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EDRD 3309 - Fdn. Strat. Teach Lit EC-12
Fall 2024 Syllabus, Section 181, CRN 14468

Instructor Information

Heriberto Godina, PhD
Assistant Professor
Email: heriberto.godina@tamiu.edu
Office: 312C PLG
Office Hours:
2:00-4:00 pm, Tuesdays and Thursdays and by email appointment.

Online in Virtual Meeting Space on the Blackboard Ultra classroom website or face-to-face. Please confirm with an email appointment.
Office Phone: (956) 326-2437

Times and Location

Does Not Meet Face-to-Face

Course Description

The course is designed to provide a history of reading instruction and foundational skills for literacy development. This course acquaints students with a variety of reading programs to foster emergent literacy, beginning reading, and content area reading development middle school through high school grades. Prerequisites: Admitted to and in good standing in the College of Education or department approval.
Educational Programs Department, College of Education

Additional Course Information

Relationship to/Alignment with Program Mission

This course is designed to support the mission statements of the programs listed above. Teacher candidates are prepared to become highly effective professional educators with expertise in literacy instruction that will promote excellence and equity for all students in classrooms and schools with culturally and linguistically diverse backgrounds, including individuals with exceptionalities.

The mission of the Elementary Education (EC-6) program is to prepare highly effective professional educators capable of providing engaging evidenced-based instruction at local, state, and national levels with specialized knowledge and skills required to advance success for all learners. EDRD 3309 relates to this program mission by providing specialized knowledge and skills related to assessing and effectively supporting developing emergent literacy skills in children, grades PreK-6.

Program Learning Outcomes

Teacher candidates design and implement engaging learner-centered instruction that reflects proficiency of core content, appropriate assessment practices, and evidenced-based instructional strategies to meet the needs of EC-6 learners in the content areas.

Student Learning Outcomes

§235.101. Science of Teaching Reading Standards.

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1. Science of Teaching Reading (STR) Standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the Texas Prekindergarten Guidelines and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 6, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all early learners and address vertical alignment. Candidates in the following categories of classroom teachers will be assessed by the STR standards:

(1) Early Childhood: Prekindergarten-Grade 3;

(2) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6;

(3) Core Subjects with Science of Teaching Reading: Grades 4-8;

(4) English Language Arts and Reading with Science of Teaching Reading: Grades 4-8; and

(5) English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4-8.

(b) Knowledge of Reading Development Components. Classroom teachers identified in subsection (a) of this section demonstrate understanding of Kindergarten-Grade 6 Texas Essential Knowledge and Skills and the Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment, and instructional practices to promote students' development of grade level skills within the following components of reading:

(1) oral language development;

(2) print awareness and alphabet knowledge;

(3) phonological and phonemic awareness;

(4) phonics (decoding and encoding);

(5) reading fluency;

(6) vocabulary development;

(7) syllabication and morphemic analysis;

(8) comprehension of literary text;

(9) comprehension of informational text; and

(10) beginning strategies and reading comprehension skills.

1. Reading Pedagogy. Classroom teachers identified in subsection (a) of this section demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:

(1) providing explicit, systematic instruction that is sequential and multimodal (e.g., sequential lessons, gradual release model, structured literacy);

(2) implementing both formal and informal methods of measuring student progress in early reading development;

(3) implementing, designing, and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and

(4) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English learners.

Statutory Authority: The provisions of this §235.101 issued under Texas Education Code, §§21.003(a), 21.031, 21.041(b)(1), (2), and (4), and 21.048(a-2).

Source: The provisions of this §235.101 adopted to be effective October 15, 2020, 45 TexReg 7261.

Important Dates

Visit the Academic Calendar (tamiu.edu) (https://www.tamiu.edu/academiccalendar/) page to view the term's important dates.

