

## **READ 4304-110, 10786, Reading Across the Curriculum**

### **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 9:30am-10:45am.

Each class day you will login to Canvas and access Microsoft Teams through your university email. \*The Director of Educator Certification & Accountability will provide 240 tutoring for the STR practice exam in March for 30 days. You should schedule your STR exam for April or May of 2021.

### **INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Chelsea Herndon, Ph.D.

**Office:** Warrior Hall 322E

**Phone:** 205-447-0653

**Email:** [Chelsea.Herndon@tamuct.edu](mailto: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**

Theory and instructional strategies for teaching the writing process in elementary and middle schools. Includes stages of the writing process, issues at the different grade levels, teaching with mini-lessons, early literacy, spelling, handwriting, developing listening skills, STAAR writing,

and the use of children’s literature to teach writing. Prerequisite: Admission into the Teacher Education Program; Field experience required.

### **Course Objective**

Upon completion of the course, students will have an understanding of the science of teaching reading. Key components discussed include the five pillar of reading, writing, the reading rope, and assessment. Additionally, students will have the opportunity to apply research to practice in the field, specifically in grades K-2 to implement learning-to-read practices.

### **Student Learning Outcomes**

*The learner will:*

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

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

[https://tea.texas.gov/sites/default/files/tx293\\_final\\_framework\\_3.2020.pdf](https://tea.texas.gov/sites/default/files/tx293_final_framework_3.2020.pdf)

### **Required Reading and Textbook(s)**

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

Gunning, T. (2019). *Creating Literacy Instruction for All Students* (10th ed.). Pearson.

### **Recommended Text**

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

## **COURSE REQUIREMENT**

### **Literacy Word Wall**

*50 points*

This semester you will be introduced to a wealth of terminology relating to scientifically-based reading research foundations and literacy and language development. According to Graves et al. (2014) defining a word and using the word in context, provides multiple exposures to the word, and involves students in discussion and active processing of the word's meaning. It also helps students review the words in various contexts over time.

The purpose of this assignment is for you to create an interactive word wall using Padlet.com and include key literacy terms from the required readings, podcasts, and discussions that include the key scientifically-based reading research foundations needed to understand how reading develops from early childhood through adolescence. Use the rubric and resources provided on Canvas to guide your thinking. **(SLOs 1, 2, 3, 4, 5, 6, 7)**

### **Pre Assessment**

*50 points*

During your require field experience you will select a lower elementary level students (K-2). You will use various research and evidence-based assessments to assess your student's reading ability. The purpose of this assignment is for you to analyze and interpret assessment data that you collect to determine your student's reading level and instructional needs. You will then use this information to plan appropriate hypothetical reading lessons. Use the rubric and resources provided on Canvas to analyze your assessments and guide your thinking. **(SLOs 1, 2, 3, 4, 7)**

### **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 four 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, 7)**

## **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 four 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.

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, 7)**

## **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 four 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.

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, 4, 7)**

## **Reading to Learn**

*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 four stages. During stage 3, reading for learning the new, children have developed the ability to decode words and read text fluently. They are now ready to develop the skills to learn new ideas and information from text (new vocabulary and comprehension strategies).

The purpose of this assignment is for you to develop a reading lesson for a child in Chall's reading for learning the new stage (appropriate for the 4th-6th grade 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, 4, 5, 6, 7)**

### **Text Analysis**

*100 points (50 points each x 2)*

The CCSS defined text complexity in three ways. First, text complexity can be determined with quantitative criteria (sentence length, number of syllables, word length, word frequency). Second, texts should be evaluated qualitatively using criteria such as the depth of ideas, the text organization, and language characteristics. Third, teachers should consider a reader-task analysis and determine what texts to use for what purposes. (Dewitz, Graves, M., Graves, B., & Juel, 2019)

The purpose of this assignment is for you to analyze a text of your choice that can be used in a first through fifth grade classroom. Additional components must include use of appropriate references, critical reflection, and peer review. Use the rubric and resources provided on Canvas to 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. **(SLO 1, 2, 3, 7)**

