

READ 3311-110, 10776, Literacy Instruction I

Spring 2021

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This is a 16 week, 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. The course meets synchronously (face-to-face) through Microsoft Teams on Tuesdays and Thursdays from 11:00am-12:15pm. Each class day you will login to Canvas and access Microsoft Teams through your university email.

This is a Service-Learning (*SL) course and requires students to engage with the community in a manner that supports course content. Service learning will take place at Fairview/Miss Jewell Elementary School on Thursdays for 10 weeks (see calendar). Prior to attending the elementary school, you must complete an online background check. The TAMUCT Director of Field Experiences and External Partnerships will provide additional information during class.

In regard to COVID-19 pandemic concerns, your safety and the safety of others is a priority. You must notify me of your quarantine requirements in order for me to best assist you with virtual opportunities to engage with the community in a manner that aligns to the course content and service learning objectives. Please schedule a meeting as early as possible.

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Chelsea Herndon, Ph.D.

Office: Warrior Hall 322E

Phone: 205-447-0653

Email: Chelsea.Herndon@tamuct.edu- Please contact me by email instead of Canvas messages.

Office Hours: I will be holding virtual office hours on Mondays and Wednesdays from 10:00am-12:00pm. Because they are virtual, we can meet through Microsoft Teams or talk on the phone. You may email me anytime to make an appointment outside of office hours.

Student-instructor interaction

I am usually very quick to respond to emails. However, I still reserve the right to respond within 24 hours during weekdays. Many times, it is easier for me to clarify questions over the phone. If you prefer to contact me via phone, you may call or text my cell phone between 8:00am-5:00pm Monday-Friday. When leaving a message, please leave your name and question.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email,

text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

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

Course Overview and description

This course addresses the theory and practice of teaching early reading. Takes into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. Study characteristics of typical and atypical reading development in the emergent/early learner, explore materials, procedures, assessments and instructional methods.

Overview

Topics include reading instruction, assessment, instructional strategies, foundational reading skills, theories of learning, oral language, writing, strategy building, comprehension, vocabulary, word identification, reading difficulties, second language acquisition, phonological and phonemic awareness.

Student Learning Outcomes (SLOs)

The learner will:

- (1) demonstrate understanding of applicable Texas Essential Knowledge and Skills (TEKS) and *Texas Prekindergarten Guidelines* pertaining to reading and literacy.
- (2) describe stages of oral language development, including second language acquisition; and, analyze the role of phonological and phonemic awareness in the development of reading.
- (3) discuss the necessity of word identification skills and effective strategies/instructional methods for decoding and word study; print awareness; explicit, systematic, sequential, strategic phonics instruction; and vocabulary development.
- (4) use developmentally appropriate research and evidence-based assessment and instructional practices to promote development of grade-level reading fluency and comprehension.

Competency Goals Statements (certification or standards)

https://tea.texas.gov/sites/default/files/tx293_final_framework_3.2020.pdf

Comp. 2. Science of Teaching Reading: Foundations of Literacy Assessment

Comp. 3. Science of Teaching Reading: Oral Language Foundations of Literacy Dev

Comp. 4. Science of Teaching Reading: Phonological and Phonemic Awareness

Comp. 5. Science of Teaching Reading: Print concepts and Alpha Knowledge

Comp. 6. Science of Teaching Reading: Phonics and Other word identification skills

Comp. 7. Science of Teaching Reading: Syllabication and Morphemic Analysis Skills
Comp. 8. Science of Teaching Reading: Reading Fluency

Service Learning

A course-based, credit-bearing, educational experience in which students learn to relate theory to practice by participating in an organized service activity that meets identified community needs and then by reflecting upon the service activity in such ways as to meet instructional objectives, and gain a broader appreciation for the discipline and an enhanced sense of civic responsibility.

TAMUCT Learning Outcomes of Service-Learning (*SL)

1. **Analysis of knowledge:** Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.
2. **Diversity of communities and cultures:** Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.
3. **Civic action and reflection:** Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.
4. **Civic contexts/structures:** Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.