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Textbooks

Group	Title	Author	ISBN
Required	Teaching Reading Sourcebook	Honig, Diamond, et. al.	9781634022354
Required	Reader Come Home	Maryanne Wolf	9780062388773
Required	Artist's Way	Julia Cameron	9780143129257

Other Course Materials

These required readings will be available for you in our Classroom Digital Library:

- Texas Education Agency (Adopted 2017). *Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading: Subchapter A. Elementary*. https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/19-tac-chapter-110 (https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/19-tac-chapter-110/)
- Texas Education Agency (2024). *English Language Proficiency Standards*. https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=74&rl=4 (https://texreg.sos.state.tx.us/public/readtac$ext.TacPage/?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=74&rl=4)
- Texas Education Agency (2024). Texas Prekindergarten Guidelines. https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines (https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines/)
- Texas Education Agency (Adopted 2017). Language & Literacy Vertical Alignment, Prekindergarten – Grade 2. https://tea.texas.gov/academics/early-childhood-education/va-pk-2nd-elar.pdf
- Texas Educator Certification Examination Program. (2024). Preparation Manual: Science of Teaching Reading (293). https://www.tx.nesinc.com/content/docs/TX293_SciOfTeachingReading_PrepManual.pdf

Grading Criteria

The College of Education has adopted the following grading scale:

GRADE	PERCENTAGE
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60
FN	Failure for non-attendance
S/CR/P	Satisfactory/credit/pass
U/NC	Unsatisfactory/non-credit
IP	In progress
WS	Withdrew (counts toward 6 day drop policy)
I	Incomplete

Grade Weights

Grade Weights

60% Blackboard Assignments

10% Discussion

10% Midterm Exam

10% Final Exam

10% Final Project/Presentation

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Blackboard Assignments (60% of grade)

- Web-activities
- Mini-projects
- Self-evaluation

The assignments for this class will be connected to reading either an assigned textbook chapter, an article, or a review of a particular website. Generally, you will do two web-based activities, and one mini-project for the class. The web-based activities are mostly one-page, reflective or opinion-based responses. The mini project assignments are more substantive assignments that are typically done in essay format with a cover page, references and citations. Both web activities and mini projects should be formatted as an MS Word document. Make sure your name is on each assignment you turn in. Do not use google sheets or write your assignment in the comment box.

At the end of the semester, you will also be asked to submit a self-evaluation that describes why you merit your desired grade.

Discussion (10% of grade)

You will have regular opportunities to participate in an online discussion forum on Blackboard. Discussion Board responses will contribute toward your participation grade. You can approach discussion board posts as a conversation with your classmates. You have the option to add digital pictures to your posts.

In order to receive full credit for discussion, you will have to post a discussion item and respond to three posts from your classmates. If you post less, you can expect a reduced grade. Not being engaged in online discussions will count against your participation grade.

Final Project Lesson Plan and Presentation (10% of grade)

The final project for this class involves a comprehensive Science of Teaching Reading lesson plan and a five-minute digital presentation that documents a segment of your lesson. This is an individual assignment, and no group projects will be allowed for this final project. The subject of your lesson plan will have to be related to what you have studied in class. Final exams and final projects are not open to revision once submitted, but you will have an opportunity to get feedback on early drafts before you submit a final project. More information about the design and completion of this final project will be provided in class.

Mid-term Exam (10% of grade)

A mid-term exam will be given halfway through the semester and cover what we have studied in class, relevant readings, and certification criteria. You will have an opportunity to participate in a comprehensive review for the mid-term exam.

Final Exam (10% of grade)

A final exam will be given on our scheduled date during finals week. This final exam will cover what we studied in class, relevant classroom readings, and certification criteria. You will have an opportunity to participate in a comprehensive review for the final exam.

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
8/26	Orientation	Teaching Reading Sourcebook, Introduction, The Big Picture. Wolf, Letter 1, The Canary in the Mind. Cameron, Week 1, Recovering a Sense of Safety.	All assignments for the week are due by Midnight, Sunday. Assignments submitted after Sunday will be graded late.
9/2	Simple View of Reading	Teaching Reading Sourcebook, Chapter 1, Structure of English. Wolf, Letter 2, Under the Big Top. Cameron, Week 2, Recovering a Sense of Identity.	All assignments for the week are due by Midnight, Sunday. Assignments submitted after Sunday will be graded late.
9/9	Three Cueing Systems	Teaching Reading Sourcebook, Chapter 2, Structure of Spanish. Wolf, Letter 3, Deep Reading. Cameron, Week 3, Recovering a Sense of Power.	All assignments for the week are due by Midnight, Sunday. Assignments submitted after Sunday will be graded late.

