

READ 4305-110, Classroom Reading Instruction
Fall 2020
Texas A&M University - Central Texas
Tuesday and Thursday Online

COURSE DATES, MODALITY, AND LOCATION

This course meets online, with some supplemental readings and activities made available online and/or on Canvas [<https://tamuct.instructure.com>]. Field experience required – 12 hours instructional videos, 10 min. increments for 12 days in a 6 week period.

Tuesday & Thursday – Online/ WebEx 6pm *See calendar for dates* WebEx will be recorded in case a student cannot be present at time of meeting.

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Ruth Lake, M.Ed.

Office: WH 322

Work Phone: (254) 519-5485, Cell Phone: (254) 291-6708

Email: laker12@tamuct.edu

Student-instructor interaction:

I will respond only to email sent to the above email account and to messages sent through a myCT email account. You may expect a response to your email message within 24 to 48 hours except on weekends. You may also call at the above number or make an appointment during my office hours.

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 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.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

- Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
- o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.
 - Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
 - Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
 - The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

COURSE INFORMATION:

Catalog Description

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. Prerequisite: Admission into the Teacher Education Program; Field experience required.

Course Objective

Upon successful completion of this course, the preservice teacher will understand and apply knowledge of the stages of literacy learning, the reading and writing processes, and the use of formal and informal assessment in literacy in elementary classrooms.

Student Learning Outcomes:

The candidate will

1. Investigate the TEKS as they relate to components of this course.
2. Apply concepts and strategies learned in previous reading courses.
3. Identify current national and state initiatives in reading and develop strategies for addressing the Reading STAAR and Reading/Language Arts TEKS in the classroom.
4. Apply strategies for teaching decoding skills, reading strategies, and phonemic awareness.
5. Characterize, analyze, and apply a variety of approaches to teaching reading using basal readers, reading workshop, and guided reading.
6. Develop a plan for implementing reading instruction (approaches, materials, classroom organization, schedule, assessment, integration of current reading programs).
7. Define instructional adaptations to meet the needs of ELL students.
8. Assess students in reading and writing and use the assessment to drive instruction.

9. Analyze and clarify their personal beliefs about the reading process and how these beliefs are reflected in their teaching/learning practices.
10. Maintain a professional attitude throughout the semester.
11. Students in a Capstone course will apply their integrated understandings and competencies in authentic teaching/learning environments with public school age students and will a) assess students in reading and use the assessment to drive instruction, 2) develop a plan for implementing reading instruction using the workshop format (approaches, materials, classroom organization, schedule, assessment, integration of current reading programs), and reflect upon daily practice and adjust future teaching to accommodate next learning steps.

Competency and Goals Statements:

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 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.

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.

Required Reading and Textbook

Fisher, D., Frey, N., & Akhavan, N. (2020). This is balanced literacy (1st ed.). Thousand Oaks, California: A SAGE Co.

ISBN (Fox, 2014)-13: 978-1544360942

Fox, B. (2014). Phonics and word study: For the teacher of reading. (2014). Upper Saddle River. Pearson. ISBN 13:9780132838092

N.B. 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.

Other Required Materials:

Texas Educator Standards:

[http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/Texas Essential Knowledge and Skills \(TEKS\), Chapter 110: ELAR grades K-8](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/Texas_Essential_Knowledge_and_Skills_(TEKS),_Chapter_110:_ELAR_grades_K-8)

<http://www.tea.state.tx.us/index2.aspx?id=6148>

COURSE REQUIREMENTS

1. Guided Reading Lesson Analysis and Micro-teach: (10 points)

Part 1 You will observe a guided reading lesson and use a guided observation tool to record your observations. You will then write a narrative report (1 page maximum) correlating the observed elements of the guided reading lesson with observed student need. You are thinking in terms of “Why did the teacher do what she did when she did it?” “What student behaviors provided evidence for specific decisions made by the teacher?”

Part 2 This assignment is to demonstrate your understanding of teaching literacy development. You will present a guided reading lesson through a whole class micro-teach.

2. Phonics and Word study lessons (5) 4 points each (20 points)

You will create and teach six phonics/word study mini lessons that follow the TEKS for K-3. You will create video lessons using Power Point or WebEx. Phonics videos- 2-Single letter consonants/Vowels (one each); 2-Consonant digraphs and blends/ syllable and accent patterns (one each); 1-Word study: Morphemes, prefixes, suffixes, contractions and compound words (choose one topic).

3. Book Analysis Project: (10 points)

Choose 3 pieces of children’s literature (1 must be from a basal reader); level each piece using your knowledge of supports and challenges. Summarize the story attending to plot, setting, character, and theme. Include how the book might be used with children of diverse reading ability. Finally, justify your decision-making regarding the level in a one-page report. The total assignment will be three pages in length.

4. Balanced literacy lessons (5) 6 points each: (30 points)

This assignment will consist of a 5 balanced literacy lessons to include, interactive read-alouds, shared readings, close reading, whole class writing instruction, small group instruction-reading and writing. You will create video lessons using Power Point or WebEx.

5. Interactive Notebook: (10 points) Notes will be done on the reading material. These

will be turned in at the beginning of class. Each one is worth 2 points, there will be 5 checks to equal 10 points.

6. Discussions: (10 points)

You are expected to participate in online discussions on Canvas.

