

READ 4305 – 110 Implementation of Classroom Reading Instruction
Spring 2018, Thursday 8:00-10:45 a.m. Warrior Hall 306
Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Agnes Tang, Ph.D.
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Office Hours:

Monday – 1:00-5:00 p.m.
Tuesday – 1:00-5:00 p.m.
Thursday – 1:00-3:00 p.m.

Mode of instruction and course access:

This is a web-enhanced course, meaning we will meet face-to-face, but there will be supplemental materials online.

This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

Student-instructor interaction:

I am readily available to you. Please talk to me before or after class for immediate needs, or make an appointment to see me in my office. The best way to get in touch in me is through the university email system (a.tang@tamuct.edu). Please note that due to FERPA regulations, I can respond only to your university email account.

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

A survey of approaches to teaching reading, procedures for organizing the elementary classroom for reading instruction, research on effective reading-writing instruction, and roles of school personnel and parents in the school reading program.

Course Objective:

**Texas Educator Standards and Student Learning Outcomes:
English Language Arts and Reading Generalist EC-6:**

Standard I

Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard II

Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard III

Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard IV

Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard V

Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard VI

Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard VII

Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard VIII

Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard IX

Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard X

Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard XI

Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard XII

Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

English Language Arts and Reading Generalist 4-8:

Standard I

Oral Language: Teachers of students in grades 4–8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.

Standard II

Foundations of Reading: Teachers of students in grades 4–8 understand the foundations of reading and early literacy development.

Standard III

Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.

Standard IV

Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.

Standard V

Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.

Standard VI

Study and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard VII

Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.

Standard VIII

Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

Texas Teacher Standards

Standard 1: Instructional Planning and Delivery

Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

Standard 2: Knowledge of Students and Student Learning

Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

Standard 3: Content Knowledge and Expertise

Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Standard 4: Learning and Environment

Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

Standard 5: Data-Driven Practice

Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Standard 6: Professional Practices and Responsibilities

Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

Texas Pedagogy and Professional Responsibilities Standards:

Standard 1. The teacher designs instruction appropriate for all students that reflects an understanding of content and is based on continuous and appropriate assessment.

Standard 2. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard 3. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard 4. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

InTASC Core Teaching Standards

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually with and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environment that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments

that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard 4: Content Knowledge. The teacher understands the central concept, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Required Reading and Textbook(s):

Fountas, I.C. & Pinnell, G.S. (2017). *Guided reading: Responsive teaching across the grades*. Portsmouth, NH: Heinemann.

Leslie, L., & Caldwell, J. S. (2016). *Qualitative reading inventory-6*. Boston, MA: Pearson.

Additional Requirement:

College of Education uniform.

Students in the Teacher Education Program are required to wear an approved shirt bearing the university and college of education logo paired with navy or khaki pants during any field experiences in K-12 schools. The shirts are available through the university bookstore.

Texas Essential Knowledge and Skills (TEKS) <http://www.tea.state.tx.us/index2.aspx?id=6148>

COURSE REQUIREMENTS

Read Aloud Critique: (10 points) EC-6 Standards I, II, VI & VII; 4-8 Standards I, II, IV & VI

The behaviors of a good reader will be modeled through a recorded interactive read aloud. For this assignment, you will present read alouds using a narrative text or an expository text to the class. The read aloud will be recorded and reviewed using your own equipment. After viewing the recording, you will submit a written critique that addresses areas of strength and improvement. A class discussion and assignment sheet with requirements will be provided.

Guided Reading Micro-Teach: (10 points) EC-6 Standards IV, V, VI, VII & X; 4-8 Standards II, III, IV, VI, VII, & VIII

To demonstrate understanding of teaching literacy development, you will present a guided reading lesson through a whole class micro-teach. A class discussion and assignment sheet with requirements will be provided.

