

**READ 3335 120 Content Area Reading
CRN 11241
Spring 2021
Texas A&M University-Central Texas**

COURSE DATES, MODALITY, AND LOCATION

Tuesday 6:00-8:45 pm

January 19, 2021-May 11, 2020

This is a 100% online course which **meets online from 6:00-8:45 pm on Tuesdays**, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Linda Black, PhD

Office: WH 322P

Phone: 254-519-5795 (Office phone not currently in use) and 832-372-7640 (preferred).

Email: linda.black@tamuct.edu

Online Office Hours: Monday 1-2:15

Tuesday 2-4 pm

Wednesday 11-2:15

Thursday 2-4 pm

Student-instructor interaction You can meet with me virtually during scheduled office hours or by appointment. Often, multiple students ask the same questions via email. In these instances, I typically respond through Canvas in an announcement to clarify concerns for the entire class. I usually respond to emails within 24 hours. Whether texting or leaving a voice mail, please tell me your name (text) and which class you are taking. I usually respond to phone calls or text messages within the hour, unless in a meeting or at a conference.

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- READ 3335. Content Area Reading. 3 Credit Hours.

Students will examine factors that influence learning from content texts and study specific instructional strategies which promote comprehension, vocabulary development, effective study strategies, and test-taking skills. Study ways to modify text for diverse learners and the principles of research-based reading instruction. This is a **Writing Intensive course**, as defined by TAMUCT.

Student Learning Outcomes (SLOs)

1. Identify research-based reading strategies and the corresponding theorist, when appropriate/known
2. Develop writing within the discipline with opportunities to revise drafts to improve writing (WI)
3. Analyze current issues associated with reading instruction,
4. Develop lessons embedded with research-based reading strategies,

5. Differentiate instruction to address the needs of diverse learners (i.e., struggling readers, students with dyslexia, students with exceptionalities, English language learners, culturally and linguistically diverse students)
6. Create an activity that develops students' content area vocabulary

Competency Goals Statements (certification or standards)

<https://tea.texas.gov/sites/default/files/PPr%20EC-12%20Standards.pdf>

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Two Required Textbooks

Vacca, R. T., Vacca, J. A. L. & Mraz, M. (2017). *Content Area Reading: Literacy and Learning Across the Curriculum 12th Edition*. Pearson: Boston, MA. ISBN 978-013-422806-8.

Haynes, J. and Zacarian, D. (2010). *Teaching English Language Learners Across the Content Areas*. Alexandria, VA: ASCD.

*A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Suggested Readings

Tovani, C. (2000). *I Read It But I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publisher: Portsmouth, NH.

Topping, D. & McManus, R. (2002). *Real Reading, Real Writing: Content Area Strategies*. Heinemann: Portsmouth, NH.

Haynes, J. (2007). *Getting Started with English Language Learners: How Educators Can Meet the Challenge*. Alexandria, VA: ASCD.

Digital Polarization Tutorials :

1. Introduction to Web Literacy: <http://tamuct.libsurveys.com/WebLiteracyIntroduction>
2. Investigate the Source: <http://tamuct.libsurveys.com/InvestigateSource>
3. Find the Original Source: <http://tamuct.libsurveys.com/FindOriginal>
4. Look for Trusted Work <http://tamuct.libsurveys.com/TrustedWork>

COURSE REQUIREMENTS

1. Formative Assessment Assignment- 100 pts.- Students will complete various types of formative assignments to process and reflect on learning gained from homework assignments, textbook readings, classroom instruction and discussion, and collaboration with partners and groups. All formative assignments have the opportunity for revision based upon teacher/student communication and feedback. **Supports **Student Learning Outcomes #1-5**

2. Authentic Assessment-Text Set (100 pts.) Students will create an annotated list of reading material, including print and online, about a particular topic in their content area that would be appropriate for students reading at or above grade level, for struggling readers, for English language learners, and for other culturally and linguistically diverse students. The list should be appropriate for grades 4-12. (SLOs 1, 3, 4, and 5.)

3. Authentic Assessment- Teaching A Content Area Reading Lesson (50 pts) Each student will submit a video-taped teaching lesson in a content area (science, ELA, history or social studies, health, math) that includes (1) Direct Instruction of vocabulary, Direct Instruction of content, and includes a before and a during reading strategy. Lessons should be from 4th through 12th grade as appropriate. (Lessons will be 20-25 minutes in grades 4-5 and 30-40 minutes in grades 6-12. Students will have: (a) an activity that engages students (siblings, parents, children, spouse) in learning at least seven but not more than ten vocabulary words; (b) an activity that supports student learning of content during reading; and, (c) a vocab after reading comprehension assessment. All aspects of this lesson will be completed within the allotted time frame. **(SLOs 1, 3, 4, and 5.)**

4. Formative Assessment- Reflection on the Teaching Lesson (50 pts) *WI revisions required

After teaching the lesson, each student will write a 2-3 page reflection describing:

* the process of lesson planning, (5 pts.)

