INTERNSHIP SEMINAR
MIDLOTHIAN CENTER FOR PROFESSIONAL DEVELOPMENT AND TECHNOLOGY (MCPDT)
RDG 448 80142/81453
Integrated Learning: Characteristics and Challenges of English Language Learners in Field-Based Settings/Global Course
COURSE SYLLABUS: Fall 2015

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Field-Based Handbook
http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/Available%20Programs/fieldBased/documents/14-15%20FieldBasedHandbook.pdf

On-Line Resources:

- English Language Proficiency Standards available on-line at
  http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html

- Texas English Language Proficiency Assessment System (TELPAS)
  http://www.tea.state.tx.us/student.assessment/ell/telpas/

- Dyslexia Handbook
  http://www.decodingdyslexiatx.org/wp-content/uploads/2014/05/TEA_DyslexiaHandbook_2014-DRAFT-5-12-14.pdf

Course Description:

The characteristics and challenges of English language learners will be explored. Attention will be given to the development of reading fluency and written communications in the content areas with second language learners. Language assessments will be studied. Prerequisites: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Internship.

This course has been selected as a Global Course tied to the Quality Enhancement Plan (QEP). Texas A&M University-Commerce QEP seeks to prepare students for an interconnected world. This course will examine the rich diversity of cultures and languages present in schools today. The characteristics and challenges of English language learners will be explored. Attention will be given to the development of reading fluency and written communications in the content areas with second language learners. Language assessments and ELPS will be studied. This course explores the integrated nature of learning with reading as content focus. Seminars are conducted in CPDT centers; field-based applications take place in public schools under the guidance of public school teachers and university personnel that comprise the Instructional Leadership Team. Prerequisite ElEd 300; Rdg 350, 370; admission to teacher education program; placement in a CPDT center; minimum overall GPA of 2.5 and must have passed TSI.

This course is taught in an integrated manner during seminar by Center Faculty and includes
ELED 437, 438 and 443.
Objectives:
Conceptual Objectives: (Supported through TEKS and TExES Standards)
This course will focus on the teacher knowledge and application as supported by the standards listed below.

Student Learning Outcomes:
While engaged in learning and teaching, the intern will show evidence that s/he understands:

Pedagogy and Professional Responsibilities Standards (PPR)

Standard I. Domain I
The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups.
1.2k the implications of students' developmental characteristics for planning appropriate instruction
1.3k characteristics and instructional needs of students with varied backgrounds, skill, interests, and learning needs
1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners
1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning
1.6k appropriate strategies for instructing English language learners

Standard I Domain III
1.25k the role of assessment in guiding instructional planning (1.25k)

Standard II Domain II
The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
2.1k the importance of creating a learning environment in which diversity and individual differences are respected
2.1s how to interact with students in ways that reflect support and show respect for all students
2.2s how to use strategies to ensure that interactions among students are polite, respectful, and cooperative

Standard III Domain III
The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs
*3.*6k how to present content to students in relevant and meaningful ways
3.7k the use of instructional materials, resources, ad technologies that are appropriate and engaging for students in varied learning situations

3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding
3.9k strategies and techniques for using instructional groupings to promote student learning
3.10k different types of motivation, factors affecting student motivation and effective motivational strategies in varied learning contexts
3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning

Quality Enhancement Plan (QEP)
SLO1 the interconnectedness of global dynamics within the classroom (issues, processes, trends and systems)

Dyslexia and Other Language Disorders

- the importance of oral language, knows the developmental processes of oral language, and provides a variety of instructional opportunities for students to develop listening and speaking skills;
- the fundamental language concepts and knows the structure and conventions of the English language;
- the processes of first-language (L1) and second language (L2) acquisition and the interrelatedness of L1 and L2 development;
- the ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction;
- the importance of utilizing formal and informal assessment data to inform instruction;
- factors that affect ESL students learning and implement strategies;
- the components of phonological and phonemic awareness and utilizes a variety of approaches to help students develop this awareness and its relationship to written language;
- the importance of the alphabetic principle to reading English, knows the elements of the alphabetic principle, and provides instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways;
- that literacy develops over and time and progresses from emergent to proficient stages and uses a variety of contexts to support the development of literacy;
- the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency;
- the importance of reading for understanding, know the components of comprehension, and teach strategies for improving students' comprehension;
- that writing to communicate is a developmental process and provides instruction that helps students develop competence in written communication;
- how students use and develop writing conventions;
- the basic principles of assessment and the use of a variety of literacy assessment practices to plan and implement literacy instruction for their students;
    - the importance of illustrations and concrete examples with use of hands-on experiences, as well as content and vocabulary development for English language learners---example: use of cognates with English learners;
- that characteristics of dyslexia are typically exhibited as a deficit in the phonological components of language and that it is often unexpected in relation to other cognitive abilities and educational level;
- the recommendation process for dyslexia assessment and 504 procedures;
- the use of Response to Intervention (RTI) as a process to identify students at risk of dyslexia, as well as learning disabilities; and
- how to provide instructional modifications and early intervention strategies to support the needs of students at risk of dyslexia.

