EDRD 5303 - Theoretical Models Proc Rdg: Theoretical Models Proc Rdg (Sub I- Jan 20 to Mar 07)

Spring 2026 Syllabus, Section 680, CRN 28816

Instructor Information

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Office Hours:
By Appointment

Times and Location

Does Not Meet Face-to-Face

Course Description

This introductory course focuses on the historical perspectives of literacy instruction and research on the interrelated components of reading across developmental stages for reading professionals. A variety of reading models are explored with an emphasis on language and cognition, literacy development, comprehension, motivation, current literacy trends, and digital literacies. Prerequisites: Graduate standing.
Educational Programs Department, College of Education

Additional Course Information

This course is related to the following program(s):
• Professional Reading Specialist Certification
• Master Reading Teacher
• Specialization in Reading

Program Learning Outcomes

Relationship to/Alignment with Reading Certification Program Mission
To prepare highly effective professional educators with expertise in literacy instruction that will promote excellence and equity for all students in classrooms and schools with culturally and linguistically diverse backgrounds, including individuals with exceptionalities.
(Special Ed., Bilingual, and EC Mission statements)
Reading Certification Program Student Learning Outcomes (PSLOs)
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.
Course Student Learning Outcomes (CSLOs)
CSLO 1: Candidates will interpret historical perspectives on literacy theories and research.
CSLO 2: Candidates will examine the processes of literacy including: language and cognition, literacy development, comprehension, and motivation.
CSLO 3: Candidates will evaluate theoretical Reading models by engaging in on-going research and by developing a research agenda focused on current literacy model trends.
Curriculum and Instruction Program Mission
The mission of the Master of Science in Curriculum and Instruction program is to enable graduates to assume a curricular leadership role in research, implementation, and evaluation of effective models of teaching and learning to impact diverse learners.

Student Learning Outcomes

Curriculum and Instruction Goals and Student Learning Outcomes (SLOs)
• Goal 1: To become critical consumers of research in order to impact teaching and learning.
o SLO 1: Candidates synthesize and analyze current research to develop curriculum and instruction models.
• Goal 2: To design and implement educational curricula to aid classroom teachers in meeting the needs of diverse learners.
o SLO 2: Candidates apply evidence-based practices and methodologies.
• Goal 3: To accept/initiate curricular leadership roles in the assessment and evaluation of curriculum and instruction.
o 3.1 Candidates enhance instruction based on the synthesis, analysis, assessment, and evaluation of data to impact culturally competent teaching and learning.

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	Theoretical Models and Processes of Literacy (7th Edition). Routledge.	Alvermann, D. E., Unrau, N.J., Sailors, M., & Ruddell, R.B. (Eds.).	
Required	AI in learning: Preparing grounds for future learning.	Niemi, H.	

Other Course Materials

Required Materials:

Vanderbilt University. (2013, May 10). LAURIE CUTTING: Educational Neuroscience [Video]. YouTube. https://www.youtube.com/watch?v=VEk-433lQf8

• Master Reading Teacher Standards (http://www.tea.state.tx.us/index2.aspx?id=5938&menu_id=2147483671&men u_id2=794)

• Purpose of Required Instructional Materials: The required textbook and Educator Standards provide the foundational material for understanding and achieving the course objectives. The required research articles and videos elaborate on the current trends on reading difficulties as outlined in the course. Finally, the focuses on case study articles provide foundational knowledge

For certification programs only:
• Educator program standards (http://www.tea.state.tx.us/index2.aspx?id=5938&menu_id=2147483671&men u_id2=794)
• Certification domains/competencies (http://cms.texes- ets.org/texes/testframeworks/)
• TEKS
(http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=78 5)
• College and Career Readiness Standards (http://www.thecb.state.tx.us/collegereadiness/crs.pdf)

Recommended Textbook(s) and Materials:

• Gallagher, K. (2011). Teaching Real-World Writing/Reading Through Modeling & Mentor Texts. Portland, Maine: Stenhouse.
• International Reading Association. http://www.reading.org/
• Irwin, J. and Doyle, A. (1992). Reading/Writing Connections: Learning from Research. Newark, Delaware: International Reading Association.
• Heilman, A., Blair, T., & Rupley, W. (2002). Principles and Practices of Teaching Reading. Columbus, Ohio: Merrill Prentice Hall.
• Association for Supervision and Curriculum Development: http://www.ascd.org
• Purpose of Recommended Instructional Materials: They elaborate and provide additional research on the current trends on reading difficulties as outlined in the course.

