EDRD 5321 - Literacy Interv Across Pops: Literacy Interv Diverse Pop (Sub I- Aug 25 to Oct 10)
Fall 2025 Syllabus, Section 680, CRN 17168

Instructor Information

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Times and Location

Does Not Meet Face-to-Face

Course Description

This advanced course focuses on literacy interventions (reading and writing) for learners from culturally and linguistically diverse backgrounds. Course activities include the administration of diagnostic assessment instruments and procedures for implementation of individualized strategies and lessons. Reading professionals engage in critical reflection and response to intervention for diverse populations. Prerequisite: Graduate standing. Educational Programs Department, College of Education

Additional Course Information

Course Introduction and Commitment to Standards

Welcome to *EDRD 5321: Literacy Intervention Across Populations*. This course is designed to prepare you with the knowledge, skills, and strategies necessary to teach reading effectively to diverse groups of students, with particular emphasis on the **Science of Teaching Reading (STR)** standards established by the Texas Education Agency. These standards address oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension, as well as evidence-based instructional practices and assessment methods. Throughout the semester, you will learn to design and deliver instruction that is explicit, systematic, sequential, and responsive to the cultural, linguistic, and developmental needs of all learners—including English language learners and students with exceptional needs.

As we work through the course content, our activities and assessments will reflect the expectations outlined in §235.101, ensuring you are well prepared to meet the literacy needs of students from early childhood through upper elementary grades. This alignment will also prepare you for the Texas Education Agency's STR examination, a requirement for teacher certification in Texas.

Integration of AI in Learning

In alignment with the **EDRD 5321 AI Course Policy**, we will use artificial intelligence tools responsibly and transparently as part of the learning process. AI tools can be valuable aids in drafting, brainstorming, and refining your work; however, they must never replace your original thinking or professional

judgment. The permitted extent of AI use will be clearly stated for each assignment. When AI is used, you must cite the tool, provide the date of access, include the prompt, and clearly identify AI-generated portions.

Because AI-generated outputs may contain inaccuracies or "hallucinations," you are expected to critically evaluate and fact-check any content before including it in your assignments. You will be held accountable for the accuracy, integrity, and ethical use of AI-assisted work. Misuse of AI—such as submitting uncredited AI-generated content or relying on it in prohibited assignments—will be treated as an academic integrity violation and addressed according to university policy.

This course will also provide opportunities for discussion and feedback on our AI policy, so we can ensure its clarity, fairness, and educational value. Your reflections on AI use will help shape future iterations of the course, supporting TAMIU's mission to nurture academic and ethical responsibility in a global learning environment.

By the end of this course, you will not only have a deepened mastery of evidence-based reading instruction aligned with Texas standards, but also the ability to integrate emerging technologies like AI into your professional practice ethically, effectively, and transparently.

EDRD 5321 AI Course Policy
1. Conditions for AI Use AI tools may be used as an aid in the learning and writing process but must not replace students' original work. The extent of AI use in assignments will vary and will be clearly stated in each task's instructions. Unauthorized AI use may be considered academic dishonesty.
2. Acknowledging AI Contributions When AI tools are used in assignments, students must:
• Cite the AI tool used (e.g., ChatGPT, Claude, Bard, etc.).
• Specify the date of access.
• Include the prompt used to generate responses.
• Clearly indicate which portions of the work were AI-generated.
• Optionally, provide a brief reflection on how AI was used and how it was modified or enhanced. I will provide with examples of how to cite AI usage.
3. Addressing AI Hallucinations and Deceptive Data AI-generated content may include misinformation or fabricated data. Students must:
• Critically evaluate AI outputs before using them.
• Verify facts through credible sources.
• Ensure that AI-generated text does not misrepresent data, historical events, or theoretical concepts.
4. Student Accountability for AI Output Students are responsible for any inaccuracies, biases, or errors in AI-generated work. If AI-generated content is used inappropriately or contains misleading information, points may be deducted accordingly. Misuse of AI that violates academic integrity policies will be subject to disciplinary action as per the University's Student Handbook.
5. Ethical and Responsible Use of AI To foster ethical AI use, students should:
• Use AI as a tool for learning and skill development, not as a shortcut to completing assignments.
• Ensure transparency in AI use by properly documenting its contributions.
• Avoid plagiarism and misrepresentation of AI-generated content as their own.
• Maintain privacy and data security when using AI tools.

