READ 5375 110: Reading Research and Assessment
Spring 2019
Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION
Instructor: Dorleen Hooten, Ed.D.
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Email: dkhooten@tamuct.edu
Office Hours: By appointment

Mode of instruction and course access:
This course is face-to-face utilizing web-enhanced instruction. The majority of the course activities will take place face-to-face. However some of the learning will be supplemented by online activities. The first class meeting is Tuesday, January 15, 2019 and the last class meeting is May 7, 2019. This course uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com].

Student-instructor interaction:
The best learning environment is a result of the efforts of both graduate students and the professor. We can all learn a lot from one another, but we must each recognize our responsibilities to the group and our work this semester. You can reach me by email or by phone. If you would like to request a conference, please email me and I will get back with you with available times. Additionally, please do not email me through Canvas as I do not check it everyday.

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 911Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. Warrior Shield [https://www.tamuct.edu/police/911cellular.html] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at 911Cellular [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

Course Overview and Description:
Examine methods and techniques employed in reading research and assessment. Review research and the development, implementation, and dissemination of classroom research. Explore the application of appropriate diagnostic and correctional procedures for elementary, secondary, and adult learners having difficulty reading. Prerequisite(s): READ 5373 or 9 hours of undergraduate READ courses or permission of department chair.

Course Objective:
This course is designed to enhance teaching practices and strategies in the areas of planning, selecting, and organizing teaching materials based on existing classroom environments and "best practice" research. Students will develop a solid knowledge base of learning and instruction theories designed to meet the needs of diverse learners that compose today's classrooms.

Required Reading and Textbooks:

Textbook:

McKenna, M. & Stahl, K. *Assessment for reading instruction*. New York: Guilford Press. ISBN 978-1-4625-2104-3

Other reading:

The Dyslexia Handbook – 2018 Update: Procedures Concerning Dyslexia and Related Disorders: https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539627235

Journal articles:

Allington, R. (2011). Reading intervention in the middle grades. *Voices from the Middle 19*(2), pp. 10-19.
https://search-proquest-com.tamuct.idm.oclc.org/docview/909471667?accountid=91041

Atkinson, C. & Cockroft, C. (2017), "I just find it boring": Findings from an affective adolescent Reading intervention. Support for Learning 32(1), pp. 42-59, pp. 42-59. http://dx.doi.org/10.1111/1467-9604.12147

Dennis, D. (2009-2010). "I'm not stupid": How assessment drives (in)appropriate reading instruction. *Journal of Adolescent & Adult Literacy, 53(*4), pp.283-290.

Guthrie, J., Jo, A., & Klauda, S. (2013) Modeling relationships among reading instruction, motivation, engagement, and achievement for adolescents. *Reading Research Quarterly 48*(1), pp. 9-26. http://dx.doi.org/10.1002/rrq.035

Hazeltine, E., McMurray, B., Reed, D.K., & Roembke, T.C. (2018). Automaticity of word

recognition is a unique predictor of reading fluency in middle-school students. Journal of Educational Psychology, pp. 1-17.
http://psycnet.apa.org/doiLanding?doi=10.1037%2Fedu0000279

Lei, P., Meyer, B., & Wijekumar, K. (2017). Web-based text structure strategy instruction improves seventh graders' content area reading comprehension. *Journal of Educational Psychology, 109*(6), pp. 741-760. http://dx.doi.org/10.1037/edu0000168

Rennie, J. (2016). Rethinking reading instruction for adolescent readers. The 6R's. *Australian Journal of Language and Literacy, 39*(1), pp. 42-53.

APA Formatting and Style Information - https://owl.purdue.edu/owl/purdue_owl.html

Student Learning Outcomes:

1. Exhibit knowledge of research-based reading theory.
2. Demonstrate knowledge of current research and issues concerning reading disabilities.
3. Demonstrate knowledge of reading strategies that are appropriate for disabled learners.
4. Demonstrate the ability to formally and informally assess and remediate disabled readers.
5. Demonstrate the ability to use computer-based technologies to access, manage, and use information to support research, remediation, and instruction of disabled readers.
6. Demonstrate the ability to conduct, evaluate, and present research concerning issues in reading disabilities.

COMPETENCY STANDARDS

This graduate level course builds upon prior knowledge and experience of the reading process and language learning. Course content is grounded in professional expertise and reading research that characterizes the components of effective literacy assessment and instruction. Course readings, assignments, and discussions will build a deeper understanding of the factors which inhibit students' developmental processes in learning to read and write. An investigation of these factors support the classroom teacher in the development of an effective program for all students, including those with language and learning challenges. Course content incorporates the International Literacy Association (ILA) as well as the Texas Examination of Educator Standards (TExES) standards for the preparation of reading specialists (IRA, 2010; TEA, 2006).

