



EDRD 3303 - Teaching ReadingLang Arts

Fall 2026 Syllabus, Section 104, CRN 18197

Instructor Information

Juan Lira, Ph.D.
Professor
Email: jlira@tamiu.edu
Office Hours:
3:00-4:00 p.m. Tuesday and Thursday
Cell Phone: 956-744-6039

Times and Location

TR 4:25pm-5:45pm in Bullock Hall 205

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

Children's literature will be shared in class through books.

In this course, students are allowed to use AI-based tools (such as ChatGPT) for assignments. However, all contributions from AI tools must be properly cited. Students are expected to demonstrate their understanding of the material and not rely solely on AI-generated material. Any misuse of AI tools will be treated as academic misconduct. If you have questions about this policy, please contact me directly.

Program Learning Outcomes

1. Candidates understand that literacy develops over time and progresses from emergent to proficient stages in accordance with the Science of Teaching (Standards I - VII).
2. Candidates develop a repertoire of strategies for developing all students' oral language, word analysis and decoding, fluency, comprehension, development of written language, and writing conventions in accordance with the Science of Teaching Reading (Standards I-VII).
3. Candidates will design and implement instructional lessons that promote early and emergent literacy practices (Standards V-VII).
4. Candidates will communicate effectively through writing and use writing to facilitate learning by exploring, clarifying, and thinking critically about literacy and the application of research-based instructional practices in literacy (Standard Standards VII and IX).

Student Learning Outcomes

1. Candidates understand that literacy develops over time and progresses from emergent to proficient stages. SLO: Bilingual: 3.b. Use the L1 and L2 language to enhance bilingual, biliterate, and bicultural development.
2. Candidates develop a repertoire of strategies for developing and assessing students' literacy.



- Candidates will design and implement instructional lessons and activities that promote early and emergent literacy.
- Candidates will communicate effectively through writing to facilitate learning by explaining, clarifying, and thinking critically about literacy and the application of research-based instructional practices in literacy.

Important Dates

Visit the Academic Calendar ([tamui.edu](https://www.tamui.edu/academiccalendar/)) (<https://www.tamui.edu/academiccalendar/>) page to view the term's important dates.

Textbooks

Group	Title	Author	ISBN
Required	Language Arts: Patterns of Practice (9th edition)	Tompkins, G. E.	978-0-13-384662-1

Other Course Materials

Additional handouts and articles will be distributed in class and uploaded to Blackboard. Required Materials:

Clemson videos <http://readingrecovery.clemson.edu/index.php/reading/guided-reading> Reading Rockets: <http://www.readingrockets.org> (<http://www.readingrockets.org/>)

Colorin Colorado: <https://www.colorincolorado.org> (<https://www.colorincolorado.org/>) For certification programs only:

Educator program standards (http://www.tea.state.tx.us/index2.aspx?id=5938&menu_id=2147483671&menu_id2=794) (http://www.tea.state.tx.us/index2.aspx?id=5938&menu_id=2147483671&menu_id2=794) Certification Domains/Competencies (<http://cms.texas-ets.org/texas/testframeworks>) (<http://cms.texas-ets.org/texas/testframeworks>)

TEKS (http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id=720&menu_id2=785) (http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id=720&menu_id2=785) College and Career Readiness Standards (<http://www.thecb.state.tx.us/collegereadiness/crs.pdf>) (<http://www.thecb.state.tx.us/collegereadiness/crs.pdf>)

Science of Teaching Reading (293) Preparation Materials (available at https://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG

%2FTX293_PrepMaterials.html Recommended Textbooks and Materials:

Garcia, G. E. (2025). Accelerating the literacy performance of bilingual students. The Guildord Press. International Literacy Association: <https://www.literacyworldwide.org> (<https://www.literacyworldwide.org/>)

Pressley, T., Allington, R.A., & Pressley, M. (2023). Reading instruction that works (Fifth edition). New York: The Guildord Press.

Grading Criteria

GRADE	PERCENTAGE
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

Open Boilerplate

Submission of Assignments Policy:

All assignments are due on the date specified. Assignments will only be submitted through Blackboard. Under no conditions should you submit any assignment through email.



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.