English Language Arts and Reading EC–6 Standards (TEKS and TExES)

Standard 1. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard 2. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard 3. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard 4. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard 5. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard 6. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard 7. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard 8. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard 9. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard 10. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard 11. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard 12. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

The purpose of the **internship/residency** within the field-based program is twofold: (1) to demonstrate knowledge about content, pedagogy, technology, classroom management, assessment and evaluation, and the teaching and learning process; and (2) to demonstrate the ability to work with and manage students, plan lessons, and teach students using relevant and meaningful learning experiences in a professional manner. Thus, the assessment and evaluation of is also twofold as it addresses performance in both field based and seminar settings.

The field-based teacher education program has been designed to provide each student with opportunities to learn about students, learning, and teaching in the best possible environment--the real public school classroom and apply the knowledge gained from the resident semester in the residency semester. While the focus in the internship semester is on knowledge and learning, the focus in the residency semester is on demonstration and application of skills.   Therefore, the intern's responsibilities should include:

1. understand the physical and cultural environment of the school, faculty, and staff, and students;
2. learn the students' names and their cultural diversity as soon as possible;
3. demonstrate the ability to respond appropriately to diverse group of learners;
4. understand the mentor teacher's yearly curricular and instructional goals;
5. become familiar with the content objectives, TEKS, and curriculum in order to utilize them for planning and instruction;
6. demonstrate a rich knowledge of content areas;
7. demonstrate effective interpersonal communication skills orally and in writing with professionals and students;
8. display the highest standards of professionalism and a commitment to improve the learning environment and the teaching profession;
9. observe the planning process and attend all available planning meetings;
10. assist the mentor teacher in planning, developing, and preparing materials;
11. become familiar with the classroom instructional and discipline management plan;
12. assist the teacher in supervising student performance and working with individual students;

13. observe and reflect upon curricular and instructional practices and research alternate learner-centered methods of instruction;
14. demonstrate a rich knowledge of pedagogy including effective teaching practices and relevant and meaningful learning experiences for students;
15. demonstrate knowledge and use of effective assessment and evaluation strategies to promote student learning;
16. explore and demonstrate knowledge in the use of the technology to enhance instruction and classroom management;
17. exhibit a commitment to teaching, learning, and excellence in the profession;
18. assume other responsibilities based upon ILT recommendations;
19. enhance instructional environment for public school students.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments
This course consists of a series of activities, experiences/observations in the field, and assessments to assist you in achieving the outcomes/objectives for the course and instructional units. The student will consistently work on various combinations of assignments, activities, field experiences/observations, discussions, readings, research, etc.

1. **Professionalism**
   Student Learning Outcomes: 1,2,4, 7
   Assessment Method: Determined by the Instructional Leadership Team, Journal, Professional self-assessment tool and lesson evaluations.

   o Prompt, on-time attendance at **ALL** university seminars, assigned campus days, school/university meetings, and staff development, as appropriate. You are required to attend all seminar days. Your grade will be lowered if you are absent or tardy. You are *required* to contact your liaison and mentor teacher if you will be missing your assigned campus day or seminar.

   o Professionalism at the highest level to be demonstrated at all school and university functions. An educator demonstrates his/her professionalism in ways such as being on time, participating in, and contributing to class activities, accepting responsibility, and consistently demonstrating professionalism during seminar, on assignments, in the field, and in your digital, on-line identity.

   o A self-appraisal tool will be utilized early, middle, and late in the semester, to self-evaluate your growth and development in professional conduct.