Required Reading and Textbook(s)

Moates, L. (2020). *Speech to Print: Language Essentials for Teachers* (3rd ed.). Brookes Publishing.

Honig, B. (2018). *Teaching Reading Sourcebook* (3rd ed.). Academic Therapy Publications.

Materials for Service Learning

- Plastic tiles with lower and uppercase letters of the alphabet
- Tri-fold board
- First grade lined paper

COURSE REQUIREMENT

Service-Learning Assignments

In order to relate theory to practice, you will tutor a struggling first grade student at Fairview/Miss Jewell Elementary school on Thursdays for 10 weeks (see calendar). Several of your assignments stem from this experience (pre assessment form, reflection and plan, literacy report, letterbox lesson video, and scaffolding oral reading video). The tutoring program will follow a specific four part lesson model that incorporates phonemic awareness, decoding, oral reading, and writing.

Pre Assessment Form

10 points

During the first week of tutoring you will use various research and evidence-based assessments to assess your first grade student's reading ability. The purpose of this assignment is for you to analyze and interpret the pre assessment data that you collect to determine your student's reading level and instructional needs. You will then use this information to drive your future reading instruction for the following 8 weeks. Use the rubric and resources provided on Canvas to analyze your assessments and guide your thinking. (SLOs 2, 3, 4) (*SL 2, 3)

Reflection and Plan

25 points each x 9 = 225

Each week you will reflect on your tutoring experience by writing a reflection using the 5R Model for Reflection. The weekly prompts will be provided to you and align with instructional objectives. Additionally, you will submit a plan for the next week's lesson. After my initial grade, you may resubmit your assignment for additional 50% credit. Use the rubric and resources provided on Canvas to guide your thinking (SLOs 2, 3, 4)(*SL 1, 2, 3, 4)

Literacy Report

50 points

To conclude your tutoring experience, you will administer posttests on the 10th week of tutoring. You will use the pre and post assessment data to develop a literacy report detailing your student's progress and current instructional needs. The literacy report must include instructional teaching suggestions for the teacher and future tutors. Use the rubric and resources provided on Canvas to guide your thinking. (SLOs 2, 3, 4) (*SL 1,3,4)

Letterbox Lesson

10 points

To demonstrate the relation of theory to practice, you will film and submit two exemplary lessons (letter box lesson and scaffolding oral reading). Use the rubric and resources provided on Canvas to and guide your thinking. (SLOs 3, 4) (*SL 1,3,4)

Scaffolding Oral Reading

10 points

To demonstrate the relation of theory to practice you will film and submit two exemplary lessons (letter box lesson and scaffolding oral reading). Use the rubric and resources provided on Canvas to guide your thinking. (SLOs 3, 4)(*SL 1,3,4)

Theory Assignments

Emergent Literacy Lesson

25 points

In this course we will examine Chall's (1996) six stages of reading development framework. You will design lessons to meet the needs of students in the first three stages. During stage 0, pre-reading, children are developing phonemic awareness and letter recognition.

The purpose of this assignment is for you to develop a reading lesson for a child in Chall's pre-reading phase (appropriate for the PreK-K classroom). Additional components must include the use of appropriate assessment, critical reflection, and peer review. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking.

When we meet in class the following day, you will peer edit using the provided rubric. The comments you provide your partner can earn you up to two points of extra credit. You may then make corrections to your lesson plan and resubmit it to Canvas for final grading. Any possible bonus points earned from peer editing will be added to the score you receive from my grading. (SLOs 1,2,3)

Beginning Reading Lesson

25 points

In this course we will examine Chall's (1996) six stages of reading development framework. You will design lessons to meet the needs of students in the first three stages. During stage 1, initial reading and decoding, children are developing the ability to make sight words through orthographic mapping and read text with previously taught vowel correspondences and high frequency words.