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9/16	The Reading Rope	Teaching Reading Sourcebook, Chapter 3, Print Awareness. Wolf, Letter 4, What will become of readers we have been? Cameron, Week 4, Recovering a Sense of Integrity.	All assignments for the week are due by Midnight, Sunday. Assignments submitted after Sunday will be graded late.
9/23	Alphabetic Principle	Teaching Reading Sourcebook, Chapter 4, Letter Knowledge. Wolf, Letter 5, The Raising of children in a digital age. Cameron, Week 5, Recovering a Sense of Possibility.	All assignments for the week are due by Midnight, Sunday. Assignments submitted after Sunday will be graded late.
9/30	Phonological Awareness	Teaching Reading Sourcebook, Chapter 5, Phonological Awareness. Wolf, Letter 6, Laps to Laptops. Cameron, Week 6, Recovering a Sense of Abundance.	All assignments for the week are due by Midnight, Sunday. Assignments submitted after Sunday will be graded late.
10/7	Midterm Exam	Teaching Reading Sourcebook, Chapter 6, Phonics. Wolf, Letter 7, The Science & Poetry in Learning to Read. Cameron, Week 7, Recovering a Sense of Connection.	All assignments for the week are due by Midnight, Sunday. Midterm Exam will be given on a specific day. Assignments submitted after Sunday will be graded late.
10/14	Word Identification	Teaching Reading Sourcebook, Chapter 7, Irregular Word Reading. Cameron, Week 8, Recovering a Sense of Strength. Wolf, Letter 8, Building a Biliterate Brain.	All assignments for the week are due by Midnight, Sunday. Assignments submitted after Sunday will be graded late.
10/21	Multisyllabic Word Reading	Teaching Reading Sourcebook, Chapter 8, Multisyllabic Word Reading. Wolf, Letter 9, Reader Come Home. Cameron, Week 9, Recovering a Sense of Compassion.	All assignments for the week are due by Midnight, Sunday. Assignments submitted after Sunday will be graded late.
10/28	Fluency Assessment	Teaching Reading Sourcebook, Chapter 9, Fluency Assessment. Cameron, Week 10, Recovering a Sense of Self-protection.	All assignments for the week are due by Midnight, Sunday. Assignments submitted after Sunday will be graded late.
11/4	Fluency Instruction	Teaching Reading Sourcebook, Chapter 10, Fluency Instruction. Cameron, Week 11, Recovering a Sense of Autonomy.	All assignments for the week are due by Midnight, Sunday. Assignments submitted after Sunday will be graded late.
11/11	Case Study Analysis	Teaching Reading Sourcebook, Chapter 11, Specific Word Instruction. Teaching Reading Sourcebook, Chapter 12, Word-learning Strategies. Cameron, Week 12, Recovering a Sense of Faith.	All assignments for the week are due by Midnight, Sunday. Assignments submitted after Sunday will be graded late.
11/18	STR Lesson Plan Design Course Evaluations Nov 21 Last day to drop the class	Teaching Reading Sourcebook, Chapter 13, Word Consciousness. Cameron, Epilogue.	All assignments for the week are due by Midnight, Sunday. Assignments submitted after Sunday will be graded late.
11/25	Thanksgiving Holiday		All assignments for the week are due by Midnight, Sunday. Assignments submitted after Sunday will be graded late.

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12/2	Dec 3 Last Class Day Final Project Presentation FInal Project submission	All assignments for the week are due by Midnight, Sunday. Assignments submitted after Sunday will be graded late.
12/9	Final Exam	Final Exam will be given on a specific day.

University/College Policies

Please see the University Policies below.

COVID-19 Related Policies

If you have tested positive for COVID-19, please refer to the Student Handbook, Appendix A (Attendance Rule) for instructions.