6. Student Feedback and Collaboration on the AI Policy At the beginning of the course, students will discuss this AI policy and be invited to provide input on its clarity and feasibility. Feedback will be gathered through in-class discussions and surveys.

At the end of the course, students will be asked to reflect on:

• How AI use impacted their learning experience.
• Whether AI policies were clear and fair.
• Suggestions for improving AI integration in coursework.
General Guidelines for AI Use
• AI tools should complement student learning, not replace independent critical thinking.
• AI-generated work must be cited and appropriately integrated into assignments.
• Students are expected to verify AI-generated content for accuracy and ethical integrity.

Violations of this policy will be addressed according to the University's academic honesty guidelines, and disciplinary actions may apply if AI is used inappropriately.

§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.

Program Learning Outcomes

Reading Certification Program Student Learning Outcomes
PSLO 1: Candidates integrate theoretical Reading models to corresponding Reading instructional practices.
PSLO 3: Candidates use educational research methodologies appropriate to the improvement of Reading instruction and contribute to the Reading knowledge base.

Student Learning Outcomes

Course Learning Outcomes

By the end of this course, you will be able to:

1. **Use and interpret assessments** to identify reading and writing strengths and needs of learners.
2. **Design and implement effective interventions** that build literacy skills and support content-area learning.
3. **Apply appropriate strategies** that meet learners' language and developmental needs while using evidence-based practices.
4. **Reflect on and adjust your teaching** based on assessment data, student progress, and professional standards.

Course Objectives with STR Alignment

Upon successful completion of this course, graduate students will be able to:

1. Demonstrate Diagnostic Literacy Assessment Skill

- **Administer, analyze, and interpret** a range of diagnostic reading and writing assessments to **evaluate** the strengths and needs of linguistically diverse learners.
  - **Aligned STR Standards**:
    - §235.101(b)(1)(A) – Apply principles of assessment and data-driven decision making.
    - §235.101(b)(2)(B) – Select, administer, and interpret appropriate reading assessments.

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2. Design and Implement Literacy Interventions

- **Design, develop, and implement** individualized literacy intervention strategies that **integrate and apply** scientifically based research practices and Texas Essential Knowledge and Skills (TEKS) to **improve** content-area literacy.
  - **Aligned STR Standards**:
    - §235.101(b)(3)(A) – Design and deliver evidence-based reading instruction.
    - §235.101(b)(3)(C) – Implement interventions tailored to specific learner needs.
    - §235.101(b)(4)(A) – Support students' content-area literacy development.

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3. Apply Responsiveness to Language and Developmental Needs

- **Evaluate, select, and apply** literacy interventions that are responsive to the linguistic and developmental needs of diverse learners, and **differentiate** instruction by avoiding non-evidence-based methods such as three-cueing.
  - **Aligned STR Standards**:
    - §235.101(b)(1)(C) – Address reading development across grade levels.
    - §235.101(b)(2)(C) – Interpret assessment data to guide instruction.
    - §235.101(b)(3)(B) – Implement systematic, explicit, and evidence-based instruction.

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4. Engage in Professional Reflection and Pedagogical Growth

- **Reflect, critique, and revise** instructional decision-making and intervention practices, and **adjust** teaching strategies based on assessment data, response to intervention (RTI) frameworks, and professional ethics outlined in the Educators' Code of Ethics.
  - **Aligned STR Standards**:
    - §235.101(b)(1)(D) – Use assessment data to monitor and adjust instruction.
    - §235.101(b)(5)(A) – Engage in ongoing reflection and professional growth.
    - §228.57(c)(1) – Adhere to the ethical responsibilities of Texas educators.

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	Essentials of Assessing, Preventing, and Overcoming Reading Difficulties	Kilpatrick	9781118845288
Required	Teaching with AI : A Practical Guide to a New Era of Human Learning	Bowen	9781421449234
Required	Reader, Come Home	Wolf	9780062388797

Other Course Materials

Textbooks and Digital Course Materials

The required textbooks and instructional resources for this course are available in digital format through the university's online library and the provided web links. You may access the university bookstore directly by clicking the link below:

To go to the bookstore, click here

In addition to bookstore materials, this course utilizes freely accessible online resources published by the Texas Education Agency (TEA) and related educational organizations. These digital materials are housed in an online library for your convenience and will serve as essential references for your coursework and preparation for the Science of Teaching Reading (STR) examination. All resources are accessible at no cost and may be downloaded or bookmarked for ongoing professional use.