Reading Specialists Standards:

Standard 1. Components of Reading: The Reading Specialist applies knowledge of the interrelated components of treading across all developmental stages of oral and written language and has expertise in reading instruction and the levels of early childhood through grade 12.

Standard 2. Assessment and Instruction: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

Standard 3. Strengths and Needs of Individual Students: The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and secondary language acquisition to promote literacy and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

Standard 4. Professional Knowledge and Leadership: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

International Reading Standards:
Standard 1. Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Standard 2. Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Standard 3. Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Standard 4. Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Standard 5. Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard 6. Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

COURSE REQUIREMENTS

Grading Criteria Due Dates:
  1. **COMPREHENSIVE ANALYSIS: (20 POINTS)**
     Students will read and review ten peer reviewed research articles related to a reading question they have identified in their classroom. The information from the articles will

be put into a Comprehensive Analysis Template. The template, an example, and a grading rubric will be provided in Canvas.

2. **DYSLEXIA TEACHER INTERVIEW: (20 POINTS)**
   Students will interview a dyslexia teacher regarding assessment of and instruction for students identified as dyslexic. After the interview, a narrative paper will be written which addresses the interview findings in relation to The 2018 Updated Dyslexia Handbook. Questions for the interview will be discussed in class and posted on Canvas. A scoring rubric will be provided.

3. **RESEARCH PAPER: (20 POINTS)**
   Students will write a paper synthesizing the main themes, implications, and recommendations from the ten research articles used in the comprehensive analysis, the textbook, and additional readings. The research will be presented to the class. Papers must be in APA style. A scoring rubric will be provided.

4. **FIELD EXPERIENCE: ASSESSMENT AND CASE STUDY (20 POINTS)**
   Students will work with a learner between 1st and 7th grade who exhibits reading behaviors associated with reading difficulties. Using the appropriate assessments for the grade level identified in the textbook, you will assess and evaluate the strengths, needs, and next learning steps for the student. A narrative Diagnostic Reading Report and Case Study will be written regarding the assessment results. This assignment will be discussed in class and examples given. A scoring rubric will be provided.

5. **QUIZZES AND FINAL EXAM (20 POINTS)**
   There will be two quizzes worth 5 points each and a comprehensive final exam worth 10 points. These exams will cover the material in the book, the additional readings, and the in class discussions.

Note: All assignments must be completed by the required due date to receive full credit. Your syllabus outlines all assignment and assessment requirements with due dates. Changes of those dates are at the discretion of the professor.

Grading Scale:

A = 90 - 100 points
B = 80 – 89 points
C = 70 – 79 points
D = 65 – 69 points
F = 64 and below

Posting of Grades:
Final grades will be posted to Canvas by May 14.

COURSE OUTLINE AND CALENDAR

Date	Topic	Assignment
January 15	Introductions Syllabus Models of Reading Process Educational & Non-educational Factors Impacting Reading	**Read:** Chapter 1 Identify possible research topics
January 22	Library Research University Writing Center Action Research Discussion of Comprehensive Analysis & Research Paper Models of Reading Assessment	**Read:** Chapter 2 Narrow research topics
January 29	General Concepts of Assessment	**Read:** Chapter 3 **Due:** Research topic
February 5	Informal Reading Inventories Other Measures of Oral Reading	**Read:** Chapter 4 Locate 2 articles related to research topic and input into the Comprehensive Analysis Template
February 12	Emergent Literacy Assessment And Instruction	**Read:** Chapter 5 Locate 2 articles related to research topic and input into the Comprehensive Analysis Template
February 19 - online	Dyslexia Assessment and Instruction Module Quiz #1	Locate 2 articles related to research topic and input into the Comprehensive Analysis Template

February 26	Dyslexia Discussion Word Recognition and Spelling Assessment and Instruction	**Read:** Chapter 6 Locate 2 articles related to research topic and input into the Comprehensive Analysis Template
March 5	Fluency Assessment and Instruction	**Due:** Dyslexia Interviews paper **Read:** Chapter 7 Locate 2 articles related to research topic and input into the Comprehensive Analysis Template
March 19	Vocabulary Assessment and Instruction	**Read:** Chapter 8 **Due:** Comprehensive Analysis
March 26	Comprehension Assessment and Instruction	**Read:** Chapter 9
April 2	Strategic Knowledge Assessment and Instruction	**Read:** Chapter 10
April 9 – online module	Affective Factors Assessment And Instruction Module Quiz #2	**Read:** Chapters 11 & Appendix
April 16	Preparing a Diagnostic Reading Report Case Studies	**Read:** Articles regarding adolescent reading