Required Class Attendance

Students are expected to attend every class in person (or virtually, if the class is online) and to complete all assignments. If you cannot attend class, it is your responsibility to communicate absences with your professors. The faculty member will decide if your excuse is valid and thus may provide lecture materials of the class. According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for the absence. If the absence is excused, faculty members must either provide students with the opportunity to make up the exam or other work missed, or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible.

Classroom Behavior (applies to online or Face-to-Face Classes)

TAMIU encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The University will always tolerate different, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action (please refer to Student Handbook Article 4).

TAMIU Honor Code: Plagiarism and Cheating

As a TAMIU student, you are bound by the TAMIU Honor Code to conduct yourself ethically in all your activities as a TAMIU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at https://www.tamiu.edu/scce/ studenthandbook.shtml (https://www.tamiu.edu/scce/studenthandbook.shtml/).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.

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3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should   acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMIU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism**: Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
  - *Caution*: Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
  - *Caution*: Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating**: Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."
  - *Caution*: Chat groups that start off as "study groups" can easily devolve into "cheating groups." Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal**: Faculty will notify students immediately via the student's TAMIU e- mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

TAMIU E-Mail and SafeZone

Personal Announcements sent to students through TAMIU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMIU e-mail

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accounts regularly, if not daily. Not having seen an important TAMIU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to https://www.tamiu.edu/adminis/police/safezone/index.shtml for more information.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to $100,000; criminal penalties include a fine up to $250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Office of Student Counseling and Disability Services located in Student Center 126. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Student Counseling and Disability Services office.

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides
LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (URL: http://www.tamiu.edu/studentaffairs/StudentHandbook1.shtml (http://www.tamiu.edu/studentaffairs/StudentHandbook1.shtml/)).

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant/parenting status, please contact the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041,TitleIX@tamiu.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site: https://www.tamiu.edu/reportit (https://www.tamiu.edu/reportit/).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Equal Opportunity and Diversity (Lorissa M. Cortez, lorissam.cortez@tamiu.edu) can assist the student and professor in working out the reasonable accommodations. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students at the University, contact the Title IX Coordinator. In the event that a student will need a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU Student Handbook. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the TAMIU Student Handbook (https://www.tamiu.edu/scce/studenthandbook.shtml (https://www.tamiu.edu/scce/studenthandbook.shtml/)).

Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity in admissions, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041,TitleIX@tamiu.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt, at https://www.tamiu.edu/reportit (https://www.tamiu.edu/reportit/), and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

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Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar's Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamiu.edu) (https://www.tamiu.edu/counseling/telus/) or from the Apple App Store and Google Play.

Distance Education Courses

Regular and Substantive Interaction:

Instructor Virtual Office Hours: The syllabus includes designated virtual office hours (2:00-4:00 pm, Tuesdays and Thursdays and by appointment) with Dr. Godina through Virtual Meeting Space on the Blackboard Ultra classroom website.

Communication Expectations:

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Dr. Godina will respond to any email communication from you within 24-48 hours. I do usually respond within a short amount of time. Please be courteous and identify yourself in your email correspondence. I prefer that you use my Outlook email address: <heriberto.godina@tamiu.edu> And, I will also check the Blackboard message board for any communication from you. I also expect a prompt reply from you should you receive a message or email from me. I will provide you with feedback to revise assignments for a higher grade, and I expect those assignments needing revision to be completed within 48 hours. I will provide you with my personal cell phone number for text messages only should I be able to give a quick answer to any questions you might have about the course. Please be courteous and only use my cell phone number for text messages.

Instructor Contact Information: Dr. Heriberto Godina, email: <heriberto.godina@tamiu.edu>, office phone number: 956-326-2437, Virtual office hours posted and also by appointment.

Announcements: The course includes one-way, announcements from the instructor to students. These announcement will also be directly emailed to you. Please read these announcements as they contain timely information about assignments and other course-related information.

"Ask a Question" Discussion Forum: A discussion forum is available for students to openly ask questions about the weekly course material. The instructor and/or other students will provide answers. Students are encouraged to use this forum, and the instructor regularly checks for questions.

