

READ 3335.115 Content Area Reading
CRN 10535
Spring 2023
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This course meets **once a week online** on **Wednesdays** from 6:00-8:45 pm from **January 18, 2023** to **March 10, 2023**, and also with supplemental assignments made available online through the A&M-Central Texas Canvas Learning Management System <https://tamuct.instructure.com/>. **A computer or device equipped with a camera is essential for this course and the camera is required to be turned on during class.**

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Linda Black, PhD
Office: Warrior Hall 322P
Phone: 832-372-7640 (preferred).
Email: linda.black@tamuct.edu

Office Hours:

MW 11am-12 noon, 1-4:00pm Phone 832-372-7640
Tuesday 10:45am-11:45am, 2-4 pm Campus office
Thursday 10:30am-11:30pm, Campus office
M-TR 9am-5 pm Online email linda.black@tamuct.edu

Student-instructor interaction You can meet with me 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 the Announcement tab of your course to clarify concerns for the entire class. I respond to emails within 24 hours. Whether texting or leaving a voice mail, please tell me your name and which class you are taking. I usually respond to phone calls or text messages the same day, unless in a meeting or out of town 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.

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

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages.

All students automatically receive email and text messages via their myCT accounts. Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app. You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the SafeZone website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o iPhone/iPad: [<https://apps.apple.com/app/safezone/id533054756>]
 - o Android Phone / Tablet
[<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

COURSE INFORMATION

Course Overview and Description READ 3335-3 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 as well as 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, English language learners, culturally and linguistically diverse students, students with dyslexia (EDUC 4337), students with exceptionalities (EDUC 4337)).
6. Create an activity that develops students' content area vocabulary

Competency Goals Statements (certification or standards for pre-service educators)

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

Domain III — Implementing Effective, Responsive Instruction and Assessment

Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process.

The beginning teacher:

H. Provides focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in listening and/or speaking in accordance with the ELPS.

I. Provides focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in reading and/or writing in accordance with the ELPS.

J. Develops the foundation of English language vocabulary, grammar, syntax and mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the ELPS.

Texas Standards Website- On the following website, scroll down to the chart to locate TEKS for different content areas, and below the chart for ELPS, CCRS, & Cross Disciplinary standards.

<https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills>

ISTE Technology Standards

<https://www.iste.org/standards/iste-standards-for-teachers>

Required Textbooks

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

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.

*Other required readings will be posted on the course website throughout the course.

Suggested Readings (Optional)

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

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.

Course Requirements/Assignments/Assessments

COURSE REQUIREMENTS

1. Formative Assessment Assignments: Two Class Presentations- 50 pts. each- Each student will explain and demonstrate one BEFORE and one DURING reading strategy to the class as researched in homework assignments, textbook readings, classroom instruction, and other sources. **Supports Student Learning Outcome (SLOs) #5

2. Authentic Assessment- Teaching A Content Area Reading Lesson (50 pts) WI revisions opportunity. Each student will submit a video-taped teaching lesson in a content area (ELA, history or social studies, music, math) that includes (1) Direct Instruction of vocabulary terms, Direct

Instruction of content, and includes BOTH a before and a during reading strategy. Lessons should be from 3rd through 12th grade as appropriate. (Lessons will be 25-30 minutes in grades 3-5 and 30-45 minutes in grades 6-12. Students will have: (a) a Before Reading activity that engages students (siblings, parents, children, spouse, friend, colleague) in learning at least six but not more than eight vocabulary words and; (b) an activity that supports student learning of content During reading. All aspects of this lesson will be completed within the allotted time frame. (SLOs 1, 3, 4, and 5.)

3. Formative Assessment- Reflection on the Teaching Lesson (Paper) (50 pts) *WI revisions opportunity. After teaching the lesson, each student will write a 2-3-page reflection paper describing:

- the process of lesson planning (one paragraph), (5 pts.)
- the selection of vocabulary (one paragraph), (5 pts.)
- the choice of strategies (one paragraph), (5 pts.) and
- their evaluation of teaching the lesson (one paragraph). (5 pts.)

e. Each student will also include a description of how they would modify the lesson for emergent bilinguals the next time it will be taught. (10 pts.)