- Texas Education Agency. (2017). *Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading: Subchapter A. Elementary* (Adopted 2017). Texas Administrative Code. 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://tea.texas.gov/academics/english-language-learners/english-language-proficiency-standards
- Texas Education Agency. (2024). *Texas prekindergarten guidelines.* https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines
- Texas Education Agency. (2017). *Language & literacy vertical alignment, prekindergarten–grade 2* (Adopted 2017). 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

Grading Criteria

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

Open Boilerplate

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
8/25	Orientation Simple View of Reading Brain Development & Reading	Kilpatrick, Chapter 1, Introduction. Bowen, Part 1, Thinking with AI. Wolf, Letter 1, The New Science of Reading	All assignments for the week are posted on Blackboard and are due by Midnight Sunday. All assignments submitted after Sunday will be graded late.
9/1	Foundational Reading Skills Three Cueing Systemts Assessment Basics	Kilpatrick, Chp 2, How we teach reading. Kilpatrick, Chp 3, A Practical Framework. Wolf, Letter 2, Under the Big Top Wolf, Letter 3, Deep Reading	All assignments for the week are posted on Blackboard and are due by Midnight Sunday. All assignments submitted after Sunday will be graded late.
9/8	Vocabulary Comprehension Midterm Exam	Bowen, Part II: Teaching with AI Kilpatrick, Chp 4, Word Recognition. Kilpatrick, Chp 5, Reading Comprehension. Wolf, Letter 4, What will become of readers? Wolf, Letter 5, Raising Children.	All assignments for the week are posted on Blackboard and are due by Midnight Sunday. All assignments submitted after Sunday will be graded late.
9/15	Phonological Awareness Phonics	Kilpatrick, Chp 6, Phonological Processing. Kilpatrick, Chp 7, Phonics. Wolf, Letter 6, Laps to Laptops. Wolf, Letter 7, Science & Poetry.	All assignments for the week are posted on Blackboard and are due by Midnight Sunday. All assignments submitted after Sunday will be graded late.
9/22	Fluency Assessment	Bowen, Part III: Learning with AI. Kilpatrick, Chp 8, Fluency. Kilpatrick, Chp 9, Assessing Comprehension. Wolf, Letter 8, Biliteracy.	All assignments for the week are posted on Blackboard and are due by Midnight Sunday. All assignments submitted after Sunday will be graded late.
9/29	Effective Strategies Case Study Analysis	Kilpatrick, Chp 10 & 11, Effective Approaches. Kilpatrick, Chp 12, Case Studies. Wolf, Letter 9, Coming Home.	All assignments for the week are posted on Blackboard and are due by Midnight Sunday. All assignments submitted after Sunday will be graded late.
10/6	Final Exam Final Project		All assignments for the week are posted on Blackboard and are due by Midnight Sunday. All assignments submitted after Sunday will be graded late.

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.
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 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, 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.

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

Online Courses and On-Campus Meetings

This course primarily operates as a 100-Percent Online course conducted 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).

Course Structure

This course is designed with a clear structure that combines consistent communication, structured assignments, and meaningful assessments to support your success. Communication is a central component, and I will use announcements, course messages, and email to keep you informed; you are encouraged to contact me directly (in English or Spanish) with questions or concerns, as your communication will always remain private. Assignments are tied to weekly learning modules and typically include two short web-based reflections and one mini-project that requires more substantive work, such as essays, VoiceThreads, or applied activities, all submitted in MS Word format through Blackboard. Regular participation in Blackboard discussion forums is also expected, with credit awarded for both posting and responding to classmates. Assessment in this course includes a mid-term exam, a comprehensive final exam, and a final project consisting of a lesson plan and digital presentation. Opportunities for revision will be provided for most assignments to encourage growth, though final exams and projects are not eligible for resubmission. Together, this structure is designed to balance accountability with flexibility, providing multiple ways for you to demonstrate your learning and growth as an educator.

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.

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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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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 (https://www.tamiu.edu/distance/students/technology-requirements.shtml/) when using the learning management system (LMS) of the University.