*the selection of vocabulary, (5 pts.)

*the identification of strategies, (5 pts.) and

* their evaluation of the lesson. (5 pts.)

* Student will also include a description of how they would modify the lesson for second language learners the next time it will be taught. (10 pts.)

*All students will receive feedback and resubmit the reflection to improve writing and better understand the nature of reflective practice. (20 pts.) **(SLOs 1, 3, 4, and 5.)**

5. Summative Assessment- Content Area Reading Strategies Portfolio (60 pts) Near the end of the semester, students will choose nine strategies (two before reading strategies, two during reading strategies, and two after reading processing or assessment strategies) that would be appropriate for their content areas. On each typed page of the portfolio, explain how the strategy works, when to use the strategy, and why you chose it for your content area or grade level. **(SLOs 1-5)**

6. Formative Assessment- Research Paper: (50 pts) *WI revisions required. Write a three-page double-spaced essay explaining the importance and benefits to students of using reading strategies in your future content classroom. Use research data from educational studies that are no older than 2005 to support your main points. Use APA format for your paper, using quotation marks and citations for direct quotes, etc. A reference list of at least five sources within the last 15 years is required. All students will receive peer and teacher feedback, and re-submit their essay to improve writing and better understand the nature of educational research and practice.

7. Summative Assessment- (300 pts) Students will complete three 100 pt. quizzes online over course information and skills, including a quiz over the text *Teaching English Language Learners Across the Content Areas*. **(SLOs 1, 3, 4, and 5.)**

Formative Assignments	100 pts.
Text Set	100 pts.
Teaching Lesson and Reflection	100 pts.
Quiz over English language learner text	100 pts.
Portfolio of Strategies	60 pts.
Research Paper	50 pts.
Mid-Term and Final Quizzes	200 pts.

Grading Criteria Rubric and Conversion

To determine your grade, take your points earned and divide by the number of points possible. Letter grades for the course will be determined as follows:

90-100%	= A
80-89%	= B
70-79%	= C
60-69%	= D
Below 60%	= F

Posting of Grades

Grades from assessments will usually be posted within seven working days, unless it is a major assignment. Posting of major assessment grades will be discussed in class.

Grading Policies

Quality of Assignments- High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.). All assignments are to be submitted in a timely, professional manner. This includes proper use of Standard English, correct grammar and spelling, and appropriate formatting. Remember that the quality of work you present reflects your desire to be a professional educator. **All submitted work should be typed unless otherwise noted.**

Course Outline, Calendar, and Topics

Week/Date	Topics	Assigned Reading
Week #1 1/19	Course Expectations; Building Relationships with Students; Content Literacy in a Standards-Based Curriculum; “Old” and “New” Literacies; Disciplinary Literacy	
Week #2 1/26	Culturally Responsive Teaching; Who is an English language learner/2 nd language learner/multilingual learner?	Vacca Ch. 3
Week #3 2/2	Caring and Respect for Diverse Learners; Stages of Language Acquisition	Haynes Ch. 1
Week #4 2/9	Assessing Students and Texts; Readability and Accessibility;	Vacca Ch. 4, 10, 11
Week #5 2/16	Planning Instruction for Content Literacy; Texas Standards ELPS; Before Reading Strategies	Vacca Ch. 5
Week #6 2/23	Activating Prior Knowledge, Setting the Stage, Establishing a Purpose;	Vacca Ch. 6 Haynes Ch. 2
Week #7 3/2	Guided/During Reading Comprehension Strategies	Vacca Ch. 7 Haynes Ch. 3 & 5
Week #8 3/9	Studying Texts, Text Structure, Graphic Organizers, Summaries, Note-taking	Vacca Ch. 10
Week #9 3/23	Developing Vocabulary and Concepts	Vacca Ch. 8 Haynes Ch. 4
Week #10 3/30	“After” Reading Strategies for Processing/Practice/Application	

Week #11 4/6	“After” Reading Strategies for Assessment;	
Week #12 4/13	Homework and Assessment for English language learners	Haynes Ch. 7
Week #13 4/20	Communicating Effectively with Parents	Haynes Ch. 8
Week #14 4/27	Writing and Literacy; Visual Literacy; Electronic Texts; Review for Final Quiz	Vacca Ch. 9 Haynes Ch. 6
Week #15 5/4	Final Quiz (optional day) and Assignments due	

Week # 10
Week # 12

Important University Dates

<https://www.tamuct.edu/registrar/docs/2020-2021-academic-calendars-and-final-exam-schedule.pdf>

University Closed- Spring Break March 15-19, 2021

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements- This course meets during the designated time. A computer or device equipped with a camera is essential for this course and the camera needs to be turned on during class.

