READ 4304. READING AND WRITING ACROSS THE CURRICULUM
3 Credit Hours.
Fall 2019
Texas A&M University-Central Texas

Catalogue Course Description:
READ 4304. READING AND WRITING ACROSS THE CURRICULUM
3 Credit Hours.
Theory and instructional strategies for teaching the writing process in elementary and middle
schools. Includes stages of the writing process, issues at the different grade levels, teaching with
mini-lessons, early literacy, spelling, handwriting, developing listening skills, STAAR writing,
and the use of children’s literature to teach writing.

Prerequisite: Admission into the Teacher Education Program

***Field experience required

COURSE DATES, MODALITY, AND LOCATION
Tuesday 8:00-10:45 pm face-to-face
WH Room 304

INSTRUCTOR AND CONTACT INFORMATION
Instructor: J. Elizabeth Casey, Ph.D.
Office: WH 322N
Phone: 254.519.5491
Email: j.casey@tamuct.edu

Office Hours
Monday: 12:00-2:00 and 4:45-5:45
Tuesday: 10:45-12:45
Thursday: 10:45-1:45 and 4:00--6:00

Student-instructor interaction
You can meet with me during scheduled office hours or by appointment. Often, multiple students
ask the same questions via email. In these instances, I typically respond through canvas in an
announcement to clarify concerns for the entire class.
I will get back to emails within 24 hours. I will usually respond to text messages or phone calls
immediately. If I am in a meeting or engaged, I will respond within 30 minutes. Whether texting
or leaving a voice mail, please tell me your name (text) and which class you are taking.

WARRIOR SHIELD
Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield 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 Warrior Shield through
their myCT email account.
Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description

Course Objective
The student will be a reflective professional educator who makes effective educational decisions that support the creation of dynamic learning environments. The student will demonstrate effective practices in a field-based setting and reflect on his/her role as a professional educator as he/she moves forward on the continuum from preservice to in-service educator.

Student Learning Outcomes
1. Understands and demonstrates, through oral and written communication, the importance of oral language, knows the developmental processes of oral language, and provides a variety of instructional opportunities for EC-6 students to develop listening and speaking skills.
2. Describes the foundations of reading and early literacy development.
3. Identifies and describes the importance of word analysis skills (including decoding, blending, structural analysis, sight work vocabulary) and reading fluency and provides many opportunities for EC-6 students to practice and improve their word analysis skills and reading fluency.
4. Differentiates reading for understanding from learning to read, identifies the components of comprehension, and uses research-based strategies to enhance EC-6 students’ awareness of strategies for improving comprehension.
5. Describes the developmental processes of writing and provides instruction for EC-6 students to develop their competence in written communication.
6. Identifies and describes development in applying study and inquiry skills to promote and enhance EC-6 students’ study and inquiry skills.
7. Identifies and describes the basic principles of assessment and uses a variety of literacy assessment practices to plan and implement instruction.

Competency Goals Statements (certification or standards)

A. ENGLISH LANGUAGE ARTS AND READING GENERALIST EC–6 STANDARDS:

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 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 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.

B. 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 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.

Required Reading and Textbook(s):

***A student of this institution is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may be available from an independent retailer, including an online retailer.***

COURSE REQUIREMENTS

Course Requirements: (include point values for each- not just a percentage)

- Rubrics for assignments are in Canvas and attached to the assignment. Please review rubrics carefully to ensure you adhere to expectations.
- APA style
- Assignments are due on or before the due date. Late assignments will be accepted under certain conditions, including personal, family, or professional emergencies.

Assignments
1. Writer’s notebook: (100 points) You will choose a topic and compose a written piece. This will be a new and original piece written specifically for this class, and it may not be used in another class. This piece will be taken through the writing process from collecting ideas to a published final version. All prewriting/brainstorm (5 pts), first drafts (10 pts) with revisions and peer conference notes (25 pts), and/or teacher conference notes must be turned in along with the final copy (60 pts) for full credit on this assignment. The final copy should reflect changes made from revisions and editing. (See Rubric)
2. Read to/Write to Demonstration: (100 points) Following a demonstration lesson, the students will prepare and practice a read to/ write to mini lesson in small groups. A description of the lesson, TEKS, objective, text used, research-based strategies, theories, etc. will be developed in a PowerPoint and uploaded into Canvas. (See rubric in Canvas)
3. Handwriting: (20 points) You will demonstrate mastery of form through ‘consistent application’ of manuscript and cursive script in model lessons, writing samples, and hand-written work. Evaluation: Ongoing observations of writing in assignments and working with students. Additionally, you will be assessed on a piece of whiteboard AND paper writing conducted in both cursive and manuscript.
4. Chapter Quizzes: (50 points) Five chapter quizzes (worth 10 pts each) will be announced and posted in Canvas. Quizzes will be T/F and M/C.
5. Final Exam: (50 points) A cumulative final will be given at the end of the semester in Canvas and will consist of T/F, M/C, S/A, and/or Essay questions.