### **Lesson Design Website**

*50 points*

We will publish a class website consisting of your emergent literacy lesson, beginning reading lesson, growing fluency lesson, and reading to learn 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, 6, 7)**

### 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 provided 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, 5, 6, 7)**

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, 5, 6, 7)**

**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, 2, 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**

Assignments	Points	Student Learning Outcomes
Text Analysis (50 points each x 2)	100	1,2,3,7
Pre assessment	50	1,2,3,4,7
Emergent Literacy Lesson	25	1,2,7
Beginning Reading Lesson	25	1,2,3,7
Growing Fluency Lesson	25	1,2,3,4,7
Reading to Learn Lesson	25	1,2,3,4,5,6,7
Lesson Design Website	50	1,2,3,4,6,7
Literacy Word Wall	50	1,2,3,4,5,6,7
Quizzes (10 points each x 13)	130	1,2,3,4,5,6,7
Final Exam	100	1,2,3,4,5,6,7
<b>Total Points</b>	<b>580</b>	

**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 4304, Reading Across the Curriculum 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  
9:30am-10:45am

Symbol Key	
Assigned reading 📖	Quiz 🗳️
Written assignments 📝	Podcast 🎧
Watch 📺	
Optional	
Speech to Print	
Creating Literacy Instruction for All Students	
Article	

## January 2021

Week	Mon	Tuesday	Wed	Thursday	Fri	Sat	Sunday
Week 1	18	19	20	21 📖 Chapter 1: Why Study Language? 📖 Chapter 1: The Nature of Literacy 📖 The Big Picture 🎧 <a href="#">What Was the First Language?</a> 🎧 <a href="#">Interview with Dr. Louisa Moats</a> 🎧 <a href="#">Hard Words: Why Aren't Our Kids Being Taught to Read?</a>	22	23	24 📝 About me
Week 2	25	26 📖 Chapter 2: Phonetics-The Sounds in Speech 📖 <a href="#">The International Phonetic Alphabet</a> 🎧 <a href="#">All the sounds in all the languages - The International Phonetic Alphabet</a>	27	28 🎧 <a href="#">Tracing Language Back Through Recorded History</a> 🎧 <a href="#">Sounds you can't hear - Babies, accents, and phonemes</a>	29	30	31 📖 Chapter 1: The Nature of Literacy

## February 2021

Week	Mon	Tuesday	Wed	Thursday	Fri	Sat	Sunday
Week 3	1	2 📖 Chapter 3: Phonology -The Speech Sounds in Use 📖 Chapter 5: Phonological Awareness	3	4 📖 Chapter 4: The Structure of English Orthography 🎧 <a href="#">Why spelling is hard — but also hard to change</a> 🎧 <a href="#">English Spelling Is a Beautiful Mess</a> 🎧 <a href="#">Why do C and G come in hard and soft versions?</a> 🎧 <a href="#">Schwa, the most versatile English vowel</a>	5	6	7 📖 Chapter 2: Phonetics-The Sounds in Speech and Chapter 3: Phonology-The Speech Sounds in Use
Week 4	8	9 📖 Chapter 4: Fostering Emergent/Early Literacy 🎧 <a href="#">Did Cavebabies Say Mama and Papa?</a>	10	11 🎧 <a href="#">Why We Stopped Teaching Children How to Read</a> 🎧 <a href="#">Behind the scenes of the National Reading Panel: Tim Shanahan</a>	12	13	14 📖 Chapter 4: The Structure of English Orthography
Week 5	15	16 📖 Chapter 2: Teaching All Students 📖 <a href="#">ADD/ADHD   What Is Attention Deficit Hyperactivity Disorder?</a> 📖 <a href="#">Marianne Wolf</a> 📖 <a href="#">True Literacy: Differentiating Dyslexia From ADHD</a>	17	18 📖 Chapter 5: Teaching Phonics and Syllabic Analysis 🎧 <a href="#">Vowel Gymnastics</a>	19	20	21 📖 Chapter 4: Fostering Emergent/Early Literacy
Week 6	22	23 📖 The Science of Learning to Read Words: A Case for Systematic Phonics Instruction 🎧 <a href="#">Putting sounds into syllables is like putting toppings on a burger</a>	24	25 📖 Chapter 3: Assessing for Learning 📖 <a href="#">Introduction to Reading Assessment</a>	26	27	28 📝 Emergent Literacy Lesson 📖 Chapter 2: Teaching All Students