Grading Criteria

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

Open Boilerplate

ASSIGNMENT	VALUE
Online Postings & Virtual Course Meetings	Each worth 100 points/50% of final grade
Research Paper (Abstract = 5%; Reference page = 5%; Draft Paper = 10%; Final paper submission = 10%)	Each part 100 points/30% of final grade
Final Exam	100 points/20% of final grade
No extra credit work	
Total percentage for course	100%

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
1/19	Introduction to On-line Course Syllabus Section 1: Historical Perspectives	Syllabus Course Introduction Guidelines/Readings posted on-line for Introductory course assignment Section 1: Read Introduction: 1. Literacies and Their Investigation Through Theories and Models 2. Reading Research and Practive Over Decades: A Historical Analysis 3. Waves of Theory Building In Writing and its Development and their Implications for Instruction, Assessment and Curriculum 4. Marie M. Clay's Theoretical Perspective: A Literacy Processing Theory	Week 1, Day 5: Introductory Course Tasks: Get to Know Activity COED Syllabus Acknowledgement All tasks' submissions due by 1159 PM CT (Central Time) Week 1, Day 5: Discussion post submission due by 11:59 PM CT (Central Time). (Required): Review: Peer postings. Week 1, Day 7: Peer response post submission due by 11:59 PM CT (Central Time). (Required) Required Participation (Option 1): On-line Virtual Mid-Check-in meeting required participation (Time slot TBA) *Students must have the technological capability to participate in discussions. (OIT)
1/26	Section 2, Part 1: Cognitive and Sociocognitive	Section 2, Part 1: Read Section 2 •5. Reading as Situated Language: ASociocognitive Perspective •6. The DRIVE Model of Reading •7. Role of the Reader's Schema in Comprehension, Learning, andMemory •9. Dual Coding Theory: An EmbodiedTheory of Literacy •Read research article "(AI) Artificial intelligence in Learning: preparing grounds for future learning"	Week 2, Day 5: DUE: Discussion post submission due by 11:59PM CT (Central Time). (Required) Review: Peer postings. Week 2, Day 7: DUE: Peer response post submission due by 11:59PM CT (Central Time). (Required)