The purpose of this assignment is for you to develop a reading lesson for a child in Chall's initial reading and decoding stage (appropriate for the first grade-early second grade classroom). Additional components must include use of appropriate assessment and critical reflection. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking.

As an asynchronous activity the following Thursday, you will have the optional opportunity to peer edit using the provided rubric (through random assignment on Canvas). The comments you provide your partner can earn you up to two points of extra credit. You may then make corrections to your lesson plan and resubmit it to Canvas for final grading. Any possible bonus points earned from peer editing will be added to the score you receive from my grading. (SLOs 1,2,3)

Growing Fluency Lesson

25 points

In this course we will examine Chall's (1996) six stages of reading development framework. You will design lessons to meet the needs of students in the first three stages. During stage 2, confirmation and fluency, children are developing the ability to read familiar text with increasing fluency (accuracy, rate, and expression) with their sight word vocabulary.

The purpose of this assignment is for you to develop a growing fluency lesson for a child in Chall's confirmation and fluency stage (appropriate for the second grade-third grade classroom). Additional components must include use of appropriate assessment and critical reflection. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking.

As an asynchronous activity the following Thursday, you will have the optional opportunity to peer edit using the provided rubric (through random assignment on Canvas). The comments you provide your partner can earn you up to two points of extra credit. You may then make corrections to your lesson plan and resubmit it to Canvas for final grading. Any possible bonus points earned from peer editing will be added to the score you receive from my grading. (SLOs 2,3,4)

Decodable Text

25 points

Decodable text is often used with beginning readers and provides practice with specific vowel correspondence patterns that were previously taught in a sequential order. The purpose of this assignment is for you to create a decodable book that could be used in a beginning reading lesson.

Use the rubric and resources provided on Canvas to develop your book and guide your thinking. As an asynchronous activity the following Thursday, you will have the optional opportunity to peer edit using the provided rubric (through random assignment on Canvas). The comments you provide your partner can earn you up to two points of extra credit. You may then make corrections to your lesson plan and resubmit it to Canvas for final grading. Any possible bonus points earned from peer editing will be added to the score you receive from my grading.(SLOs 1, 2,3)

Lesson Design Website

50 points

We will publish a class website consisting of your decodable book, emergent literacy lesson, beginning reading lesson, and growing fluency lesson. Your lessons will be published on your own public web page (Google Sites and Adobe Spark are easy to use). The design index page on our class website will link to each of your lessons. For privacy concerns, the index page will only be made available to students enrolled in the course through Canvas during the semester. After the term has ended, you may delete your lessons from your web page. If you do not wish for your design to be published, I will remove your lesson links from the index after the class presentation is completed. Use the rubric and resources provided on Canvas to develop your webpage You will present your published lessons to your peers in class for a portion of the grade. (SLOs 1,2,3,4)

Quizzes

110 points (10 points each)

Brief online Canvas quizzes are designed to assess your comprehension of each reading. Each quiz consists of ten objective questions (multiple choice, true-false, and matching questions) equaling ten points total. You will have 15 minutes to complete each quiz. The Canvas quizzes use the Proctorio secure proctor tool in Canvas. This service is provide for you at no additional cost. Technology requirements include 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. This service is provided for you at no additional cost.

Completing each content literacy guide, provided to you on Canvas in the content literacy guide section, will help you understand the most important ideas and terminology from each chapter as well as guide your thinking. Content literacy guides are only provided for chapters that align to an assigned quiz. You may use the completed guide while taking the quizzes, but not for the final exam. A completed guide will count for 5 points on a floor scale grading system. To submit your guide, upload it as an attachment at the end of your quiz. (**SLOs 1, 2, 3, 4**)

Floor Scale	
Amount Missed	Score
1	10
2-3	9
4-5	8
6-7	7
8-9	6
10	5

Final Exam

100 points

The final exam will be based on both class work and readings. The primary emphasis of the exam comes from the assigned text chapters. The exam will feature both objective questions and brief essay items. You will have 2 hours to complete the exam. The final exam uses the Proctorio secure proctor tool in Canvas. Technology requirements include 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. This service is provide for you at no additional cost. You can best prepare for the final by reviewing previous Canvas quizzes and content literacy guides. We will review for the exam during class the week prior to the exam. (**SLOs 1, 2, 3, 4**)