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. 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 (Blackboard)

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 (after Grade Breakdown section)

In determining the final course grade, the following scale is used in percentage or point value.

- Blackboard Assignments (60%)
- Discussion (10%)
- Midterm Exam (10%)
- Final Exam/Dyslexia Cert. (10%)
- Final Project/Presentation (10%)

Rubrics

In addition to the rubric below, **other assignment-specific rubrics will be available in the "Rubric Folder" within our class's Digital Library on Blackboard**. These additional rubrics provide detailed criteria for specific projects and assessments.

The holistic rubric below outlines the general expectations for assignment completion and revisions. Students are encouraged to communicate with Dr. Godina for personalized feedback at any point in the course. Due to privacy policies, grades or academic status will never be discussed in public forums.

90–100 — Excellent

- Assignment is submitted on time.

- Demonstrates a clear and thorough understanding of the prompt and associated readings.

- Integrates relevant text evidence (examples, quotes, illustrations) to strengthen arguments and enhance writing quality.

- Contains no grammar, spelling, or punctuation errors.

- Follows all prescribed format requirements, including heading and minimum word count.

80–89 — Good

- Demonstrates partial development and integration of theory and readings; may not fully address the assignment focus to an excellent level.

- Includes some examples, quotes, or illustrations, but these may need additional elaboration to strengthen arguments.

- Minimal grammar or spelling errors.

- Slight deviations from prescribed format.

- Assignment may be submitted late.

- Student may choose to schedule a writing conference with Dr. Godina for targeted feedback.

70–79 — Average

- Shows limited development or integration of theory and readings.

- Examples, quotes, or illustrations are missing, underdeveloped, or detract from writing quality.

- Multiple errors in grammar, spelling, or punctuation.

- Lacks clear organization or focus.

- Reads like an incomplete or rough draft.

- Considerable deviations from the prescribed format.

- Assignment may be submitted late.

- Student is expected to schedule a writing conference with Dr. Godina.

0–69 — Unacceptable

- Contains many grammar, spelling, and punctuation errors.

- Little to no development or integration of theory and readings; content may be irrelevant.

- Examples, quotes, or illustrations are missing or unrelated.

- Lacks logical structure and understanding of the topic.

- Assignment format is not compliant with guidelines.

- Assignment may be completed using software or tools not permitted by course policy.

- Assignment may be submitted late.

- Student is expected to schedule a writing conference with Dr. Godina.

Late Work Policy

You are expected to submit multiple assignments each week. Each week's learning module will include specific activities, and **all assignments are due by 11:59 p.m. (Midnight) on Sunday**. Submitting early is encouraged.

Assignments submitted after the deadline are subject to a grade reduction and must be submitted within a short grace period; otherwise, they will receive a grade of zero. **All work must be submitted through Blackboard**—assignments submitted via email will not be accepted.

Under special circumstances, such as a documented medical condition or approved university travel, late assignments may be accepted without penalty. In such cases, you must notify Dr. Godina in advance (or as soon as reasonably possible) and provide written documentation for consideration.

At Dr. Godina's discretion, an assignment may be returned with feedback and the option to revise for a higher grade. If you choose to revise, the resubmission must be completed within two weeks; otherwise, the original grade will stand.

All assignments are subject to plagiarism review. Academic dishonesty—including plagiarism, submitting work from other courses without prior approval, or failing to properly cite sources—may result in serious academic penalties. When using outside references, follow **APA 7th edition** citation guidelines.

Due dates for all assignments are listed in the course schedule and posted in each Blackboard module. In most weeks, a learning module will include **two discussion prompts, two web-based activities, and one mini-project**.

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

All assignments submitted in this course will be checked for originality using plagiarism detection software such as **SafeAssign** or **Turnitin**. These tools compare your work against academic publications, online sources, and previously submitted student papers to ensure academic integrity. Any assignment flagged for plagiarism will be reviewed carefully and may be subject to penalties in accordance with university policies on academic honesty.

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 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
Note: 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.

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/

Master Bibliography
This list is meant to aid you in understanding the research-based components for this class. The activities outlined in the course are supported through these source reference materials. Please note that this is an incomplete list that will be modified as the class progresses. The references are in alphabetical order.

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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.

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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.