Critical Literacy Paper: (10 points) EC-6 Standards IV & VII; 4-8 Standards IV & VI

For this assignment, you will choose and review a piece of children’s or young adult literature that can be used in the classroom through a critical literacy lens. You will compose a written piece that summarizes the book, how it can be used in the class, a variety of questions that would promote student discourse and inquiry, and your stance on the topic presented in the story. Further details will be discussed in class.

Chapter Quizzes and Final Exam: (Quizzes 10% and Final 10% of grade) Chapter quizzes will be given periodically, both announced and unannounced. They will be given at the beginning of class and no make-ups will be provided. Points will vary on each quiz. The lowest grade received out of all quizzes will be dropped. The final exam will be comprehensive and given at the end of the semester.

Capstone Project (50 points) EC-6 Standards I-VII, & X; 4-8 Standards I-IV, & VIII.

This assignment will consist of a collection of implemented guided reading lesson plans, reflections, and instructor observations. A packet with specific expectations and rubric will be provided.

Assignment	Standards	%
Read Aloud Critique	ELAR EC-6: I, II, VI, VII ELAR 4-8: I, II, IV, VI Texas Teacher Standards: 3, 4 PPR Standards: 1, 2, 3 InTASC: 1, 2, 3, 4, 6, 7, 8	10
Guided Reading Micro Teach	ELAR EC-6: IV, V, VI, VII, X ELAR 4-8: II, III, IV, VI, VII, VIII Texas Teacher Standards: 1, 2, 3, 4 PPR Standards: 1, 2, 3 InTASC: 1, 2, 3, 4, 5, 7, 8	10
Critical Literacy Paper	ELAR EC-6: IV, VII ELAR 4-8: IV, VI	10

	Texas Teacher Standards: 2, 4 PPR Standards: 3 InTASC: 2, 7, 8	
Chapter Quizzes	ELAR EC-6: I-XII ELAR 4-8: I-VIII Texas Teacher Standards: 1-4 PPR Standards: InTASC: 1-10	10
Capstone Project	ELAR EC-6: I-XII ELAR 4-8: I-VIII Texas Teacher Standards: 1-6 PPR Standards: 1-4 InTASC: 1-10	50
Final Exam	ELAR EC-6: I-XIII ELAR 4-8: I-VIII Texas Teacher Standards: 1-6 PPR Standards: 1-4 InTASC: 1-10	10
Total		100%

Grading Criteria Rubric and Conversion

ALL ASSIGNMENTS MUST BE COMPLETED TO RECEIVE A FINAL GRADE.

Grades will be assigned at the end of the semester on the following basis:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- <60% = F

Posting of Grades

- Grades will be posted on Canvas. Generally, grades will be posted within one week of due date.
- Please note that certain assignments carry more points than their respective percentage. When in doubt, please check with the instructor.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar will be distributed in class.

Important University Dates:

January 2018

- January 2, (Tuesday) Winter Break Ends
- January 2, (Tuesday) Priority Deadline for Admissions applications
- January 5, (Friday) VA Certification Request Priority Deadline
- January 11, (Thursday) Convocation
- January 12, (Friday) Tuition and Fee payment deadline (16 week & 1st 8 week)
- January 15, (Monday) Martin L. King Jr. Day
- January 16, (Tuesday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (16 week & 1st 8 week)
- January 16, (Tuesday) Classes Begins

January 18, (Thursday) ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week)
January 23, (Tuesday) Last day to drop 1st 8-week classes with no record
January 31, (Wednesday) Last day to drop 16 week classes with no record

February 2018

February 2, (Friday) Priority Deadline to Submit Graduation Application
February 9, (Friday) Last day to drop a 1st 8-week class with a Q or withdraw with a W
February 15, (Thursday) Last day to apply for Clinical Teaching
February 23, (Friday) Student End of Course Survey Opens (1st 8-Week Classes)