2/2	Section 2, Part 2: Cognitive and Sociocognitive	Section 2, Part 2 Read Section 2 •10. Revisiting the Construction-Integration Model of Text Comprehension and Its Implications forInstruction •11. A Sociocognitive Model of Meaning-Construction: The Reader, the Teacher,the Text, and the Classroom Context •12. The Role of Motivation Theory inLiteracy Instruction •13. Educational Neuroscience forReading Researchers •"Educational Neuroscience: The Fundamentals" (1:00 hour)	Week 3, Day 5: DUE: Discussion post submission due by 11:59PM CT (Central Time). (Required); Review: Peer postings. Required Participation (Option 2): On-line Virtual Mid-Check-in meeting required participation (Time slot TBA) *Students must have the technological capability to participate in discussions. (OIT) Week 3, Day 7: DUE: Peer response post submission due by11:59PM CT (Central Time). (Required) DUE: Reflection Paper & Lesson Plan: AI and Future of Education due by 11:59PM CT (Central Time)
2/9	Section 3: Sociocultural	Section 3: •14. Toward a More AnatomicallyComplete Model of LiteracyDevelopment •15. Play as the Literacy of Children:Imagining Otherwise inContemporary Childhoods •16. New Literacies: A Dual-LevelTheory of the Changing Nature ofLiteracy, Instruction, andAssessment •Read/Review Guidelines forResearch Paper	Week 4, Day 5: DUE: DIscussion post submission due by 11:59 PM CT (Central Time). (Required); Review: Peer postings. Week 4, Day 7: DUE: Peer response post submission due by 11:59 PM CT (Central Time)> (Required) Read and review guidelines Research Paper. DUE: Select Model Topic for Research Paper due by 11:59 PM CT (Central Time(
2/16	Section 4: Critical Approach to Literacy	Section 4: •17. Regrounding Critical Literacy:Representations, Facts, and Reality •18. A Relational Model of AdolescentLiteracy Instruction •19. Positioning Theory •21. Untapped Possibilities:Intersectionality Theory and LiteracyResearch •22. Re-imagining Teacher Education •Engage in research and draftingprocess for Research Paper	Week 5, Day 5: Locate 5 research articles on your Reading –Writing Model Research Paper DUE: Discussion post submission due by 11:59PM CT (Central Time). (Required); Review: Peer postings. Week 5, Day 7: DUE: Peer response post submission due by 11:59PM CT (Central Time). (Required) DUE: Submit an abstract (APA) of Research Paper focus and reference page (5 articles)
2/23	Section 5: Looking Back, Looking Forward	Section 5: •23. The Transactional Theory ofReading & Writing •24. Transactional Reading inHistorical Perspective •27. The Social Practice ofMultimodal Reading: A New LiteracyStudies Multimodal Perspective onReading •28. Enacting Rhetorical Literatures:The Expository Reading and WritingCurriculum in Theory and Practice •29. Propositions from Affect Theoryfor feeling Literacy through theEvent •Engage in drafting process forResearch Paper	Week 6, Day 5: DUE: Discussion post submission due by 11:59PM CT (Central Time). (Required) Work on Research Paper draft. Week 6, Day 7: DUE: Peer response post submission due by 11:59PM CT (Central Time). (Required) DUE: Final Research Paper by 11:59 PM CT (Central Time)
3/2	Modules of Reading and Writing Processes	View video on AI “Educators, Artificial Intelligence, and the Future of Learning, and Teacher Support”	Week 7, Day 6: DUE: Final Exam submission due in Turnitin by 11:59PM CT (Central Time). (Required)

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.tamiu.edu/handbook/article-04.shtml)).

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 Student Handbook (https://www.tamiu.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.

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 SafeZone (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 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@tamiu.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.tamiu.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@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, *Report It*, at https://www.tamiu.edu/reportit (https://www.tamiu.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@tamiu.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@tamiu.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@tamiu.edu, call 956.326.2857, or visit Killam Library 159.

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 (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

Course Outline and Expectations

Class engagement:
Candidates are held responsible for regularly checking Blackboard and their TAMIU email account for course-related matters. Issues with technology should be directed to the Office of Instructional Technology via email (helpdesk.tamiu.edu) or by calling Office of Information Technology (OIT) at 956-326-2310.
On-Line Active Engagement:
This course is an on-line course and candidates are required to actively engage on-line. All candidates are to actively engage on-line as a requirement upon completion of the course. Therefore, candidates must have continuous Internet access to participate in and complete all course requirements. Resources including: navigation videos, software downloads, and Internet requirements are provided on their login page. Candidates are responsible for ensuring that technology they possess is equipped with adequate Internet capabilities and accessibility for assignment submissions. All assignments will be submitted to the drop box designated for the assignment on the course website. The drop box will be open to receive assignments up to the time specified in the directions for each assignment. The drop box will close after the specified time to receive assignments. Refer to the

Course schedule due dates and times of all assignments. All due dates are given; therefore, it is the responsibility of the candidates to plan ahead to allow for time to complete each assignment on time.
Academic Honesty
See "Policies of the College of Education (COE)".