6. Capstone Project: (150 points) This assignment will consist of a collection of implemented guided reading lesson plans, reflections, and instructor observations. A packet with specific expectations and rubrics will be provided.

7. Professionalism: (5 points) Attendance, punctuality, preparedness, and active participation are expected. You are expected to practice demonstrating the attitudes and dispositions of a capable, competent, and caring professional educator. Represent yourself, the COE Educator Preparation Program, and the University as a professional at all times.

### Grading Criteria Rubric and Conversion

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>Writers Notebook</td>
<td>100</td>
<td>A = 425-475 pts</td>
</tr>
<tr>
<td>Read to Write Demonstration</td>
<td>100</td>
<td>B = 378-425 pts</td>
</tr>
<tr>
<td>Handwriting</td>
<td>20</td>
<td>C = 331-377 pts</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50</td>
<td>D = 283-330 pts</td>
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<tr>
<td>Final Exam</td>
<td>50</td>
<td>F = 282 pts or less</td>
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<tr>
<td>Capstone Project</td>
<td>150</td>
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<tr>
<td>Professionalism</td>
<td>5</td>
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<tr>
<td>Total Points</td>
<td>475</td>
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</table>

### Posting of Grades
- All assignments will be graded and grades posted in a timely manner, typically within three days of due date except for larger assignments such as the capstone/portfolio.

### COURSE OUTLINE AND CALENDAR

Complete Course Calendar—all assignments are subject to change based on students’ needs in relation to progress toward SLOs. No additional assignments will be added.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>In class Activities</th>
<th>Assignments/ Reading assignments</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>8/26</td>
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<tr>
<td>Week 2</td>
<td>Chapter 1</td>
<td>Getting Writing off to a Good Start</td>
<td>Read Chapter prior to class</td>
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<tr>
<td>9/3</td>
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<tr>
<td>Week 3</td>
<td>Chapters 2 &amp; 3</td>
<td>What do I do when they are writing?</td>
<td>Read Chapter(s) 2 and 3 prior to class</td>
</tr>
<tr>
<td>9/9</td>
<td></td>
<td>Spelling matters!</td>
<td>Quiz 1 due in Canvas—9/15 by 11:59 pm</td>
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<td></td>
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<td>- prewriting/brainstorm (5 pts) Due in Canvas on 9/15 /@ 11:59.</td>
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<tr>
<td>Week 4</td>
<td>Chapters 4 &amp; 5</td>
<td>Think Writes: Writing to learn across the curriculum</td>
<td>Read Chapter(s) 4 and 5 prior to class</td>
</tr>
<tr>
<td>9/16</td>
<td></td>
<td>Editing matters!</td>
<td>Read to/Write to Demonstrations</td>
</tr>
<tr>
<td>Week 5</td>
<td>Chapters 6 &amp; 7</td>
<td>Writing and editing across the curriculum</td>
<td>Read Chapter(s) 6 and 7 prior to class</td>
</tr>
<tr>
<td>9/23</td>
<td>curriculum Revision matters!</td>
<td>Read to/Write to Demonstrations -first draft (10 pts) due in canvas on 9/29 @ 11:59. Quiz 2 due in Canvas-9-29 by 11:59 pm</td>
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<tr>
<td>Week 6 9/30</td>
<td>In the field</td>
<td>Scheduled Observations -first draft with revisions and peer conference notes (25 pts) Due in Canvas on 10/6 /@ 11:59.</td>
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<tr>
<td>Week 7 10/7</td>
<td>In the field</td>
<td>Read Chapter(s) prior to class Quiz 3 due in Canvas-10-20 by 11:59 pm</td>
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<tr>
<td>Week 8 10/14</td>
<td>In the field</td>
<td>Quiz 4 due in Canvas-11-3 by 11:59 pm</td>
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<tr>
<td>Week 9 10/21</td>
<td>In the field</td>
<td>Narrative writing-final copy (60 pts) – embed all prewriting, brainstorming, drafts, and edits behind final copy. Due in Canvas on 11/10/@ 11:59.</td>
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<tr>
<td>Week 10 10/28</td>
<td>In the field</td>
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<td>Week 11 11/4</td>
<td>In the field</td>
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<tr>
<td>Week 12 11/11</td>
<td>Last week in the field</td>
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<tr>
<td>Week 13 11/18</td>
<td>Chapters 8 &amp; 9</td>
<td>Revising across the curriculum Sharing and publishing Read Chapter(s) 8 and 9 prior to class Capstone/Portfolio Project-Due in class</td>
<td></td>
</tr>
<tr>
<td>Week 14 11/26</td>
<td>No Class</td>
<td>***Thanksgiving</td>
<td></td>
</tr>
<tr>
<td>Week 15 12/2</td>
<td>Chapters 10 &amp; 11</td>
<td>Writing interventions Research on teaching writing Read Chapter(s) prior to class Quiz 5 due in Canvas-12/8 by 11:59 pm</td>
<td></td>
</tr>
<tr>
<td>Week 16 12/9Final Exam</td>
<td>Final Exam</td>
<td>TBD</td>
<td>Due in Canvas Open from</td>
</tr>
</tbody>
</table>