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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 (https://www.tamiu.edu/distance/students/technology-requirements.shtml/) when using the learning management system (LMS) of the University.

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. 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 (Blackboard)

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 (after Grade Breakdown section)

In determining the final course grade, the following scale is used in percentage or point value.

- Blackboard Assignments (60%)
- Discussion (10%)
- Midterm Exam (10%)
- Final Exam/Dyslexia Cert. (10%)
- Final Project/Presentation (10%)

Rubrics

In addition to the rubric below, **other assignment-specific rubrics will be available in the "Rubric Folder" within our class's Digital Library on Blackboard**. These additional rubrics provide detailed criteria for specific projects and assessments.

The holistic rubric below outlines the general expectations for assignment completion and revisions. Students are encouraged to communicate with Dr. Godina for personalized feedback at any point in the course. Due to privacy policies, grades or academic status will never be discussed in public forums.

90−100 — Excellent

- Assignment is submitted on time.

- Demonstrates a clear and thorough understanding of the prompt and associated readings.

- Integrates relevant text evidence (examples, quotes, illustrations) to strengthen arguments and enhance writing quality.

- Contains no grammar, spelling, or punctuation errors.

- Follows all prescribed format requirements, including heading and minimum word count.

80−89 — Good

- Demonstrates partial development and integration of theory and readings; may not fully address the assignment focus to an excellent level.

- Includes some examples, quotes, or illustrations, but these may need additional elaboration to strengthen arguments.

- Minimal grammar or spelling errors.

- Slight deviations from prescribed format.

- Assignment may be submitted late.

- Student may choose to schedule a writing conference with Dr. Godina for targeted feedback.

70–79 — Average

- Shows limited development or integration of theory and readings.

- Examples, quotes, or illustrations are missing, underdeveloped, or detract from writing quality.

- Multiple errors in grammar, spelling, or punctuation.

- Lacks clear organization or focus.

- Reads like an incomplete or rough draft.

- Considerable deviations from the prescribed format.

- Assignment may be submitted late.

- Student is expected to schedule a writing conference with Dr. Godina.

0–69 — Unacceptable

- Contains many grammar, spelling, and punctuation errors.

- Little to no development or integration of theory and readings; content may be irrelevant.

- Examples, quotes, or illustrations are missing or unrelated.

- Lacks logical structure and understanding of the topic.

- Assignment format is not compliant with guidelines.

- Assignment may be completed using software or tools not permitted by course policy.

- Assignment may be submitted late.

- Student is expected to schedule a writing conference with Dr. Godina.

Late Work Policy

You are expected to submit multiple assignments each week. Each week's learning module will include specific activities, and **all assignments are due by 11:59 p.m. (Midnight) on Sunday**. Submitting early is encouraged.

Assignments submitted after the deadline are subject to a grade reduction and must be submitted within a short grace period; otherwise, they will receive a grade of zero. **All work must be submitted through Blackboard**—assignments submitted via email will not be accepted.

Under special circumstances, such as a documented medical condition or approved university travel, late assignments may be accepted without penalty. In such cases, you must notify Dr. Godina in advance (or as soon as reasonably possible) and provide written documentation for consideration.

At Dr. Godina's discretion, an assignment may be returned with feedback and the option to revise for a higher grade. If you choose to revise, the resubmission must be completed within two weeks; otherwise, the original grade will stand.

All assignments are subject to plagiarism review. Academic dishonesty—including plagiarism, submitting work from other courses without prior approval, or failing to properly cite sources—may result in serious academic penalties. When using outside references, follow **APA 7th edition** citation guidelines.

Due dates for all assignments are listed in the course schedule and posted in each Blackboard module. In most weeks, a learning module will include **two discussion prompts, two web-based activities, and one mini-project**.

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

All assignments submitted in this course will be checked for originality using plagiarism detection software such as **SafeAssign** or **Turnitin**. These tools compare your work against academic publications, online sources, and previously submitted student papers to ensure academic integrity. Any assignment flagged for plagiarism will be reviewed carefully and may be subject to penalties in accordance with university policies on academic honesty.

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 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
Note: 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.

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/

Master Bibliography
This list is meant to aid you in understanding the research-based components for this class. The activities outlined in the course are supported through these source reference materials. Please note that this is an incomplete list that will be modified as the class progresses. The references are in alphabetical order.

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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.