2. **The Reflective Teacher**
   Student Learning Outcomes: 1-7 (PPR Standards 2.1k, 2.1s, 2.2s) (ELA/Reading Standards 1-12; PPR Standards 1.1k-1.6k, 1.25k; TEC §38.003
   Assessment Method: Instructional Leadership Team, Rubric, Journals, Portfolio

   o Complete five journal writings from assigned prompts. These will have assigned due dates, about three weeks apart. Reflection as we teach is an important part of learning to be a more effective teacher. These prompts are designed to help you think through certain points of your teaching experiences; please use them to help you learn how to teach more effectively.

   o As we meet in seminar we will do weekly journal activities that you can take back to your classes and use with your students. These activities will require you to think about your assignment, write about it, and share with a group in class. The more you put into this assignment the more meaningful it will be to you as you move through your journey to becoming

that teacher you dream of becoming. Writing is difficult because you are sharing a part of yourself. Please be willing to share and understanding that others are also sharing what may be a vulnerable part of their own teaching life.

- o You will conduct a field-based investigation on your assigned campus of the procedures used for identifying, assessing and serving both ELL and non-ELL students with dyslexia or a related disorder. Include in this report the array of instructional support services available to identified students and resources available to teachers. Compile these findings into a narrative report to present in seminar.

- o Professional portfolio. This should be an ongoing assessment of growth as a teacher based on the five state proficiencies.   Keep it in a ready-to-go state and add to it during the semester. It needs to be thorough but not bulky. Electronic portfolios are recommended.

3. **Content Area Lesson Reflections**
   Student Learning Outcomes: 1-7

   Assessment Method: Documentation of lesson plans, students discuss in seminar and DocShare their reflections, evaluation of lessons

- o Observe a lesson in each one of the content areas (Math, Science, Reading, and Social Studies) performed by mentor or another teacher. Reflect on the teaching and learning strategies, technology, lesson delivery, manipulative usage, lesson cycle implementation, management, assessment, etc.

4. **Strategies Notebook**
   Student Learning Outcomes: 1, 2, 3, 4, 6
   Assessment Method: Instructional Leadership Team, Rubric, Student Sharing

- o Keep a notebook that includes a section for these content areas: math, science, social studies, reading, and writing. In each of the sections collect teaching strategies for working with ELL, special needs, and gifted learners.

- o These strategies can be multi-level or one level. (We suggest multi-levels.) Collect a minimum of five in each section. Collect these strategies from various places, your Mentor teacher, instructional magazines, the internet, sharing with friends. However, they must be type-written in such a way that anyone can follow the strategy in a classroom. In other words do not just print a page from the internet or photocopy a magazine page and call it done. At the very least put it in some sort of lesson format.

- o For each section you will also collect music, poetry and writing ideas. Yes we know that writing will have writing ideas, but we mean think about writing in math and science. You do not need to own the music, just know that it is out there.

- o For each section you will also collect technology ideas including but not limited to YouTube videos, websites, places on the internet that will help you explain specific lessons or will have materials for teachers.

- o Also include a section for classroom management ideas and a section for professional materials and within this section list and keep records and a brief summary of the outside activities you have attended such as ARD, PTA, Meet the Teacher, or Inservice.

- o This is your **Strategy Notebook**. If you find something that you want to add then make a

separate section and pass it along to the class. We want this to be something that works for you, that you will use, that will help you through your first years of teaching.

5. **Lesson Plans and Evaluations**
   Student Learning Outcomes: (PPR Standards 1.1k – 1.6k, 1.25k, 2.1s, 2.2s, 3.5k-3.11k; ELA/Reading Standards 1-12) PPR Standards 3.5k, 3.6k, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k)
   Assessment Method: Documentation through lesson plans, evaluations, observations by Mentors and Liaison, Journals, etc.

   o Demonstrate your knowledge of the typical stages of cognitive, social, physical and emotional development of your students by developing lessons appropriate for the children you are teaching.

   o Demonstrate your knowledge of student diversity by planning learning experiences and assessments that are responsive to difference among students.

   o Design effective and coherent instruction and assessment based on appropriate learning goals and objectives.

   o Plan effective, engaging instruction and assessment based on learning processes and factors that impact student learning.

   o Establish a classroom climate that fosters learning, equity, and excellence.

   o Manage student behavior through organized strategies.

   o Communicate effectively in varied teaching and learning contexts.

   o Actively engage students in all teaching and learning contexts.

   o Use effective technology to plan, organize, deliver and evaluate instruction for all students.

   o Provide timely, high quality feedback to students through written, oral, and visual means.

