*	50 PTS	EXC	VERY GOOD	FAIR	POOR	LIMITED OR NO PARTICIPATION
GRAMMAR * VOCABULARY * PRONUNCIATION*	25 PTS -1 PT PER ERROR	2 ERRORS (25 PTS)	3 TO 8 ERRORS (22 TO 17 PTS)	9 TO 15 ERRORS (16 TO 10 PTS)	16 TO 22 ERRORS (9 TO 3 PTS)	0 TO 2 PTS
FLUENCY	5 PTS	FLUENT CONFIDENT (5 PTS)	OFTEN FLUENT CONFIDENT (4 PTS)	SOMETIMES FLUENT CONFIDENT (3 PTS)	NOT FLUENT OR CONFIDENT (2 PTS)	0 TO 1 PT
CONTENT / TASKS / REQUIREMENTS (group grade)	20 PTS	ALL TASKS AND CONTENT WERE COVERED WELL (20 PTS)	ONE TASK/CONTENT WAS NOT ADDRESSED (15 PTS)	TWO TASKS/CONTENTS WERE NOT ADDRESSED (10 PTS)	THREE TASKS/CONTENTS WERE NOT ADDRESSED (5 PTS)	FOUR OR MORE TASKS/CONTENTS WERE NOT ADDRESSED (1 PT)
Name						
GRAMMAR * VOCABULARY * PRONUNCIATION*						
Name						
GRAMMAR * VOCABULARY * PRONUNCIATION*						
Name						
GRAMMAR * VOCABULARY * PRONUNCIATION*						

total 50 pts _____ TEACHING LIT, 2022	NAME: ___ pts	GROUP: ___ pts	PARAGRAPH #: 2 ___ pts	DATE: ___ pts
	MEETS EXPECTATIONS	ACCOMPLISHED	DEVELOPING	BEGINNING
	6 pts	5-4 pts	3 pts	2-1 pts
THESIS STATEMENT	THESIS STATEMENT is clearly stated, specific, limited in scope and offers an interpretation on a subject. It is UNDERLINED in a complete sentence with correct sentence structure AT THE END OF THE INTRODUCTION	THESIS STATEMENT is clearly stated, specific, limited in scope and offers an interpretation on a subject. It is also UNDERLINED in a complete sentence at the end of the intro., but sentence structure IS NOT ACCURATE.	TS is stated, but it is not specific, or limited in scope or offers an interpretation. Structure is not correct, underlined or at the end of the introduction.	TS is not stated. Its structure is not correct, underlined or at the end of the introduction.
	MEETS EXPECTATIONS	ACCOMPLISHED	DEVELOPING	BEGINNING
	6 pts	5-4 pts	3-2 pts	1 pt.
Content	Student has written at least 3 supporting paragraphs AND all sentences are related to TS.	Student has written at least 3 supporting paragraphs BUT 1 is not related to TS.	Student has written at least 3 supporting paragraphs BUT 2 are not related to TS.	Student has attempted to write supporting paragraphs BUT 3 o more are not related to TS.
	MEETS EXPECTATIONS	ACCOMPLISHED	DEVELOPING	BEGINNING
	4 pts	3 pts	2 pts	1 pt
Organization	Paragraphs have an opening topic sentence, detail sentences in a logical order, and a concluding sentence.	One paragraph is missing either the topic sentence or concluding sentence. Details are in a logical order.	One paragraph is missing topic sentence and concluding sentence. Details are in a logical order.	Two or more paragraphs are missing both topic and concluding sentences and the details are not in a logical order.
	MEETS EXPECTATIONS	ACCOMPLISHED	DEVELOPING	BEGINNING
	10-8 pts	7-6 pts	5-4 pts	3-1 pts
Spelling/Voca.	There are 0-2 spelling/vocab. errors.	There are 3-4 spelling/vocab. errors.	There are 5-6 spelling/vocab. errors.	There are more than 6 spelling/vocab. errors.
Grammar Mechanics / Format (Number of words / Correct heading / Title centered on topic / font Punctuation / capitalization / Spacing / Indentation	MEETS EXPECTATIONS	ACCOMPLISHED	DEVELOPING	BEGINNING
	24 -20 pts	19- 14 pts	13-9 pts	8-1 pts
	Essay has 0-4 errors in noun-verb agreement, structure (subject-verb-complements), mechanics/ format, punctuaction, capitalization, spacing and/or indentation.	Essay has 5 to 10 errors in noun-verb agreement, structure (subject-verb-complements), mechanics/ format, punctuaction, capitalization, spacing and/or indentation.	Essay has 11 to 15 errors in noun-verb agreement, structure (subject-verb-complements), mechanics/ format, punctuaction, capitalization, spacing and/or indentation.	Essay has 16 to 23 errors in noun-verb agreement, structure (subject-verb-complements), mechanics/ format, punctuaction, capitalization, spacing and/or indentation.

NOTA IMPORTANTE SOBRE EL PLAGIO:

Plagio es cuando se presenta el trabajo de otros, incluyendo el trabajo de otros estudiantes, como propio. No se permite presentar, de forma oral o escrita, ideas o materiales tomados de otras fuentes sin citar correctamente y en su totalidad, al menos de que la información sea de conocimiento general. Faltar a la integridad académica (hacer trampa y cometer plagio) también constituye el usar, proveer, o intentar usar o proveer asistencia, materiales, información u otras formas de "ayuda académica". Si usa las palabras, gráficos, imágenes, cálculos o ideas de cualquier otra persona o sistema de inteligencia artificial debe citarlos correctamente. Generadores o programas de inteligencia artificial como ChatGPT, Grammarly, QuillBot, Spinbot, Dall-E, etc. no deben ser utilizados en esta clase sin permiso explícito de la persona docente. Generadores de texto IA no deben ser utilizados para:

-       Crear o revisar borradores de asignaciones (por ejemplo, outlines de ensayos y presentaciones orales)
-       Para editar su trabajo.
-       Para revisar el trabajo de sus compañeros.
-       Para referencias académicas como citas textuales o hechos sin previa corroboración.

El uso de cualquier plataforma de IA sin previo consentimiento será considerado plagio y se reportará a las autoridades correspondientes y se seguirá el debido proceso, de acuerdo a las políticas universitarias.