Community Building Activities: At least one high-engagement activity, such as an icebreaker discussion area or a synchronous session for student introductions, is included within the first two weeks of class to foster community building among students.

Instructor-Facilitated Discussion Forums: Throughout the course, Dr. Godina will facilitate discussion forums applicable to the course content and outcomes. These forums allow for interaction between the instructor and students, as well as among students themselves. You are expected to post a response to a discussion item and respond to at least three other classmates on these discussion forums.

Engagement in Discussion Forums: Dr. Godina regularly posts to course discussion forums and pose guiding questions, present counter points of view, connect student ideas, and provide encouragement. Various discussion response techniques are employed, including individual responses, summary responses, or posting announcements highlighting notable ideas or common misconceptions.

Timely Feedback on Assessments: Learning activities and assessments require timely feedback provided via detailed rubrics and written comments from the instructor. Please note that it is your responsibility to submit your work before the deadline so that you can benefit from any feedback needed for revision.

Utilization of Rubrics and Gradebook: Dr. Godina will utilizes course rubrics and gradebook comment areas to provide detailed feedback that acknowledges student accomplishments, identifies areas for improvement, and offers concrete suggestions for revision and future progress.

Mid-Course Survey: A feedback survey is conducted midway through the course to gather feedback on course content, concepts, assignments, and resource needs. The instructor reviews midterm student surveys and makes necessary adjustments to the instruction.

Recorded Lectures and Engagement Activities: Dr. Godina will provide recorded lectures that are supplemented with discussion forums, or other assignment activities to facilitate student engagement with the course content. Dr. Godina will participate in these activities to provide additional instruction and clarify any misconceptions.

Utilization of User-Friendly Online Tools: The course utilizes online tools and environments that are user-friendly and conducive to documentation of interactions. External platforms are carefully reviewed to ensure accessibility to communication and feedback even after the course concludes.

University-Approved Technology and Tools: Instructor-student and student-student interactions are facilitated through university-approved and supported technology and tools integrated within the course, ensuring ease of use and documentation. Should you have any questions related to technology please contact the help desk at OIT (956-326-2310).

Online Courses and On-Campus Meetings

This course primarily operates through asynchronous meetings, wherein instructional activities occur without the requirement for real-time participation by both students and instructors. However, there may be instances where a synchronous meeting is offered, which does not mandate attendance and allows students the option to participate at their convenience.

Course Structure

Course Module Topics, Exams & Final Project

Please note that each learning module contains a Mini-project, two web activities, and a discussion item. Depending on our course schedule, you will have between 2-3 learning modules per week. All assignments for the week's learning modules are typically due by Sunday, midnight. The following Monday begins with another set of learning modules. About midway through the course, we will have a midterm exam and a midterm feedback survey. At the end of the course, you will have a final exam and also submit a final project for the class.

0. Orientation.

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1. Simple View of Reading.

2. Three Cueing Systems.

3. The Reading Rope.

4. Alphabetic Principle.

5. Phonological Awareness.

6. Midterm Exam.

5. Word Identification.

6. Multisyllabic Word Reading.

7. Fluency Assessment.

8. Fluency Instruction.

9. Case Study Analysis.

10. STR Lesson Plan Design.

11. Final Project & Presentation.

12. Final Exam.

Student-Instructor Communication Policy and Response Time

Announcements/Course Messages/Emails

I believe that good communication is essential for succeeding in an online class. Please don't hesitate to contact me if I can ever answer a question or address a concern for you. Your communication with me is private and confidential. Please don't rely on another classmate to ask me questions from you. I prefer to hear from you personally as there could be some misunderstanding when you rely on classmates to explain an assignment or interpret my instructions.

También hablo español con fluidez y te invito a comunicarte conmigo en español si eso te hace sentir más cómodo.

I am also fluent in Spanish and welcome you to communicate to me in Spanish if that makes you feel more comfortable.