An assignment submitted one day beyond the due date will have 10 points deducted from the final grade, An assignment submitted more than one day beyond the due date will receive a grade of 0 (zero).

Please do your best to submit your assignments on time to avoid lowering 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 prevent you from submitting an assignment on time, you are expected to notify Dr. Lira and submit written documentation to receive approval for a late assignment.

ASSIGNMENT	VALUE
Discussion Post Assignments	20%
Literature Focus Unit	15%
Parent Flyer	5%
Word Wall Activity	10%
Lesson Plan	10%
Picture Book Activity	10%
Mid-Term Exam	15%
Final Exam	15%

Schedule of Topics and Assignments

Day	Date	Agenda/Topic	Reading(s)	Due
Tue	8/25	Introduction of course, professor, course syllabus. Discuss how Children Learn Language, Learning, & Culture Explain Parent Flyer to support reading development	Read course syllabus; Read chapter 1 in course text	Submit course syllabus statement and what you want to learn in this course. Due: 11: 59 p.m. Aug. 27, 2026 Parent Flyer due: 11:59 p.m. Sept. 17, 2026
Thu	8/27	Explain the language arts, how students learn the language arts Discuss Emergent Bilinguals Explain the prompt response guidelines as depicted in the Evaluation Template and a sample discussion prompt response	Read chapter 1 in course text	Discussion Post Assignment: Learning & Language Arts Using the Prompt Response Template guidelines, address the following prompt: Explain the process of how children learn. As part of your response, explain each of the following concepts and describe how each one contributes to students' learning: schema, assimilation, accommodation, equilibration, social context for learning, zone of proximal development, and scaffolding. Then, provide an example of how effective use of these concepts can help teachers provide effective language arts instruction. Include a conclusion. Due 11:59 p.m. Sept. 3, 2026
Tue	9/1	Explain the components of a literacy lesson plan and a sample lesson plan. Discuss the teacher's role in scaffolding instruction, differentiating instruction, and creating an engaging classroom environment. Explain Response to Intervention (RTI).	Read chapter 2 in course text	Lesson Plan assignment due: 11:59 p.m. Sept. 24, 2026.



Thu	9/3	Explain the Five Pillars to help students learn to read. (We will review these components, as appropriate, throughout the semester.)	Read the National Reading Panel's Report: Practical Advice for Teachers (in Instructional Resources section)	Discussion Post Assignment: Language & Language Arts. Due 11:59 p.m. Discussion Post Assignment: Five Pillars for Learning to Read: Respond to the following prompts: PHONEMIC AWARENESS: Explain what is meant by phonemic awareness and why it is important to help students become successful readers. Provide an example of phonemic awareness activity involving segmenting and blending sounds. PHONICS: Explain the meaning of the alphabetic principle and of phonics. Explain the meaning of synthetic and analytic phonics. Provide an example of each. Explain why it is important for students to regularly read texts that contain the phonics elements they are learning. ORAL READING FLUENCY: What are the components of oral reading fluency? Why can developing students' oral reading fluency help them become skilled readers? VOCABULARY: Explain why teachers should ensure that students can relate new vocabulary to their background knowledge. Explain why it would be wise for teachers to explicitly teach Tier 2 vocabulary to students prior to their reading a selection that contains these words. READING COMPREHENSION: Select two of the following components and explain why difficulties with them could interrupt students' reading comprehension: background knowledge, phonemic awareness, phonics, oral reading fluency, vocabulary, text structure knowledge. Include a conclusion. DUE: 11:59 p.m. Sept. 8, 2026
Tue	9/8	Discuss ways of fostering children's interest in written language, emergent literacy, development of print concepts, phonological awareness, phonemic awareness. Discuss ways of connecting these concepts to students' background knowledge, comprehension, and oral language development and why it is important to do so.	Read chapter 3 in course text	Discussion Post Assignment: Five Pillars for Learning to Read. Due 11:59 p.m. Discussion Post Assignment: Emergent Literacy Part I Explain emergent literacy and how it is supported by the development of print concepts, phonological awareness, phonemic awareness, alphabetic principle, and phonics. As part of your response, explain the meaning of print concepts, phonological awareness, phonemic awareness, alphabetic principle, and phonics. Ensure you provide examples to explain your ideas. Include a conclusion. Due: 11:59 p.m. Sept. 15, 2026