Extra Credit

10 points

Extra credit is educationally beneficial when designed as opportunities of enrichment. To obtain 10 extra credit points, you may read either of the listed books. You must then submit a reflective essay to Canvas. Your reflection must include information about what you learned,

how you relate to what was mentioned, and how what you have learned has impacted your journey as a future educator. Use the provided rubric on Canvas to guide your thinking. All extra credit assignments must be submitted before the final exam. **(SLOs 1, 3, 4)**

- Wolf, M. (2008). *Proust and the Squid: The Story and Science of the Reading Brain*. Harper Perennial.
- Seidenberg, M. (2017). *Language at the speed of sight*. Basic Books.

Grading Criteria Rubric and Conversion

Grading			
Assignments	Points	Student Learning Outcomes	Service Learning Outcomes
Pre assessment Form	10	2,3,4	2,3
Reflection and Plans (25 points each x 9)	225	2,3,4	1,2,3,4
Letterbox Lesson Video	10	3,4	1,3,4
Scaffolding Oral Reading Video	10	3,4	1,3,4
Literacy Report	50	2,3,4	1,3,4
Emergent Literacy Lesson	25	1,2,3	
Decodable Book	25	1,2,3	
Beginning Reading Lesson	25	1,2,3	
Growing Fluency Lesson	25	2,3,4	
Lesson Design Website	50	1,2,3,4	
Quizzes (10 points each x 11)	110	1,2,3,4	
Final Exam	100	1,2,3,4	
Total Points	665		

Posting of Grades

All assignments will be graded on Canvas. I usually grade assignments very quickly. However, some assignments will take me much longer to grade and provide adequate constructive feedback. Rest assured that I am viewing your assignments in a longer and more thoughtful manner. If you have a question about a graded assignment, do make a comment on the grade on the Canvas assignment but please also email me.

COURSE OUTLINE AND CALENDAR

Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

READ 3311, Literacy Development I Spring 2021 Semester Calendar.

Readings are to be completed *before* the class for which they are assigned. Comprehension of most readings will be assessed by a brief quiz. *Assignments and due dates are subject to change.*

Tuesday/Thursday
11:00am-12:15pm
January 2021

Symbol Key	
Assigned reading 📖	Quiz 🗳️
Written assignments ✍️	Podcast 🎧
Watch 📺	
Optional	
Speech to Print	
Teaching Reading Sourcebook	
Article	

Week	Mon	Tuesday	Wed	Thursday	Fri	Sat	Sunday
Week 1	18	19 📖 The Big Picture 📖 Maryanne Wolf 🎧 Behind the scenes of the National Reading Panel: Tim Shanahan	20	21 📖 Chapter 1: Why Study Language? 📖 Chapter 1: The Structure of English 🎧 What Was the First Language? 🎧 Interview with Dr. Louisa Moats	22	23	24
Week 2	25	26 📖 Chapter 2: Phonetics-The Sounds in Speech 🎧 All the sounds in all the languages - The International Phonetic Alphabet 🎧 Tracing Language Back Through Recorded History	27	28 📖 Chapter 3: Phonology -The Speech Sounds in Use 📖 Chapter 5: Phonological Awareness (pages 116-127) 🎧 Sounds you can't hear - Babies, accents, and phonemes 🎧 Did Cavebabies Say Mama and Papa?	29	30	31 📖 Chapter 1: Why Study Language?