I will promptly respond to any email communication from you within 24-48 hours. I usually respond much sooner. Please be courteous and identify yourself in your email correspondence. I prefer that you use my Outlook email address: <heriberto.godina@tamiu.edu> And, I will also check the Blackboard message board for any communication from you. I also expect a prompt reply from you should you receive a message or email from me. I will provide you with feedback to revise assignments for a higher grade, and I expect those assignments needing revision to be completed within 48 hours. I will provide you with my personal cell phone number for text messages only should I be able to give a quick answer to any questions you might have about the course. Please be courteous and only use my cell phone number for text messages.

Assignments and Assessments

The assignments for this class will be connected to reading either an assigned textbook chapter, an article, or a review of a particular website. Generally, you will do two web-based activities, and one mini-project for each learning module in the class. Depending on the class schedule, you may be assigned 1-3 learning modules per week. The web-based activities are mostly one-page, reflective or opinion-based responses. The mini project assignments are more substantive assignments that are typically done in essay format with a cover page, references and citations. Mini project assignments can also include Voice Threads where you demonstrate particular competencies, as well as comment on other examples. Both web activities and mini projects will have to be formatted as an MS Word document. Please do not use google sheets or write your assignment in the comment box. Do not send assignments through email unless you have permission to do so.

You will have regular opportunities to participate in an online discussion forum on Blackboard. Discussion Board responses will contribute toward your participation grade. In order to receive full credit for discussion, you will have to post a discussion item and respond to three posts from your classmates. If you post less, you can expect a reduced grade. Not being engaged in online discussions will count against your participation grade.

The final project for this class involves a comprehensive lesson plan and a five-minute digital presentation that documents a segment of your lesson. This is an individual assignment, and no group projects will be allowed for this final project. The subject of your lesson plan will have to be related to what you have studied in class. Final exams and final projects are not open to revision once submitted, but you will have an opportunity to get feedback on early drafts before you submit a final project. More information about the design and completion of this final project will be provided during the class in a specific learning module and with information posted on the Classroom Digital Library.

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A mid-term exam will be given halfway through the semester and cover what we have studied in class, relevant readings, and certification criteria. You will have an opportunity to participate in an online review for the mid-term exam. A final exam will be given on our scheduled date during finals week. This final exam will cover what we studied in class, relevant classroom readings, and certification criteria. You will have an opportunity to participate in an online review for the final exam.

Course Communication Guidelines (Netiquette)

There are course expectations concerning etiquette or how we should treat each other online. We must consider these values as we communicate with one another. Visit **Instructional Technology and Distance Education Services' web page on Netiquette (http://www.tamiu.edu/distance/students/netiquette.shtml/)** for further instruction.

Accommodations/Accessibility Policy

Texas A&M International University seeks to provide reasonable accommodation for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodation. For more information, contact the online at **Office of Disability Services for Students (DSS)**, via phone at 956.326.3086 or by visiting the staff at the Student Center, room 118. A link to the Disabilities Services for Students site has also been included under the "Resources" tab inside the course.

Student Support Resources

The University wishes to have all students succeed in their courses. To provide support to our students, an array of services in the areas of technology support, academic support, student support, and accessibility support may be found at the University. For more information, visit the Instructional Technology and Distance Education Services page on **University Resources and Support Services**.

Computer/Technology Requirements

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Online students will need regular access to a personal computer that runs on a broadband Internet connection.

It is recommended that you meet the technical requirements listed on the Instructional Technology and Distance Education Services' webpage when using the learning management system (LMS) of the University.

Additional Hardware. For this class, you will need the following additional hardware: Recently purchased laptops may have these built-in web cameras. If you do not have this equipment, it is recommended to purchase a stand-alone webcam, microphone, or a webcam with a built-in microphone from your local electronic store or any online store.

NOTE: Instructional Technology and Distance Education Services may check out available webcams to students on a first-come, first-served basis. To check out a webcam, please stop by Killam Library, Room 259, and request an available webcam.

Additional Software. You will need the following additional software: TAMIU Students may access online versions of this software through their Dusty Office 365 account at **https://dusty.tamiu.edu/**. This site also provides students access to download the Microsoft suite for educational use. **See instructions for downloading the Microsoft Office suite**.