Thu	9/10	Explain the picture book assignment. Share themes for children's literature. Discuss how instruction on the alphabetic principle and phonics can be connected to students' writing, background knowledge, and oral language development.	Read chapter 3 in course text	Picture Book Assignment: Due: 11:59 p.m. Oct. 1, 2026
Tue	9/15	Discuss shared reading, guided reading, and grand conversations. Connect these concepts to students' background knowledge, comprehension, and oral language development	Read chapter 3 in course text	
Thu	9/17	Discuss Language Experience and Interactive Writing activities. Connect these concepts to students' background knowledge, comprehension, writing, and oral language development. Explain Word Wall Activity. Word Wall Activity due 11:59 p.m. Oct. 13, 2026	Read chapter 3 in course text	Parent Flyer Due: 11:59 p.m. Discussion Post Assignment: Emergent Literacy Part 2 Respond to the following prompt: Explain each of the following practices and how each one helps to advance students' emergent literacy: shared reading, guided reading, language experience, and interactive writing. Include a conclusion Due: 11:59 p.m. Sept. 22, 2026



Tue	9/22	Explain the Literature Focus Unit and review sample unit. Form teams (3-5 members; select a contact person; provide names to professor; begin planning unit) Discuss Interactive Read-Aloud, Storytelling, and how they can support emergent literacy. Discuss second language acquisition concepts.	Read chapter 4 in course text	Discussion Post Assignment: Oral Language: Listening and Talking Respond to the following prompt: Prepare an oral language development and assessment activity in keeping with the criteria specified below. Mention if you structured your activity according to an Interactive Read-Aloud or Oral Storytelling format. Provide the name of the book or poem and the author, if you decide to prepare an Interactive Read-Aloud. INTRODUCTORY PART OF ACTIVITY: Explain how you plan to attract and maintain students' attention, while connecting with their linguistic and cultural backgrounds. Describe how you will tell the students what the activity is about. Provide and explain the instructional objective (i.e., what students should be able to say or do by the end of the activity). IMPLEMENTATION PART OF ACTIVITY Describe how you plan to engage the students in extensive and meaningful listening and speaking activities. Examples: Use child-directed speech, self-talk, parallel talk, grand conversations, drawing, acting-out, gestures, facial expressions, different resources (e.g., objects, photos, etc.), multisensory activities; ask students to respond to questions, other activities. ASSISTANCE FOR EMERGENT BILINGUALS Describe at least two different strategies you could use to help Emergent Bilinguals successfully participate in this activity. ASSESSMENT Describe how you will use at least one informal authentic assessment to determine if the students were able to accomplish the instructional objective. Examples: Can use observations in natural settings, ask students to respond to oral prompts, open-ended questions, picture prompts; retell a story or summarize information they heard; can have students participate in role-playing and dialogue. CLOSURE Describe how you plan to end the activity. Example: Can summarize what students were able to say and/or do. Can also congratulate them for their active participation in the lesson. Include a conclusion. Due: 11:59 p.m. Sept. 29, 2026
-----	------	--	--------------------------------------	--