April 23	Adolescent Reading Assessment And Instruction	
April 30	Research Findings Presentations Case Study Presentations	**Due:** Research Paper **Due:** Case Study
May 7	Final Exam Case Study Presentations	

Important University Dates:

SPRING 2019

January 2, 2019	Priority Deadline for Spring Admissions applications
January 10, 2019	Convocation
January 11, 2019	Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)
January 14, 2019	Add, Drop, and Late Registration Begins for 16- and First 8-Week. $25 fee assessed for late registrants.
January 14, 2019	Classes Begin for Spring Semester
January 16, 2019	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
January 21, 2019	Martin L. King Jr. Day *(University Closed)*
January 22, 2019	Deadline to Drop First 8-Week Classes with No Record

January 30, 2019	Deadline to Drop 16-Week Classes with No Record
February 22, 2019	Student End of Course Survey Opens (First 8-Week Classes)
February 22, 2019	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
March 1, 2019	Deadline for Graduation Application for Spring Ceremony Participation
March 1, 2019	Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)
March 8, 2019	Classes End for First 8-Week Session
March 8, 2019	Deadline for Spring Admissions Applications
March 10, 2019	Student End of Course Survey Closes (First 8-Week Classes)
March 11, 2019	Spring Break – No Class *(University Open)*
March 11, 2019	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm
March 13, 2019	Spring Break – No Class *(University Open*
March 14, 2019	Spring Break – No Class *(University Open*
March 15, 2019	Deadline for Tuition and Fee Payments (Second 8-Week Classes)

March 15, 2019	Deadline for Clinical Teaching Applications
March 15, 2019	Spring Break – No Class *(University Open*
March 18, 2019	Add, Drop, and Late Registration Begins for Second 8-Week Classes. $25 fee assessed for late registrants.
March 18, 2019	Classes Begin for Second 8-Week Session
March 20, 2019	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 25, 2019	Deadline to Drop Second 8-Week Classes with No Record
April 1, 2019	Deadline for GRE/GMAT Scores to Office of Graduate Studies
April 5, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W
April 12, 2019	Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Spring Semester
April 26, 2019	Student End of Course Survey Opens (16- and Second 8-Week Classes)
April 26, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
May 10, 2019	Deadline for Applications for $1,000 Tuition Rebate for Spring Graduation (5pm)
May 10, 2019	Deadline for Degree Conferral Applications to the Registrar's Office. $20 Late Application Fee.
May 10, 2019	Deadline to Withdraw from the University for 16- and Second 8-Week Classes

May 10, 2019	Spring Semester Ends
May 11, 2019	Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 12, 2019	Student End of Course Survey Closes (16- and Second 8-Week Classes)
May 14, 2019	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
May 14, 2019	Deadline for Thesis to Clear Thesis Office for Spring Semester

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/] 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://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel].
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 web page
[https://www.tamuct.edu/student-affairs/access-inclusion.html].

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 the Student Affairs web page [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.

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 FREE online tutoring and writing support. 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-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 WCOnline. 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].

INSTRUCTOR POLICIES

Attendance.

Your commitment as a graduate student includes regular, timely attendance and participation. Professional behavior is an expectation. Attendance will be taken at the beginning of each class. Each unexcused absence will result in a 10 point deduction from your overall grade at the end of the semester. It is NOT possible to make up the work missed during the class period since it involves the interactions between the student and professor related to the course content objectives and reading. Late work will not be accepted unless given prior approval by the professor. In most situations, a doctor's note or legal documentation will be required. In the event of an excused absence (via doctor's note), you are responsible for asking a classmate to take notes and gather handouts or class information for you. It is your responsibility to find out what you missed.

Being prepared to participate includes completing assigned reading and bringing necessary materials and assignments to class or posting in Canvas.

Cell Phones.

Cell phones must be silenced during class. The use of cell phones, smart phones, or other mobile communication devices is disruptive and is therefore prohibited during class. Except in:
1. emergency situations - please make prior arrangements with the professor
2. acceptable use - the professor will direct you to utilize your cell phone, smart phone, or other mobile device for educational purposes.

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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