Note: Students, if you do not own the required hardware or software or do not have access to the Internet, it will be highly challenging for you to make any progress in this class. However, my goal is to assist you in finding solutions and guide you appropriately most of the required materials can either be found free of charge at TAMIU's library, classrooms, and available computer labs. **Visit Media Services' web page on the availability of on-campus computer labs.** In addition, you may also purchase any of these items at any electronic store.

Learning Management System

Students are provided with an orientation (*eLearning (Blackboard) Student Orientation*) and access to guides on how to use the Blackboard LMS. Guides may be available at **Instructional Technology and Distance Education Services' Student eLearning Tutorial Videos page** or by contacting the eLearning team at **elearning@tamiu.edu**.

Minimum Technical Skills Expected

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Students in distance education should have knowledge of basic computer and Internet skills, as mentioned on the **Instructional Technology and Distance Education Services' webpage**.

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Technical Support Services

Because of the nature of distance education courses, the Office of Information Technology (OIT) computing and information services are vital to the success of online students. This webpage covers contact information for Distance Education Services (Blackboard Support), the OIT Help Desk, and E-mail support: **Technical Support Services**.

Web Conferences/Synchronous sessions

This course primarily operates through asynchronous meetings, wherein instructional activities occur without the requirement for real-time participation by both students and instructors. However, there may be instances where a synchronous meeting is offered, which does not mandate attendance and allows students the option to participate at their convenience. You will also have an option to attend virtual office hours to ask any questions about the course (Tuesdays & Thursday 2:00-4:00 pm and by appointment).

Grading Scale/Schema

Blackboard Assignments   (60%)

Discussion   (10%)

Midterm Exam   (10%)

Final Exam   (10%)

Final Project/Presentation   (10%)

Rubrics

Additional grading rubrics will be integrated into the Blackboard classroom website.

The following rubric will provide you with direction for handling completion or revisions of assignments. Students are always welcome to communicate with Dr. Godina should you wish to receive personal feedback on your progress in the class. Due to privacy concerns, I will never discuss your classroom status or grades in any public forum.

90-100 Excellent

- Assignment submitted on time.
- Assignment demonstrates a clear understanding of the instructions and associated readings.
- Assignment contains text evidence (examples, quotes, and illustrations) that enhance writing quality and your observations.
- Assignment has zero or minimal grammar/spelling errors.
- Assignment is submitted in a prescribed format with name and correct heading.
- Assignment is the correct length in narrative form.
- Use of AI when permitted is correctly cited.

80-89 Good

- Assignment demonstrates some understanding of the instructions and readings, but is not sufficient to be considered excellent.
- Examples, quotes, illustrations may need to be added or elaborated upon to enhance your argument and writing quality.
- Student may voluntarily meet with Dr. Godina for a writing conference on Virtual Meeting Space to receive specific feedback.
- Assignment contains more than minimal grammar/spelling errors.
- Assignment deviates from the prescribed format with no name or header.
- Assignment submitted late.

70-79 Average

- Demonstrates a lack of development, integration of theory, or understanding of the assigned readings.
- Examples, quotes, illustrations are not present or detract from the quality of the writing.
- Assignment contains several errors in writing craft, such as, spelling, punctuation, grammar.
- Assignment has a lack of organization and focus.
- Assignment reads like a rough draft done.
- Student is expected to schedule a writing conference on Virtual Meeting Space.
- Assignment deviates considerably from the prescribed format.
- Assignment submitted late.

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0-69 *Unacceptable*

- Assignment extensively uses AI without permission from the instructor.
- Assignment is plagiarized or copied from another class or student.
- Assignment has serious grammatical errors.
- Assignment does not show any understanding of readings.
- Examples, quotes, illustrations may be non-existent or irrelevant.
- Assignment has a lack of logic and understanding.
- Software used to complete assignment is out of compliance with Blackboard.
- Student expected to schedule a writing conference on Virtual Meeting Space.
- Assignment does not reflect prescribed format.
- Assignment submitted late.