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.

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 a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, 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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, 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.

OTHER 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. Copyright. 2020 by Linda Black at Texas A&M University-Central Texas, College of Education; 1001 Leadership Place, Killeen, TX 76549; 254-519-5795, linda.black@tamuct.edu.

Class Attendance

Regular, punctual attendance, documented participation, and submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Failure of students to adhere to these requirements may influence the course grade, financial assistance, and/or enrollment status. Students may be excused from attendance for reasons such as health/medical reasons, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Make-up work must be completed as soon as possible after returning from an absence.

A. Personal Days-Students are expected to attend all classes, arrive on time, sign in, and actively participate in class, including online courses. Students are allowed **two “personal days” of absence that they may take at their discretion, but only with prior notification**. You may notify the instructor by phone, email, or during class time.

B. Excused Absences-You also have officially excused university days available to you that are covered under university policy- health-related issues, family emergencies, and student participation in university-related activities. Sick days and university-related activities require appropriate documentation so that any missed work may be completed.

C. UNEXCUSED ABSENCES- If there is a situation for an absence beyond your two personal days, please communicate with your instructor. **It is YOUR responsibility to NOTIFY the instructor if you are going to be absent.**

D. Tardies- Two tardies of over 20 minutes late will count as one absence, unless there are extenuating circumstances. This is the same rule as in Clinical Practice (Student Teaching).

E. LATE WORK POLICY- Missed exams and quizzes may only be re-scheduled in cases of excused absences and must be made up within 2 weeks of the original date. Late work on major grades will be accepted for no penalty for university-excused absences. For other late work due to extenuating circumstances, please speak with the professor privately. Late work of assignments worth more than 20 pts. may be accepted up to a week late by the professor with extenuating circumstances- speak with your instructor.

Mobile technology: Please turn off any mobile phones prior to the beginning of class unless we are using them to complete a class assignment. If you are expecting an important call during class time, please inform the instructor before class.

Code of Ethics for Texas Educators

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at [https://tea.texas.gov/Texas Educators/Investigations/Preliminary Criminal History Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <<http://www.texas.ets.org/registrationBulletin/>>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas.

Participation, Personal Responsibility and Professional Dispositions

Stay in Touch with the Instructor

Teaching well takes serious effort and commitment. You have not chosen an easy job, but you have chosen an important and rewarding job. As a teacher, you are responsible for helping students learn and grow. What you do as a teacher will make a difference in students' lives. There is much to do to prepare for taking on the demands of leading a classroom so we ask you to put in your best effort. This class will require you to stay on top of your work. If you find yourself stumbling, overwhelmed, or generally stressed out, that's a signal to get in touch with me. We will set up a time to meet or talk. I will offer support and try to figure out how to help you balance these demands and learn so that you are prepared to teach.

Discussions

Discussions will take place at table groups and as a whole class, and ONLINE. I expect you to share your ideas, listen to and try to understand the ideas of others, ask each other questions about the topic of discussion and ideas shared, build on each other's ideas, cite examples from the texts or your experiences to support your ideas, and treat each other with respect. As a participant in discussions, do what you can to encourage your peers to participate, move the discussion forward, and make the classroom safe for different perspectives. Consider these behavioral practices and cautions to support active listening as you participate in class: Good practice includes looking at the person who is talking to you; making an effort to hear the exact words the speaker is saying; reflecting back what you hear; responding to others' ideas by extending, supporting, or challenging those ideas with your own thoughts; using specific examples from course readings to support your ideas or connect to the ideas of others; use nodding or other signs to show that what a classmate says matters. Some cautions to avoid include interrupting before the person has finished speaking, being preoccupied with other things, conveying immediate disagreement or impatience by how you look at the person, or quickly suggesting other perspectives without understanding those of the speaker.^a

^a In constructing this syllabus I drew on the ideas of several people and appreciate their good thinking and generosity: Vicki Thomas of Stephen F. Austin state University; Erik Byker of The University of North Carolina at Charlotte and Chauncey Montesano of The University of Michigan.