   o Six formal lesson evaluations must be completed this semester from different content areas (science, math, social studies, and reading). Two formal self-evaluations, followed by two formal evaluations from the school (mentor teachers and administrators) and two from the university liaison. One of each type, self-evaluation, Mentor, and Liaison will be conducted in each of your two placements. At each evaluation, you MUST have the following items prepared for the evaluator: your lesson plan, a lesson evaluation form, a seating chart, all handouts to be used during your lesson, and your pre-lesson reflections. Your university liaison will expect it to be ready and in the location where you would like her/him to sit during your lesson. Plan and organize your time wisely. NOTE: your Liaison must leave a copy of his/her lesson evaluation with the Principal on the same day as your evaluation.

   o **Midterm Evaluation** by all members of your Instructional Leadership Team (yourself, both Mentors, and Liaison).

   o **Final** Evaluation covering experiences in the field and seminar.

6. **Integrated Thematic Unit**
   Student Learning Outcomes: 1-6
   Assessment Method: Presentation of lesson on a tri-fold board, lesson evaluation based on provided rubric, and sharing of weekly snapshot.

   o Working together in a team of three to four students, design and present a five day integrated lesson plan based on science or social studies TEKS on a tri-fold board. You must integrate language arts, math, social studies, and science throughout the lesson plan.

7. **Culturally Responsive Teaching**
   Student Learning Outcome: QEP SLO 1
   Assessment Method: class discussion, post to portfolios

   Choose **ONE** of the following

   1. Write a reflection that shows how the influence of culture might affect learning. Explain how you will make use of these strategies in your own classroom and honor diversity.
   2. Complete an annotated bibliography of 20 picture books with a multicultural/global focus which can be incorporated in the various grade levels. They must incorporate culture perspectives that address global issues.
   3. Write a letter of introduction about your classroom that explains your teaching philosophy for parents of diverse students. Investigate what requirements you will need to meet and explain how you will be meeting them during the year.

8. **TExES Study Group**
   Student Learning Outcomes: 1-7
   Assessment Method: Documentation of study procedures and resources. Success on the EC-6 Generalist TExES.

   o   Participate in a TExES study group outside of seminar meetings. Utilize multiple resources for study sessions.
   o   Share a plan of action for studying with the other groups in seminar.
   o   Students are to log and turn in at least six hours of outside study activities.
   o   The seminar team will guide students on test taking strategies, resources, and review of previously learned material.

9. **Teacher Inquiry Project**
   Student Learning Outcomes: 1-6   (SLO2. Critical Thinking/Obj. 1,2,&3)
   Assessment Method: Presentation and discussion of progress based on rubric

   o   Teacher Inquiry Project. Students will develop and propose a question for classroom research based on relevant information they have realized since being placed in a field based setting. The question will be developed with the assistance and support of the mentor teacher and Center Team. The Center Team and an assigned research professor will provide ongoing assistance with the proposed research. Once the proposal has been accepted, students will begin finding background research related to their question and then determine the tools necessary for collecting data to answer their inquiry. Students will learn to interpret and analyze data to make decisions, determine whether articles are credible, accurate and reliable by reading many different articles, they will examine data samples and make inferences based on the results, and look at the same data samples. Students will then develop and present a plan summarizing their project. This project will continue and be completed during residency semester.

Final Grading:

Grading will reflect a combination of seminar and field work. *Field focus: prior preparation, strength and delivery of lessons, knowledge of subject matter, utilization of lesson design, and assessment of student progress.*

The following holistic scoring will be utilized:

A (90 – 100%) = Commendable. Well above average in initiative, thought, organization, reflection, and implementing professional choices. Evidences extensive control of own decision-making and learning processes. Monitors, adjusts, and manages independently. Excellent attitude, attendance, participation and completion of assignments by due date

B (80 – 89%) = Developing. Functional, but in need of instruction regarding initiative, thought, organization, reflection, and implementing professional choices. Evidences some control of own decision-making and learning processes. Monitors, adjusts, and manages--but requires intervention. Good attitude, attendance, participation and completion of assignments by due date

C (70 – 79%) = Needs Improvement. Some lack of initiative, thought, organization, reflection, and responsibility. Evidences little to no control of own decision-making and learning processes. Does not adequately monitor, adjust, and manage. Sometimes exhibits poor attitude, attendance, participation and completion of assignments by due date.

D (less than 70%) = Not recommended for teacher certification

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Regular access to leomail.