7. Final Exam: (10 points)

A cumulative final will be given at the end of the semester. Final – 10 points

Grading Criteria Rubric and Conversion				Final grades will be based on the following scale.	
Assignment	Points			Points	Final Grade
Guided Reading Lesson Analysis and micro-Teach	10	BL lessons (5) 6 points each	30	90 – 100	A
Phonics /Word study lessons (5) 4 points each	20	Exam	10	80 – 89	B
Book Analysis Project	10			70 – 79	C
Notebook check	10	Total	100	60 – 69	D
Discussions	10			< 60	F

Posting of Grades

Grades will be posted on Canvas. Grades will be generally posted one week after the assignment is submitted, depending upon the assignment. This timeline does not apply to late work.

The instructor is not responsible for assignments that are not collected during the class period they are returned.

COURSE OUTLINE AND CALENDAR

DATE	OBJECTIVE/TOPIC	Due Dates
Aug 25 Canvas	Literacy Essentials, Course overview, & Syllabus	BL ch. 1 Defining balance WebEx Meeting 6pm
Aug 27 Canvas	Reading Instruction Across the Continuum Read-aloud; Whole class rdg/writing instruction	BL ch. 2, 3 Interactive notebook-1 WebEx Meeting 6pm
Sept 1 Canvas	General Knowledge and Concepts	P&W Part 1
Sept 3 Canvas	Lesson Planning; Shared Reading; Collaborative R&W	BL ch. 4 Interactive notebook-2 WebEx Meeting 6pm
Sept 8 Canvas	Phonics instruction-cracking the code/Single letter consonants	P&W Part 2
Sept 10 Canvas	Book Analysis Project Small group rdg Working with struggling readers/vocabulary instruction	BL ch. 5, 6 Interactive notebook-3 WebEx Meeting 6pm
Sept 15 Canvas	Consonant digraphs and consonant blends	P&W Part 3
Sept 17 Canvas	Using Texts to Support Learning/Text choice Capstone Overview/Samples Ind. Reading/writing	BL ch. 7, 8 Book Analysis Project WebEx Meeting 6pm
Sept 22 Canvas	Vowels	BL. Ch. 9 P&W Part 4
Sept 24 Canvas	Teacher Decision Making within the GR Lesson Interactive read-aloud video	BL-VIDEO: 1 10 minute mini-lesson WebEx Meeting 6pm
Sept 29 Canvas	A review of phonemes	P&W Part 5
Oct 1 Canvas	Comprehension strategies & Small group instruction for skills	Interactive notebook-4 WebEx Meeting 6pm
Oct 6 Canvas	Onsets and Rimes	P&W Part 6 Interactive notebook-5
Oct 8 Canvas	Library day- find books for Balanced literacy lessons	Library day
Oct 13 Canvas	Syllable and accent patterns	P&W Part 7

Oct 15 Canvas	Morphemes, Prefixes, Suffixes, Contractions, and compound words	P&W Part 8 WebEx Meeting 6pm
Oct 20 Canvas	Phonics videos- Single letter consonants; Vowels	P-VIDEOS: 2 -10 minute mini-lessons
Oct 22 Canvas	Literacy Block: Guided reading lesson observation- WebEx	Guided Reading Lesson analysis WebEx Meeting 6pm
Oct 27 Canvas	Phonics videos- Consonant diagraphs and blends; syllable and accent patterns	P-VIDEOS: 2 -10 minute mini-lessons
Oct 29 Canvas	Literacy Block: Guided reading micro-teach	Guided Reading Micro teach WebEx Meeting 6pm
Nov 3 Canvas	Phonics videos-Word study: Morphemes, prefixes, suffixes, contractions and compound words.	P-VIDEO: 1 10 minute mini-lesson
Nov 5 Canvas	Literacy Block: Shared Reading video	BL-VIDEO: 1 10 minute mini-lesson WebEx Meeting 6pm
Nov 10	Literacy Block: Close reading	BL-VIDEO: 1 10 minute mini-lesson
Nov 12 Canvas	Literacy Block: Whole group writing video	BL-VIDEO: 1 10 minute mini-lesson WebEx Meeting 6pm
Nov 17	Literacy Block: Small group instruction video	BL-VIDEO: 1 10 minute mini-lesson
Nov 19 Canvas	All interactive notes due	ALL NOTES DUE WebEx Meeting 6pm
Nov 26	Thanksgiving Break	BREAK
Dec 3 Canvas	Review for final exam	All discussions are due WebEx Meeting 6pm
Dec 10 Canvas	Final Exam	

NOTE: Schedule is subject to change to meet the needs of the partnering elementary school.

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

We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

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.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

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 the [Drop Request](#) Dynamic Form through Warrior Web.

[[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-](https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612)

[46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612](https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612)].

Faculty 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. Once you submit the completed 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), [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), [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](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored

on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@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 except writing support. Access Tutor.com through Canvas.

University Writing Center: The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering 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. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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 making an appointment via [WOnline](https://tamuct.mywconline.com/) [<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) [http://tamuct.libguides.com/index].

For Fall 2020, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

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].

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, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) 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:

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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Field Experience: Texas A&M University-Central Texas students working toward becoming teachers are guests in the schools in which they are placed. You are expected to follow the school's dress code policy while there. You must attend all field experience classes. Because the school allows us to come, please discuss any schedule changes with the cooperating teacher and the CIS.

Attendance and Late Assignment Policy:

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. Tardies will result in the loss of professionalism points. Four (4) times a student is tardy for 15 minutes or more is equal to 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 an 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.

The content in this syllabus is subject to change.

