EDRD 3303 - Teaching ReadingLang Arts
Summer 2024 Syllabus, Section 380, CRN 51832

Instructor Information

Heriberto Godina, PhD
Assistant Professor
Email: heriberto.godina@tamiu.edu
Office: 312C PLG
Office Hours:
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.
Office Phone: 956-326-2437
Cell Phone: 915-249-1187

Times and Location

Does Not Meet Face-to-Face

Course Description

This course provides a comprehensive survey of the elementary school reading and language arts instructional program, with an emphasis on the foundations of reading and the language arts as a developmental process. Appropriate methods and materials for the elementary school are examined. Students must have at least an overall grade point average of 2.7 in order to register for this course. Prerequisite: Admission to the College of Education.
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 3303 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.

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.

Textbooks

Group	Title	Author	ISBN
Required	Fundamentals of Literacy Instruction & Assessment, 2nd ed.	Hougen	9781681253756
Required	Reading in the Brain: The New Science of How we Read	Dehaene	9780143118053
Required	The Artist's Way	Cameron	9780143129257

Other Course Materials

These required readings are made available to 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

GRADE	PERCENTAGE
A	91-100
B	80-90.9
C	70-79.9
D	60-69.9
F	Below 60

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
6/3	Module 0: Orientation Module 1: Simple View of Reading Module 2: Reading Rope	Fundamentals of Literacy Instructioni and Assessment, Pre-K-6 Reading in the Brain The Artist's Way Syllabus Selections from Classroom Digital Library	All assignments for Modules 0, 1, & 2, will be due no later than midnight, Sunday, 6/9
6/10	Module 3: Assessment Basics Module 4: Reading Standards Midterm Exam	Fundamentals of Literacy Instructioni and Assessment, Pre-K-6 Reading in the Brain The Artist's Way Selections from Classroom Digital Library	All assignments for Modules 3 & 4 will be due no later than midnight, Sunday, 6/16 Midterm Exam is scheduled for 6/14

6/17	Module 5: Foundational Skills Module 6: Phonological Awareness	Fundamentals of Literacy Instructioni and Assessment, Pre-K-6 Reading in the Brain The Artist's Way Selections from Classroom Digital Library	All assignments for Modules 5 & 6 will be due no later than midnight, Sunday, 6/23
6/24	Module 7: Basic Phonics Module 8: Word Study	Fundamentals of Literacy Instructioni and Assessment, Pre-K-6 Reading in the Brain The Artist's Way Selections from Classroom Digital Library	All assignments for Modules 7 & 8 will be due no later than midnight, Sunday, 6/30
7/1	Module 9: Fluency Module 10: Comprehension Final Exam Final Project	Fundamentals of Literacy Instructioni and Assessment, Pre-K-6 Reading in the Brain The Artist's Way Selections from Classroom Digital Library	All assignments for Modules 9 & 10 will be due no later than midnight, Friday, 7/5 Last class day 7/3 Final Exam 7/5 Final Project 7/5 Grades due 7/7

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:

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

1. Simple View of Reading

2. Reading Rope

3. Assessment Basics

4. Reading Standards

Midterm Exam

5. Foundational Skills

6. Phonological Awareness

7. Basic Phonics

8. Word Study

9. Fluency

10. Comprehension

Final Project

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.

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**.

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.

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

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.