Late Work Policy

Please plan on submitting multiple assignments on a weekly basis. Each week will consist of specific learning module topic, and all assignments for the week are usually due by Midnight on Sunday. You can always submit an assignment early and are encouraged to do so. If you submit any assignment past the due date, you can expect a reduced grade for that assignment. You have a deadline to submit a late assignment past the due date. Assignments will only be submitted through Blackboard. *Under no conditions should you submit any assignment through email*. Late assignments will not be accepted past a short grace period and will result in a grade of zero.

Once the module closes, you are ineligible to submit assignments for that module and any missing grades revert to zero. Please do your best to avoid missing assignments as these will bring down your overall grade average.

Under special conditions, some assignments can be submitted late with no penalty, such as having a medical condition or being out of town on university business. Should you have special circumstances that prevents you from submitting an assignment on time, you are expected to communicate with Dr. Godina and submit written documentation to receive ***prior approval*** for a late assignment.

At Dr. Godina's discretion, an assignment may be returned to you with specific feedback and an option to revise for a higher grade. It is then your choice to revise the assignment or keep the original grade. You have about two days to resubmit the revised assignment otherwise the assigned grade will stay in place. Once the module closes, you will no longer be allowed to do a revision. Any revisions can be graded lower especially if they are turned in past the due date.

Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

Turnitin Policy Or Other Types of Assignments in Other Systems

Candidates may be required to submit work to TurnItIn. Candidates are encouraged to submit their work to TurnItIn before they submit the assignment for a grade in order to view the similarity index. To do this, candidates, go to "Optional Settings"; select "No-repository" and submit.

Proctoring

This course requires the use of *Respondus LockDown Browser and Monitor* for the mid-term and final exam. You will have an opportunity to participate in a practice exam so that your settings and hardware are ready for you to take the actual exam. Watch this short video (http://www.respondus.com/products/lockdown-browser/student-movie.shtml/) to get a basic understanding of LockDown Browser.

Download Instructions

Click the **Student Support** top-middle tab located in Blackboard. Scroll down to the *Instructional Technologies* section, and click on the *Respondus LockDown Browser* icon. Download is **free**.

Once Installed

- Open LockDown Browser
- Log into Blackboard Learn
- Navigate to the test and begin

You won't be able to access tests with a standard web browser. If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the exam to continue.

Guidelines

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When taking an online test, follow these guidelines:

- Select a location where you won't be interrupted
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Turn off all mobile devices, phones, etc. and don't have them within reach
- Clear your area of all external materials - books, papers, other computers, or devices
- Remain at your desk or workstation for the duration of the test
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

Getting Help

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues.
- If you have problems downloading, installing, or taking a test with Respondus LockDown Browser, email the TAMIU eLearning Team at elearning@tamiu.edu.

Accessibility and Privacy Statements on Course Technologies

At Texas A&M International University, we believe that all students should have equal technology opportunities in the classroom. These technologies/sites may also require user data, such as the creation of a username and password. You may find the accessibility and privacy policies of the technologies used in this class on the following pages: **Accessibility Statements and Privacy Statements**.

In this class, we will utilize:

Blackboard Classroom Website. Dedicated classroom website.

Respondus Monitor and Lockdown Browser. Proctoring solution for online examinations.

Turnitin. Plagiarism checker.

Kahoot. Gaming platform for quizzes.

Youtube. Repository for video recordings.

Texas A&M International University, *Library Resources*.

Voice Thread. Video recording platform integrated LMS with Blackboard.

Etymology Online. (n.d.). Retrieved from: https://www.etymonline.com/

Google Assistant. (2022) Retrieved from: https://assistant.google.com/

Purdue Writing Lab. (n.d.). *Annotated Bibliographies*. Retreived from: https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html (https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/)

Texas Education Agency. (n.d.). *Texas Education Agency*. Retrieved from: https://tea.texas.gov/

Texas Education Agency. (n.d.). *Texas Gateway*. Retrieved from: https://www.texasgateway.org/

Texas Educator Certification Examination Program. (n.d.). Retrieved from: https://www.tx.nesinc.com/Home.aspx

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.