Thu	9/24	The Reading Process; teaching the reading process; engaging Emergent Bilingual students	chapter 5 10 Key Policies for teaching reading in English-Spanish Bilingual Programs	Lesson Plan due 11:59 p.m.
Tue	9/29	The Writing Process; teaching the Writing Process to Emergent Bilinguals; Reading and Writing are reciprocal processes	Read chapter 5 in course text	Discussion Post Assignment: Written Language: Reading and Writing Respond to the following prompt: Explain the stages in the reading process and how developing students' word recognition, oral reading fluency (accuracy, rate, and prosody/expression), vocabulary, and comprehension can help them achieve these reading stages. Explain the stages in the writing process and how teachers can help students, including Emergent Bilinguals, successfully complete these stages to eventually produce a finished product. Include a conclusion. Due: 11:59 p.m. Oct. 6, 2026
Thu	10/1	Discuss development of Emergent Bilinguals' Reading and Writing Development; discuss visually representing ideas Distribute Review for Mid-Term Exam; examine it carefully prior to the next class meeting and be prepared to ask questions.	Read chapter 6 in course text	Picture Book Activity due: 11:59 p.m.
Tue	10/6	Mid-Term Exam Review. Discuss any questions regarding the Mid-Term Exam and the use of the Respondus Lockdown Browser. Students will be able to complete the Mid-Term Exam between 12:01 a.m and 11:59 p.m. on Oct. 8, 2026. Students will have 3 hours to complete the exam from the time they start, but they must complete the exam no later than 11:59 p.m.	Mid-Term Exam	Discussion Post Assignment: Written Language: Reading and Writing Assignment. Due: 11:59 p.m.
Thu	10/8	Students complete the mid-term exam No formal class meeting today. Read "Our Beautiful Town is Gone" before Oct. 13 and bring copy to class.	Mid-Term Exam	Students take Mid-Term Exam through use of Respondus Lockdown Browser between 12:01 a.m. and 11:59 p.m. Students will have 3 hours to complete the exam from the time they start; however, they must finish the exam no later than 11:59 p.m.
Tue	10/13	Discuss morphology (root words, affixes); how to select words to teach prior to students reading a selection to help them understand it. Do practice vocabulary instruction activity involving "Our Beautiful Town is Gone."	Read chapter 7 in course text. Also read "Our Beautiful Town is Gone" before coming to class.	Submit Word Wall Assignment by 11:59 p.m.



Thu	10/15	Discuss word learning strategies and practices, e.g, include word walls, semantic/ concept web, semantic features analysis, Frayer Model, decoding, use of context clues, re-reading to confirm meaning of unknown word, extensive reading, and incorporating words into oral and written communication activities.	Read chapter in course text	Discussion Post Assignment: Building Vocabulary Respond to the following prompt: Select and read a children's book Provide the title and author of the book. Identify five words that significantly impact the meaning of the selection. Then, describe at least two different ways you could teach these words to a group of students of your choice (K-5). Include at least one activity you could implement to assess whether your students could effectively use these words in oral and written communication. Explain why you think these strategies are appropriate. Support your response by citing evidence from the text and other resources you deem appropriate. Include a conclusion. Due: 11:59 p.m. Oct. 20. 2026
Tue	10/20	Concept of story, structural elements of stories and story maps Examples of story genres Comprehending stories (Guided Reading; Reader's Theatre)	Read chapter 8 in course text	Discussion Post Assignment: Building Vocabulary; Due: 11:59 p.m.
Thu	10/22	Responding to stories; retelling stories using story maps; writing stories (e.g., personal narratives); assessing students' understanding of stories	Read chapter 8 in course text	Discussion Post Stories Assignment: Respond to the following prompt: Select and read a narrative children's book appropriate for K-5 students. Provide the title and author of the book. Explain the components of a story map and then complete a Story Map template with the information from the book you selected. Then, describe how you would introduce the story to the students, check to see if they were comprehending the story as you orally read it to them, and then describe an activity you ask students to complete to assess how well they had understood the story. Include a conclusion. Due: 11:59 p.m. Oct. 29, 2026
Tue	10/27	Explain and describe different types of nonfiction/expository/informative texts; expository text structures; research process students can use to explore themes in expository texts	Read chapter 9 in course text	



