

## **READ 3320-140 CRN 10552, Fundamentals of Teaching Reading**

Spring 2019

Texas A&M University-Central Texas

### **COURSE DATES, MODALITY, AND LOCATION**

Spring 2019, Thursday 6:00-9:00 p.m.

Warrior Hall rm.417

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>].

### **INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Denetra Moore

**Office:** N/A

**Phone:** (254) 289-3789

**Email:** [denetra.moore@tamuct.edu](mailto:denetra.moore@tamuct.edu)

#### **Office Hours:**

By Appointment only

#### **Student-instructor interaction:**

I am readily available to you. Please talk to me before and after class for immediate needs or make an appointment to see me. The best way to get in touch with me is through the university email system ([denetra.moore@tamuct.edu](mailto:denetra.moore@tamuct.edu)). Please note that due to FERPA regulations, I will only respond to emails from 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 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) [<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) [<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:** This course focuses on research-based competencies essential for effective literacy instruction. It is a survey of characteristics of normal reading development of learners in elementary through middle school, explores materials, procedures, assessment, and instructional methods considered effective in teaching oral language, writing, strategy building for comprehension, vocabulary, and word identification.

### **Course Objective:**

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

- I. Oral Language: The preservice teacher understands the importance of oral language, knows the developmental processes of oral language, and provides a variety of instructional opportunities for young students to develop listening and speaking skills.
- II. Phonological and Phonemic Awareness: The preservice teacher understands 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.
- III. Alphabetic Principle: The preservice teacher understands the importance of the alphabetic principle to reading English, knows the elements of the alphabetic principle, and provides 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.
- IV. Literacy Development and Practice: The preservice teacher understands 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.
- V. Word Analysis and Decoding: The preservice teacher understands the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.
- VI. Reading Fluency: The preservice teacher understands the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.
- VII. Reading Comprehension: The preservice teacher understands the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.
- VIII. Development of Written Communication: The preservice teacher understands that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.
- IX. Writing Conventions: The preservice teacher understands how young students use writing conventions and how to help students develop those conventions.
- X. Assessment and Instruction of Developing Literacy: The preservice teacher understands the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.
- XI. Research and Inquiry Skills: The preservice teacher understands the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

- XII. Viewing and Representing: The preservice teacher understands how to interpret, analyze, evaluate, and produce.

#### **ENGLISH LANGUAGE ARTS AND READING GENERALIST 4-8:**

- I. Oral Language: The preservice teacher understands the importance of oral language, knows the developmental processes of oral language, and provides a variety of instructional opportunities for students to develop listening and speaking skills.
- II. Foundations of Reading: The preservice teacher understands the foundations of reading and early literacy development.
- III. Word Analysis Skills and Reading Fluency: The preservice teacher understands the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provides many opportunities for students to practice and improve their word analysis skills and reading fluency.
- IV. Reading Comprehension: The preservice teacher understands the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.
- V. Written Language: The preservice teacher understands that writing is a developmental process and provide instruction that helps students develop competence in written communication.
- VI. Study and Inquiry Skills: The preservice teacher understands the importance of study and inquiry skills as tools for learning and promote students/ development in applying study and inquiry skills.
- VII. Viewing and Representing: The preservice teacher understands 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.
- 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.

#### **Competency Goals Statements (certification or standards):**

##### **Texas Teacher Standards:**

- I. Instructional Planning and Delivery: Teachers demonstrate their understanding of instructional planning and delivery by providing standard-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
- II. 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.
- III. 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.

## Required Reading and Textbook(s):

Cecil, N. L., Baker, S., & Lorenzo, A. S. (2017). *Striking a balance: A comprehensive approach to early literacy* (5th ed). New York, NY: Routledge.

Leslie, L. & Caldwell, J.C. (2017). *Qualitative Reading Inventory-6*. Boston, MA: Pearson. N.B.

## Other Required Materials:

Texas Essential Knowledge and Skills (TEKS), Chapter 110: ELAR grades K- 8  
<http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html> (hard or digital copy)

*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

- 1. Vertical Alignment Analysis Reflection (5 pts. 5%)** ELAR EC-6: I-VII, XIII; ELAR 4-8: I-V; TTS: I & III  
Students will analyze the state English and Language Arts standards to identify the connections between grade levels. Students will write a one-page reflection on their findings.
- 2. Read Alouds (20 pts. 10%)** ELAR EC-6: I, II, VI, VII; ELAR 4-8: I, II, IV, VI  
The behaviors of a good reader will be modeled through two interactive read alouds. For this assignment, you will present read alouds using a narrative text and an expository text in the class. The first read will be recorded and critiqued by peers to provide feedback on areas of strength and growth. After reviewing the recording and feedback, you will submit a written critique addressing your thoughts and delivery of the read aloud. The second read aloud will not be recorded and will be critiqued by the professor only. A class discussion and assignment sheet with requirements will be provided.
- 3. Early Readers Activity and Presentation (20 pts. 10%)** ELAR EC-6: I-XI; ELAR 4-8: I-VI  
For this assignment, you will present an interactive activity that aids in developing one of the components of reading. Worksheets will not be accepted. More details will be provided.
- 4. Handwriting (10 pts. 5%)** ELAR EC-6: IX; ELAR 4-8: V  
You will be assessed on handwriting and cursive writing (one writing sample of each). This will be done in class. Criteria for the assessment will include letter formation, spacing, size, and legibility.
- 5. Narrative and Expository Writing Compositions (50 pts. 15%)** ELAR EC-6: VIII, IX; ELAR 4-8: V  
This assignment is structured to take students through the writing process and allow them to experience peer conferencing and editing. The final products will be an original piece of narrative writing and an original piece of expository that display the 6+1 writing traits. A grading rubric will be provided.