Online Courses and On-Campus Meetings

Texas Administrative Code (TAC), Title 19, Part 1, Chapter 2, Subchapter J, Section 2.202 (https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202), defines distance education as the formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50%) of instruction. Distance education includes hybrid and 100% online courses and programs as defined by the Texas Higher Education Coordinating Board (THECB):

- **Hybrid Course** - A distance education course in which more than 50 percent but less than 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations.
- **100-Percent Online Course** - A distance education course in which 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations. **Requirements for on-campus or in-person orientation, testing, academic support services, internships/fieldwork, or other non-instructional activities do not exclude a course from this category.**

Instructional Approaches/Methodologies Utilized in this Course Include:

Delivery of instruction will be on-line. Candidates will engage in student centered activities, review professor notes, collaborative group activities, and independent and collaborative writing activities on-line. Candidates must show evidence that they have read and are prepared for class by actively participating in discussions, expressing opinions, sharing knowledge and experiences, raising important issues and topics and formulating questions.

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. Additional skills required for this course include knowing how to use Turnitin.

Student-Instructor Communication Policy and Response Time

Course Messages/Emails:
Professor will respond to student e-mails within the course shell or University e-mail within a time frame of 24-48 hours. The professor is also available via phone or virtual conference.

Assignments and Assessments:
Students are highly encouraged to ask questions early on in the course and not to wait until the last minute a few hours before assignments are due. Professor will provide feedback/responses for each submitted task/assignment within one week of submission.

Classroom and On-line Etiquette (Netiquette)

The College of Education encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that candidates 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 College will always tolerate diverse, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When candidates 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/on-line discussion. Exercise positive and effective communicative skills when engaging on-line. Candidates must be mindful of the language, tone, and academic responses they e-mail or post when communicating with the professor or with candidates. Never write and send an e-mail when you are upset, candidates often click send and forget that once the message is out, you cannot take it back. Be reminded that on-line behaviors and demeanor are reflective and interpreted as to how candidates would respond in a regular classroom environment. All postings for this course are considered formal academic postings and by no means should be informal or rude and disrespectful in nature. If candidate actions are deemed by the professor to be disruptive/inappropriate in class or online, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class and reported to the Academic Honor Council.

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. There will be a synchronous online meeting session held in the middle of the semester via Adobe Connect. Students are highly recommended to participate with the use of a webcam and microphone. Consult with the instructor if you will not have access to a webcam and microphone for this meeting. Recently purchased laptops may have these built-in web cameras. If you do not have this equipment, it is recommended to purchase a stand-alone webcam, microphone, or a webcam with a built-in microphone from your local electronic store or any online store.

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

Additional Software. You will need the following additional software: Adobe Flash for virtual office meetings. Adobe Reader (or similar reader) to view PDF files. Microsoft Word (or similar word processor) for viewing course files and submitting assignments (in .doc or .docx format). 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**. Additional skills required for this course include knowing how to use Turnitin.

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

Students are expected to participate in one virtual meeting via Blackboard/Class Collaborate (Virtual Meeting Space). Follow the instructor's directions on how/when to participate in this webinar. If you have any questions about Blackboard Collaborate, contact the eLearning team for support at elearning@tamiu.edu.

Grading Scale/Schema

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

- *90-100 = A*
- *80-89 = B*
- *70-79 = C*
- *60-69 = D*
- *Below 60 = F*

Rubrics:

See external attachments (e.g., rubrics) in course overview section:
• Rubric: Discussion posts
• Rubric: Research paper
• Rubric: Final Exam

Late/Missing Tasks/Assignments Policy

Late work will NOT be accepted and will earn a grade of zero (0). The same policy holds for the midterm and final exams. Should a candidate experience an extreme situation, such as a death in the immediate family or hospitalization, he/she is advised to contact the instructor immediately and not wait until the end of the semester to discuss the matter. Professor reserves the right to determine if late work will be accepted based on an individual case by case basis based on documentation provided.

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

Additional skills required for this course include knowing how to use Turnitin.

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 and Turnitin.

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.