February 2021

Week	Mon	Tuesday	Wed	Thursday	Fri	Sat	Sunday
Week 3	1	2 📖 Chapter 4: The Structure of English Orthography 🎧 Why do C and G come in hard and soft versions? 🎧 English Spelling Is a Beautiful Mess 🎧 Why spelling is hard — but also hard to change	3	4 📖 Chapter 6: Phonics (Page 161-189) 🎧 Schwa, the most versatile English vowel	5	6	7 📖 Chapter 2: Phonetics-The Sounds in Speech and Chapter 3: Phonology-The Speech Sounds in Use
Week 4	8	9 📖 Chapter 6: Phonics (page 190-213) 🎧 Vowel Gymnastics	10	11 FIRST DAY OF TUTORING	12	13	14 ✍️ Pretest assessment form ✍️ Reflection and Plan 1 📖 Chapter 4: The Structure of English Orthography
Week 5 First LBL	15	16 📖 Chapter 6: Phonics (page 214—231)	17	18 📖 The Science of Learning to Read Words: A Case for Systematic Phonics Instruction	19	20	21 ✍️ Reflection and Plan 2 📖 Chapter 6: Phonics (page 190-231)
Week 6	22	23 📖 Chapter 3: Print Awareness	24	25 📖 Decodable Text with Word Families-Tim Raskinski-The "Essentials" of Developing Reading Fluency SEE CANVAS	26	27	28 ✍️ Reflection and Plan 3 📖 Chapter 3: Print Awareness

March 2021

Week	Mon	Tuesday	Wed	Thursday	Fri	Sat	Sunday
Week 7	1	2 📖 Chapter 4: Letter Knowledge	3	4 SEE CANVAS	5	6	7 📖 Decodable Book ✍️ Reflection and Plan 4 📖 Chapter 4: Letter Knowledge
Week 8 Midterm	8	9 📖 Chapter 5: Morphology for Reading, Spelling, and Vocabulary	10	11 🎧 A conversation with Freddy Hiebert Learning parts of words - Morphemes and the wug test	12	13	14 ✍️ Reflection and Plan 5 📖 Chapter 5: Morphology for Reading, Spelling, and Vocabulary
Spring Break	15	16	17	18	19	20	21
Week 9	22	23 📖 Chapter 6: Phonics (page 232—239)* Lesson model for phonograms 📖 Chapter 7: Irregular Word Reading	24	25 🎧 Putting sounds into syllables is like putting toppings on a burger	26	27	28 ✍️ Reflection and Plan 6 📖 Chapter 7: Irregular Word Reading ✍️ Emergent Literacy Lesson
Week 10	29	30 📖 Chapter 8: Multisyllabic Word Reading	31				

April 2021

Week	Mon	Tuesday	Wed	Thursday	Fri	Sat	Sunday
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Week 10				1	SEE CANVAS	2	3	4	Reflection and Plan 7 Chapter 8: Multisyllabic Word Reading
Week 11	5	6	Chapter 9: Fluency Assessment (page - 340-358) A conversation with Tim Rasinski	7	8	9	10	11	Beginning Reading Lesson Reflection and Plan 8
Week 12	12	13	Chapter 10: Fluency Instruction (pages 360-390)	14	15	16	17	18	Reflection and Plan 9 Chapter 9: Fluency Assessment and Chapter 10: Fluency Instruction
Week 13	19	20	Chapter 2: Structure of Spanish	21	22	23	24	25	Chapter 2: Structure of Spanish Fluency Lesson Letterbox Lesson Video Scaffolding Oral Reading Video
Week 14	26	27	A conversation with Elizabeth Jiménez Salinas	28	29	30			

May 2021

Week	Mon	Tuesday	Wed	Thursday	Fri	Sat	Sunday
Week 15	3	4	5	6	7	8	9
		EXAM REVIEW		EXAM REVIEW			Lesson Design Website Literacy Report
Week 16	10	11	12	13	14	15	16
				FINAL EXAM			

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

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.

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->

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, working with others in an unauthorized manner, 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 referred 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 [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [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, 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. 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 Spring 2021 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 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 [WCOonline](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 Spring 2021, 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.

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/compliance/titleix.html) [<https://www.tamuct.edu/compliance/titleix.html>].

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.

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