- Internet access/connection – high speed recommended (not dial-up)

- Word Processor (i.e. MS Word or Word Perfect)

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx. Another shortcut is http://online.tamuc.org. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Constant communication with your Mentors, Liaison, and your course professors is essential to your professional growth and development. Email is preferred for most messages, using your leomail, and your Mentors school email. Our liaisons and college professors have expressed their preferred email, as follows:

freida.golden@tamuc.edu
LarryBrown@nctv.com
Evelyn.Lawson@tamuc.edu
Josh.Thompson@tamuc.edu

Telephone is appropriate for many conversations. Reasonable business hours should be observed, between 8:00 a.m. – 8:00 p.m., weekdays.

Contact your liaison if you will be missing your assigned campus day or seminar.

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the *'Help'* button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc…)

UNIVERSITY PROCEDURES

Course Specific Procedures:

Withdrawal Policy:
Every student has the right to drop the course without penalty until the drop-date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript. If you choose to stop attending class, you may be dropped from the course due to excessive absences. If you are not satisfied with your grade in the course and wish you to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been registered, I will not be able to change it. A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

Financial Aid Support:
You will be dropped from class if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also **forgivable loans.** You may want to check in to this by contacting the Bursar's Office for more details.

Attendance Policy:
Attendance at all class meetings is *required and is essential* to your success in this course. It is a requirement of this class to sign your name tent upon arrival to document your participation each class meeting. For each absence, a written letter is required to be placed in your file. No excuses will be given without written documentation. If you miss three or more classes, you may be asked to drop the course or be administratively withdrawn from the course for excessive absences. All absences will result in points taken off your professionalism grade. Participants are expected to be on time and stay for the entire time. If you choose to be late, or leave early, points will be deducted from your professionalism grade. If you miss class, it is your responsibility to find someone who can give you notes for the previous class meeting. I will not bring additional copies of handouts to class. Select a friend who will be willing to collect any material and take notes for you when you are out.

MyLeo:
As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to you 24/7 **at https://leo.tamu-commerce.edu/login.aspx.**

Technology Policy:
Please respect the instructor and your peers by silencing or turning off your cell phone upon entering our classroom. If there is an emergency, you may leave it on silence mode. This should constitute only emergencies. Texting during class is unprofessional and will result in a deduction in your professionalism grade. Utilize technology only for the purposes of the course the student is currently attending and at the appropriate times.

Assignment Policy:
All assignments are due on the date they are assigned which can be found in the Course Calendar and online in eCollege, unless otherwise approved by the instructor. All assignments that are late will have points deducted. Late means they are not turned in when class meets on the day they are due. If you forget your

assignment, then points will be deducted. You are a professional and must present yourself in a way to show responsibility. Assignments will be either handed in during class meeting or submitted through eCollege dropbox and **must be** in .doc or .docx format. All completed/graded assignments must be picked up by the end of the semester or they will be discarded.

Written Assignments: All written assignments are to be typed double-spaced in a legible 12 pt. **font** with 1" margins and are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics) in your writing. Excessive grammar, spelling, and vocabulary errors will result in a reduction of your score at the instructor's discretion. College level writing and higher order thinking must be evident in all written assignments. If you are unsure of your writing abilities, please visit the writing lab for help.

Academic Honesty Policy: Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Suggested sites for reference regarding what constitutes plagiarism and how to avoid it: *http://www.plagiarism.org/ or* http://www.unc.edu/depts/wcweb/handouts/plagiarism.html or http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Plagiarism will result in a grade of "F" for the course and may result in your dismissal from the program.

Department Statement:

The Department of Curriculum and Instruction believes that students with dyslexia and other language disorders deserve the right to proper identification and educational intervention. These students should have access to evidenced-based instruction that meets their educational needs. To that end, the Department of Curriculum and Instruction prepares teachers to identify, assess, and provide multisensory instruction for students with these difficulties. Consistent with the Americans with Disabilities Act (1990) and Texas Law (38.003 Screening and Treatment for Dyslexia and Related Disorders, §74.28. Students with Dyslexia and Related Disorders) the Department of Curriculum and Instruction supports the learning and teaching of instruction that assists all students including those with dyslexia and other language disorders.

Anti-Discrimination Statement:
A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

University Specific Procedures:

1. ADA Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provide comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:
Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone 903-886-5150
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).*

The use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco is prohibited inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

COURSE OUTLINE/ CALENDAR

The course schedule will be given in class.