**6. Digital Book Review Collection (50 pts. 15%)** ELAR EC-6: IV, VII; ELAR 4-8: I, IV

As a reading teacher, it is imperative that you keep abreast of quality children’s book on the market. For this assignment, you will choose, read, and write a review for 10 award winning children’s books. More details will be provided.

**7. Quizzes (pts. vary, 5%)** ELAR EC-6: I-XII; ELAR 4-8: I-VII

Quizzes will be over material discussed in class and textbook reading assignments.

**8. Assessment Report (100 pts. 25%)** ELAR EC-6: I-X; ELAR 4-8: I-VII

The purpose of this assignment is to provide the opportunity for you to become familiar with an informal reading inventory as a diagnostic tool, and identify instructional needs based on the assessment. You will work with an elementary student (K-2). Using the selected reading inventory, you will survey, assess, and evaluate the strengths, needs, and next learning steps for the student. You will plan for two lessons that address the needs identified in the assessment/evaluation process. You will submit an assessment report, lesson plans, and reflections.

1. Assessment Report: The IRI and all records forms.
2. Diagnostic Statements: A one-page report outlining strengths, approximations, and one teaching point as determined by your evaluation of the assessment.
3. Lesson Plan: A one-page plan explaining the teaching point, the materials/resources to be used, teacher activity, and student activity with a formative assessment for the session. Include student demographics, date, time, session length, and other pertinent information.
4. Reflection: A one-page reflective essay noting what you understand about administering assessment and its use in informing instruction.

**9. Final Exam (50 pts. 10%)** ELAR EC-6: I-XII; ELAR 4-8: I-VII

A comprehensive final exam will be given at the end of the semester. It will be short answer.

### Grading Criteria Rubric and Conversion

Assignment	Percentage
Vertical Alignment Analysis Reflection	5%
Read Alouds	10%
Early Reader Activity & Presentation	10%
Handwriting	5%
Narrative and Expository Writing Compositions	15%
Digital Book Review Collection	15%
Quizzes	5%
Assessment Report	25%
Final Exam	10%
Total	100%

**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 dates.
- 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:

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#### SPRING 2019

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January 2,	Priority Deadline for Spring Admissions applications
January 10	Convocation
January 11	Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)
January 14	Add, Drop, and Late Registration Begins for 16- and First 8-Week. \$25 fee assessed for late registrants.
January 14	Classes Begin for Spring Semester
January 16	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
January 21	Martin L. King Jr. Day ( <i>University Closed</i> )
January 22	Deadline to Drop First 8-Week Classes with No Record
January 30	Deadline to Drop 16-Week Classes with No Record
February 22	Student End of Course Survey Opens (First 8-Week Classes)
February 22	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
March 1	Deadline for Graduation Application for Spring Ceremony Participation
March 1	Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)
March 8	Classes End for First 8-Week Session
March 8	Deadline for Spring Admissions Applications
March 10	Student End of Course Survey Closes (First 8-Week Classes)
March 11	Spring Break – No Class ( <i>University Open</i> )
March 11	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)
March 13	Spring Break – No Class ( <i>University Open</i> )
March 14	Spring Break – No Class ( <i>University Open</i> )

March 15	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
March 15	Deadline for Clinical Teaching Applications
March 15	Spring Break – No Class ( <i>University Open</i> )
March 18	Add, Drop, and Late Registration Begins for Second 8-Week Classes. \$25 fee assessed for late registrants.
March 18	Classes Begin for Second 8-Week Session
March 20	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 25	Deadline to Drop Second 8-Week Classes with No Record
April 1	Deadline for GRE/GMAT Scores to Office of Graduate Studies
April 5	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 12	Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Spring Semester
April 26	Student End of Course Survey Opens (16- and Second 8-Week Classes)
April 26	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
May 10	Deadline for Applications for \$1,000 Tuition Rebate for Spring Graduation (5pm)
May 10	Deadline for Degree Conferral Applications to the Registrar’s Office. \$20 Late Application Fee.
May 10	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 10	Spring Semester Ends
May 11	Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 12	Student End of Course Survey Closes (16- and Second 8-Week Classes)
May 14	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
May 14	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@tam.u.edu](mailto:helpdesk@tam.u.edu)

Phone: (254) 519-5466

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

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

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## **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](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),  
[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),  
[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 at (254) 519-5797. 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) 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](https://www.tamuct.edu/student-affairs/index.html) 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](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 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](mailto: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 [WOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto: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) [http://tamuct.libguides.com/index].

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### **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.**

**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 during the class period since it involves interactions of students, instructor, and content. Three class absences for any reason will result in lowering the final grade by a letter grade. Four or more absences will result in failure of the class. All tardies will or early departures will result in the loss of professionalism points. In addition, two tardies or early departures will count as one absence. Students missing class are responsible for notes, handouts, assignments, and any changes in schedules. Your commitment to becoming the best teacher possible includes regular, timely attendance and participation.

**Late Work:** Work is due according to the course calendar. 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 due date. If the assignment is due on Canvas, and it is late, the assignment date will not be reopened. Supplemental assignments are not available.

**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, to 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 will result in deduction in professionalism points.

**Copyright Notice.**

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