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

4. Summative Assessment- Content Area Reading Strategies Portfolio (70 pts) *WI revisions opportunity. At the end of the semester, students will choose seven strategies (two before reading strategies, two during reading strategies, two after reading processing or assessment strategies, and one writing strategy) that would be appropriate for their content area and grade level. On each typed page of the portfolio: (a) list the strategy in the title (b) explain how the strategy works, (c) explain when would be the most appropriate times to use the strategy and WHY according to what we have learned in class, and (d) why you chose it for your content area or grade level. (SLOs 1-5)

5. Summative Assessment- (300 pts) Students will complete two assessments over course information and skills, including a mid-term quiz and a final exam. (SLOs 1, 3, 4, and 5.)

6. Attendance, Participation & Professional Dispositions- (100 pts.) At this point in each student's professional development, the College of Education and Human Development expects pre-service candidates to demonstrate a wide range of professional dispositions, to include: attendance, punctuality, class participation, adherence to professional ethics, collaboration, commitment to diversity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student focus.

A. Students are allowed one day of absence in an 8-week course that they may take at their discretion, but only with prior notification.

B. Each student is required to participate in class at least twice if not more during a class period. A computer or device equipped with a camera is essential for this course and the camera is required to be turned on during class.

Two Presentations of Strategies	100 pts.
Teaching Lesson and Reflection	100 pts.
Quiz over English language learner text	100 pts.
Portfolio of Strategies	70 pts.
Final Exam	100 pts.
Attendance and Participation	100 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 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 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.**

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 will be accepted for no penalty for university-excused absences. For other late work due to extenuating circumstances, please speak with the professor privately.

Course Outline and Calendar

Week	In Class Topics	Homework
January 18	-Introductions, syllabus, course expectations; Getting to Know You for You and for Your Future Class -What is traditional literacy, 21 st century literacy, content literacy and digital literacy? - Basic facts about content area literacy curriculum in Texas, including standards TEKS, ELPS, CCRS, & Cross Disciplinary -Basic stats for % of emergent bilinguals in U.S., Texas, and area school districts.	- What does it mean to be literate in my content area? Reasons why literacy is important, including content literacy. -Study guide for Ch. 1 & 2 for <i>Getting Started with English Language Learners</i>
January 25	- Share with class what it means to be literate in your content area. -Review ELPS for working with English language learners	-Quiz over <i>Getting Started</i> text Feb. 8, plus terms: 21 st century literacy vs. traditional literacy, disciplinary literacy, comprehensible input and output, BICS,

	<p>-Review Study Guide for Ch. 1 & 2</p> <p>-Complete study guide for Ch. 3-4 of <i>Getting Started with English Language Learners</i> in class</p> <p>-Review the state guidelines for modifications for emergent bilinguals (English language learners)</p>	<p>CALP, sheltered text, plus study guide for multiple choice and short answer questions.</p> <p>-Bring Vacca and Vacca text for next class.</p>
February 1	<p>--Complete study guide for Ch. 5-6 of <i>Getting Started with English Language Learners</i> in class</p> <p>-Discuss in Vacca text: Intro: 9-10, What is an assign & tell strategy? Pp 16, box 1.4 and use this info to tweek your def. of disciplinary literacy. Pp 21-22- 4 parts of reading process PP 319-320 Class libraries and text sets. Use handout & text to discuss readability & accessibility.</p>	<p>-Quiz over <i>Getting Started</i> text Feb. 8, plus terms: 21st century literacy vs. traditional literacy, disciplinary literacy, comprehensible input and output, BICS, CALP, sheltered text, plus study guide. Matching over stages of language acquisition characteristics at each stage and strategies to use at each stage.</p>
February 8	<p>-Quiz #1.</p> <p>-Read intro to Ch. 5 Vacca, pp 111-112, Planning Instruction and B-D-A strategies</p> <p>-What is direct instruction? P. 113</p> <p>-What is scaffolding? P. 114</p> <p>-What is explicit instruction and list the 4 parts, p. 115 (figure p. 116)</p> <p>-Do the Reading for a Purpose- House Activity</p> <p>-Handout from Tovani pp 24-25, <i>Why am I reading this?</i> Pp 24-25. List what the reader's purpose impacts.</p> <p>-Read intro to Ch. 6, pp 145-146 Activate Prior Knowledge</p> <p>-Handout list of BEFORE reading strategies. Pick 2 strategies that you will teach the class next class.</p>	<p>Research your BEFORE reading strategy from the handout-please check your textbook first and then the Internet. Make sure you can explain the strategy to the class and then demonstrate examples from the content areas of others in the class-math, music, and ELAR. You may use a PPT or Prezi.</p>
Feb. 15	<p>-What is a B-D-A framework?</p> <p>-Each student presents his/her 2 BEFORE strategies.</p> <p>-Other strategies: KWL p. 181, Carousel Walk, Alphabet brainstorming, Picture prediction, Problematic perspective pp 156-159.</p> <p>-Brainstorm and fill in reasons for using BEFORE strategies- what are the benefits</p>	<p>Research your DURING reading strategy to present next class. Please check your textbook first and then the Internet. Make sure you can explain the strategy to the class and then demonstrate examples from the content areas of others in the class-math, music, and ELAR. You may use a PPT or Prezi.</p>