**Posting of Grades**
- All assignments will be graded and grades posted in a timely manner, typically within three days of due date except for larger assignments such as the capstone/portfolio.

**Important University Dates**
[https://www.tamuct.edu/registrar/academic-calendar.html](https://www.tamuct.edu/registrar/academic-calendar.html)

<table>
<thead>
<tr>
<th>Important Dates</th>
<th>Description</th>
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<tbody>
<tr>
<td>August 26, 2019</td>
<td>Classes Begin for Fall Semester</td>
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<tr>
<td>August 26, 2019</td>
<td>Add, Drop, and Late Registration Begins for 16- and First 8-week Classes $25 Fee assessed for late registrants</td>
</tr>
<tr>
<td>August 28, 2019</td>
<td>Deadline for Add, Drop, and Late Registration for 16- and First 8-week</td>
</tr>
</tbody>
</table>
Fall is coming! And CPD is ready! 😊 I would really appreciate your help in sharing this information with your students and embedding as you see fit in your syllabus.

Here is Career and Professional Development’s fall 2019 calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26/2019</td>
<td>1st Day of Class Pictures in the Lobby</td>
<td>9am-6pm</td>
<td>Founders Hall Lobby</td>
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<tr>
<td>8/27/2019</td>
<td>Breakfast in the Library sponsored by CPD</td>
<td>9am-11am</td>
<td>Library</td>
</tr>
<tr>
<td>9/10/2019</td>
<td>Valero Testing for Positions</td>
<td>TBD</td>
<td>Watch Facebook for More Details</td>
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<tr>
<td>9/18/2019</td>
<td>Work for the Fair Workshop</td>
<td>10am Resume Basics</td>
<td>Founders Hall Bernie Beck</td>
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<td>11am Elevator Pitch</td>
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<td>1pm Resume Advanced</td>
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<td>2pm Networking/Interviewing</td>
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<tr>
<td>9/25/2019</td>
<td>HireWarriors Internship &amp; Career Fair</td>
<td>11am-2pm</td>
<td>Warrior Hall Bill Yowell</td>
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<td></td>
<td>Conference Center</td>
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<tr>
<td>10/11/2019</td>
<td>Teacher Mock Interviews</td>
<td>9am-2pm</td>
<td>Warrior Hall 3rd Floor</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Time</td>
<td>Location</td>
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<tr>
<td>10/29/2019</td>
<td>LinkedIn Workshop</td>
<td>11am-12pm</td>
<td>Warrior Hall</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Bill Yowell Conference Center</td>
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<tr>
<td>11/5/2019</td>
<td>Federal Resume Workshop</td>
<td>11am-12pm</td>
<td>Founders Hall Bernie Beck</td>
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<tr>
<td>11/15/2019</td>
<td>Etiquette Lunch</td>
<td>11am-1pm</td>
<td>Founders Hall Bernie Beck</td>
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</tbody>
</table>

Lobby Resume Reviews available every Tuesday, 11-1 in Warrior Hall Lobby.

Technology Requirements and Support
You will need access to Canvas to complete modules during weeks when class will not meet. You will also need to upload assignments to Canvas as needed, access Canvas to complete quizzes and final exam.

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/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email 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

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].

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.

For more information regarding the Student Conduct process, [https://www.tamuct.edu/student-affairs/student-conduct.html].
If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion Canvas page (log-in required)
Important information for Pregnant and/or Parenting Students
Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines online, 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 Associate Dean in 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. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring will not offer writing support beginning August 1, 2019.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have 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 from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center
Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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 UWC is here to help!

Students may arrange a one-to-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 WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

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 85,000 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 24 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 [http://tamuct.libguides.com/index].

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].

Behavioral Intervention
Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person’s behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

INSTRUCTOR POLICIES
If you have any instructor policies list them here – for example, your policy regarding late work.

If you have concerns about copyright protection of your syllabus or course materials, consider adding the following notice

Copyright Notice
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