## March 2021

Week	Mon	Tuesday	Wed	Thursday	Fri	Sat	Sunday
Week 7	1	2 🎧 <a href="#">Decodable Text, Leveled Text, and All the Rest</a> 📖 <a href="#">Decodable Text with Word Families-Tim Rasinski-The "Essentials" of Developing Reading Fluency</a>	3	4 📖 Chapter 5: Morphology for Reading, Spelling, and Vocabulary 🎧 <a href="#">A conversation with Freddy Hiebert</a> 🎧 <a href="#">Learning parts of words - Morphemes and the wug test</a> 🎧 <a href="#">Why We Do Morphology</a>	5	6	7 📖 Chapter 5: Teaching Phonics and Syllabic Analysis 📝 Pre Assessment Form
Week 8 Midterm	8	9 240 tutoring	10	11 📖 Chapter 6: Syntax: How Sentence Work 🎧 <a href="#">Why We Do Syntax</a>	12	13	14 📝 Beginning Reading Lesson 📖 Chapter 3: Assessing for Learning
Spring Break	15	16	17	18	19	20	21
Week 9	22	23 📖 Chapter 7: Semantics- Word and Sentence Meaning	24	25 📖 Chapter 6: High-Frequency Words, Fluency, and Extended Reading	26	27	28 📖 Chapter 5: Morphology for Reading, Spelling, and Vocabulary 📝 Text Complexity Analysis

		<a href="#">Why We Do Semantics</a>		<a href="#">A conversation with Tim Rasinski</a>			
Week 10	29	30 <a href="#">The "Essentials" of Developing Reading Fluency</a> 240 tutoring	31				

### April 2021

Week	Mon	Tuesday	Wed	Thursday	Fri	Sat	Sunday
Week 10				1 Chapter 7: Building Vocabulary 240 tutoring	2	3	4 Chapter 7: Semantics- Word and Sentence Meaning and Chapter 7: Semantics- Word and Sentence Meaning Fluency Lesson
Week 11	5	6 Chapter 8: Comprehension: Theory and Strategies 240 tutoring	7	8 Chapter 9: Comprehension: Text Structures and Teaching Procedures 240 tutoring	9	10	11 Chapter 7: Building Vocabulary
Week 12	12	13 Chapter 10: Reading and Writing in the Content Areas and Study Skills 240 tutoring	14	15 Chapter 11: Reading Literature 240 tutoring	16	17	18 Reading to Learn Lesson Chapter 8: Comprehension: Theory and Strategies and Chapter 9: Comprehension: Text Structures and Teaching Procedures
Week 13	19	20 Chapter 12: Approaches to Teaching Reading 240 tutoring	21	22 Chapter 13: Writing and Reading <a href="#">Interview with Steve Graham on Improving Primary Grade Writing Instruction</a>	23	24	25 Chapter 13: Writing and Reading
Week 14	26	27 Chapter 8: Structured Language and Literacy Instruction 240 tutoring	28	29 Chapter 14: Creating and Managing a Literacy Program 240 tutoring	30		Chapter 12: Approaches to Teaching Reading

### May 2021

Week	Mon	Tuesday	Wed	Thursday	Fri	Sat	Sunday
Week 15	3	4 Exam Review	5	6 Exam Review	7	8	9 Lesson Design Website Literacy Word Wall
Week 16	10	11	12	13 Final Exam	14	15	16

## 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](mailto: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.*

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## 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](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

### **Academic Accommodations**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](#) Canvas page (log-in required)  
[<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](mailto: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](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].

**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.**

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## **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](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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