	<p>to students?</p> <ul style="list-style-type: none"> -Handout list of DURING reading strategies. Pick 2 strategies that you will teach the class next class. -Read & explain Final Project, Teaching a Vocabulary Lesson Using Reading Strategies. 	<p>Read & take notes from Vacca text Ch. 7 Guiding Reading comprehension pp. 170-175, 181, 185-187, bottom 196.</p>
Feb. 22	<ul style="list-style-type: none"> - Review main points of homework reading in Vacca. -Students present their DURING Reading strategies to the class. -Review other DURING strategies on the list. -Read the handout from Tovani about <i>Making Connections During Reading</i>. -Fill in a Guided reading wksht about the Industrial Revolution.- if time. --Brainstorm and fill in reasons for using DURING strategies- what are the benefits to students? 	<p>Read in your Vacca text Ch. 8, pp 202-203, top of 208, *210, look at examples 211-213, divide the following strategies among students: word sorts, sematic feature analysis, concept maps.</p>
March 1	<ul style="list-style-type: none"> -Discuss homework reading from Ch. 8 -Vocabulary Prediction Activity - Read & discuss text structure or patterns, and the 5 types of text patterns in an expository text pp 277-285 -Identify the appropriate type of graphic organizers for each text patterns -Read handout about visual literacy and examples of note-taking using graphic organizers -Review for final exam next class. 	<p>Part of final exam will include: Choose your favorite before, during, and vocabulary reading strategy to explain as part of the exam.</p>
March 8	<p>Final Exam- Multiple Choice, matching, & Short answer on exam: How will you use disciplinary literacy strategies to enable your students to be more successful? Explain three strategies and then give an example.</p>	<p>Final Project of teaching a Vocabulary lesson due Sunday March 5.</p>

***The instructor reserves the right to modify assignments and due dates to enhance student learning outcomes. Assignments may be altered, but no additional assignments will be added.

Important University Dates

http://catalog.tamuct.edu/undergraduate_catalog/general-information/academic20calendars20and20final20exam20schedule/

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** a [Drop Request Form](#)

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be45f3-a37d46928168bc10&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, 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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>].

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].

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 Warrior Center for Student Success, Equity 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, both virtually and in-person. Student success

coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit Tutor Matching 6 Services [<https://tutormatchingservice.com/TAMUCT>] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WOnline at <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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline at <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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 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 through WebEx, Microsoft Teams or in-person at the library. Schedule an appointment here [<https://tamuct.libcal.com/appointments>].

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>].

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 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 254-501-5805.

OTHER POLICIES

Class Attendance

Regular, punctual attendance, documented participation, and submission of completed assignments are expected in all classes, field experience, 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 if required, and actively participate in class, including online courses. Students are allowed **two “personal days” of absence in a 16-week course and one day of absence in an 8-week course 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 personal day, please communicate with your instructor. **It is YOUR responsibility to NOTIFY the instructor of your absence.**

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).

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/.

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.

Participation and Discussions

During class discussions, you are expected 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, please encourage your peers to participate, move the discussion forward, and make the classroom safe for different perspectives. Consider the following 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.

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 (2021) by DR. Linda Black at Texas A&M University-Central Texas, College of Education and Human Development; 1001 Leadership Place, Killeen, TX 76549; linda.black@tamuct.edu