March 2018

March 1, (Thursday) Deadline to submit application to Teacher Education Program
March 2, (Thursday) Deadline to Submit Graduation Application for Ceremony Participation
March 9, (Friday) 1st 8 week classes end
March 9, (Friday) Deadline for Admissions applications
March 11, (Sunday) Student End of Course Survey Closes (1st 8-Week Classes)
March 12, (Monday) Spring Break Begins
March 12, (Monday) 1st 8-week grades from faculty due by 3pm
March 15, (Thursday) Tuition and Fee Payment Deadline (2nd 8-week classes)
March 16, (Friday) Spring Break Ends
March 19, (Monday) 2nd 8 week begins
March 19, (Monday) Summer Advising Starts
March 19, (Monday) Class Schedule Published
March 19, (Monday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (2nd 8-week classes)
March 21, (Wednesday) ADD/DROP/LATE REGISTRATION ENDS (2nd 8-week classes)
March 27, (Tuesday) Last day to drop 2nd 8-week classes with no record
March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W

April 2018

April 1, (Sunday) GRE/GMAT scores due to Office of Graduate Studies
April 2, (Monday) Scholarship Deadline
April 2, (Monday) Registration begins
April 5, (Thursday) Priority Deadline for International Student Admission Applications
April 13, (Friday) Last day to drop a 2nd 8-week class with a Q or withdraw with a W*
April 13, (Friday) Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies
April 27, (Friday) Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)

May 2018

May 7-11, Finals Week
May 11, (Friday) Last day to file for Degree Conferral (Registrar's Office)(\$20 Late Application Fee applies)
May 11, (Friday) Spring Term Ends
May 11, (Friday) Last day to withdraw from the university (16 week and 2nd 8 week classes)
May 11, (Friday) Last day to apply for \$1000 Tuition Rebate for Spring graduation (5pm)
May 12, (Saturday) Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 13, (Sunday) Student End of Course Survey Closes (16 Week and 2nd 8-Week Classes)

May 14, (Monday) Minimester begins
May 15, (Tuesday) Last Day to clear Thesis Office
May 15, (Tuesday) Final grades due from faculty by 3pm (16 week & 2nd 8 week)
May 21, (Monday) Priority Deadline for Admissions applications
May 25, (Friday) VA Certification Request Priority Deadline
May 28, (Monday) Memorial Day

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives

for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender – including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus

subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

University Writing Center: Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our

online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

Field Experience: Students of Texas A&M University-Central Texas working toward becoming teachers are guests in the schools in which they are placed. When you are at a local school, you will wear a polo shirt or buttoned-down shirt with the university logo (these shirts are available for purchase at the university bookstore or other suppliers) and slacks or skirts with reasonable length. In addition, you will remove facial and/or multiple ear piercings. You will be clean and follow the rules of good hygiene. If you are tardy or not dressed professionally, you will be allowed to participate in the field experience and sent home. Missed field experiences will not be made up.

Late Work: Work is due according to the course calendar. When hard copies are specified, they are due at the beginning of class. No late work will be accepted except under extenuating circumstances which are communicated with the professor in a timely manner. If extension is granted, the late work may be subject to deduction of points of 10% each day past the original due date.

Attendance: Professional behavior and commitment to teaching are the expectations.

Attendance and punctuality are required. It is not possible to make up the work missed due to late arrival or early departure since the class period involves interactions of students, instructor, and content. **Two class absences** for any reason will result in lowering the final grade by a letter grade. **Three or more absences** will result in failure of the class. All tardies or early departures will result in the loss of professionalism points. **Two tardies or early departures** will count as one absence. Students missing class are responsible for notes, handouts, assignments, and any changes in schedules. Student missing capstone field experience classes will have that portion of the points deducted from their capstone grade.

Class Participation: Being prepared to participate includes completing assigned reading and bringing necessary textbooks, assignments, and materials to class. You are expected to read before the class session, actively participate in classroom assignments and discussions, and fully participate in online work. Any in-class presentations and activities cannot be made up. The use of technology, which include cell phones and other electronic devices, can enhance learning and the educational experiences; however, it can also become a distraction to the learning tasks at hand. Off-task technology usage is both unprofessional and disrespectful to everyone involved.

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