Thu	10/29	Discuss strategies to help students understand expository (informative texts); include use of syntax to help facilitate reading comprehension and examples	Read chapter 9 in course text	Discussion Post Stories Assignment Due: 11: 59 p.m. Discussion Post Nonfiction Text Assignment Respond to the following prompt: Select and read a nonfiction children's book appropriate for K-5 students. Provide the title and author of the book. Create an expository text template that you think fits the book you selected, complete the template with information from the book. Describe how you would introduce the book to the students, check to see if they were understanding the selection as you orally read it to them, and then describe an activity you would ask students to complete to assess how well they had understood the selection. Include a conclusion. Due: 11:59 p.m. Nov. 5, 2026
Tue	11/3	Explain Scarborough's Reading Rope and its importance; discuss teaching and assessing grammar; helping Emergent Bilinguals with English grammar	Read chapter 11 in course text	
Thu	11/5	Discuss spelling and its development; teaching and assessing spelling	Read chapter 11 in course text	Discussion Post Nonfiction Text Assignment Due: 11:59 p.m.
Tue	11/10	Literature Focus Unit Teams meet with the professor to discuss the drafts of their Literature Focus Units and then submit them to the professor for additional feedback.		Literature Focus Unit Teams submit the drafts of their units for feedback from the professor Due: 11:59 p.m.
Thu	11/12	Discuss handwriting issues. reading and writing workshops, and literature circles	Review chapter 11 and read chapter 12 in course text	
Tue	11/17		Literature Focus Unit Team Presentations	Literature Focus Teams submit the final draft of their units by 11:59 p.m. One unit per team
Thu	11/19		Literature Focus Unit Team presentations	Literature Focus Teams submit the final draft of their units by 11:59 p.m. One unit per team
Tue	11/24		Literature Focus Unit Team presentations Distribute copies of Final Exam review. Review it carefully and be prepared to ask questions on Dec. 1, 2026.	Literature Focus Teams submit the final draft of their units by 11:59 p.m.
Thu	11/26	Thanksgiving Holiday		
Tue	12/1	Discuss Final Exam review and respond to questions.	Exam will be taken through Respondus Lockdown Browser on Dec. 3, 2026 between 12:01 a.m. and 11:59 p.m. Students will have 3 hours to complete the exam from the time they start, but they must complete the exam no later than 11:59 p.m.	



Thu 12/3 Final Exam
No formal class today.

Students take Final Exam through Respondus Lockdown Browser between 12:01 a.m. and 11:59 p.m. Students will have 3 hours to complete the exam from the time they start, but they must complete the exam no later than 11:59 p.m.

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)

In the classroom, students are expected to listen attentively, participate respectfully, and adhere to established rules. Behavior that interferes with the class lecture may result in disciplinary action, ensuring a productive and respectful learning environment for everyone. Any disputes over academic matters should be addressed calmly and constructively, ideally during designated times such as office hours or after class. If a student does not agree with a decision, they can request a meeting with the instructor to discuss their concerns in more detail. Should further resolution be needed, the student may escalate the matter to the department head or use formal grievance procedures as outlined in the sections below. (please refer to Student Handbook Article 4 (<https://www.tamui.edu/handbook/article-04.shtml>)).

TAMUI Honor Code: Plagiarism and Cheating

As a TAMUI student, you are bound by the TAMUI Honor Code to conduct yourself ethically in all your activities as a TAMUI student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at Student Handbook (<https://www.tamui.edu/handbook/index.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.

TAMU 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 TAMU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student's TAMU 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 TAMU 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.

TAMU E-Mail and SafeZone

Personal Announcements sent to students through TAMU 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 TAMU 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 SafeZone (<https://www.tamiau.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 Disability Services for Students located in Student Center 124. 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 Office of Disability Services for Students.

For accommodations or assistance with disabilities, contact the Disability Coordinator, Karla Pedraza, at karla.pedraza@tamiau.edu, call 956.326.2763, or visit Student Center 124.

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: [Student Handbook \(https://www.tamiau.edu/handbook/index.shtml\)](https://www.tamiau.edu/handbook/index.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. Students who experience or observe alleged or suspected discrimination due to their pregnant/parenting status, should report to the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamiau.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, *Report It*, at <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/index.shtml>).

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 Compliance (Lorissa M. Cortez, lorissam.cortez@tamiau.edu) can assist the student and professor in working out the reasonable accommodation. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students, contact the Title IX Coordinator. In the event that a student needs 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 LOAs 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*.

For parenting-related rights, accommodations, and resources, contact the Parenting Liaison, Mayra Hernandez, at mghernandez@tamiau.edu, call 956.326.2265, or visit Student Center 226.

For pregnancy-related rights, accommodations, and resources, contact the TIX Coordinator, Lorissa Cortez, at lorissam.cortez@tamiau.edu, call 956.326.2857, or visit Killam Library 159.

Anti-Discrimination/Title IX

TAMU 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 TAMU 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 (<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 TAMU faculty or TAMU 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.