

RDG 360.41B Word Analysis

T/TH 12:30 pm – 1:45 pm • Mesquite Metroplex
COURSE SYLLABUS: SPRING 2020

INSTRUCTOR INFORMATION

Instructor: Dr. Debra Lee, EdD; Assistant Professional Track Faculty
Office Location: Mesquite Metroplex
Office Hours: Monday through Friday by appointment & online 8:00am – 5:00pm
Tuesdays & Thursdays 11:30am – 12:30pm and 2:00 – 4:00pm
Office Phone: Main Office 972-613-7591
Office Fax: Main Office 972-613-7566
University Email Address: debra.lee@tamuc.edu
Preferred Form of Communication: email
Communication Response Time: 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbooks Required:

- Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2019). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. 7th edition, Englewood Cliffs, NJ: Merrill. ISBN-13: 978-0-13-703510-6
- Composition Notebook

Optional:

Helman, L., Bear, D.R. Templeton, S., Johnston, F., & Invernizzi, M. (2011). *Words Their Way with English Learners: Word Study for Phonics, Vocabulary, and Spelling Instruction*. 2nd edition. Pearson.

Serravallo, J. (2015). *The Reading Strategies Book*. Portsmouth, NH: Heinemann. Students are encouraged to read widely from other textbooks on Word Analysis skills and study the state adopted material for reading instruction grades K through 6.

On-Line Resources:

TEKS for Language Arts and Reading available online at :
<http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>

English Language Arts and Reading Information from the Texas Education Agency available online at: http://www.tea.state.tx.us/index4.aspx?id=4434&menu_id=720

The syllabus/schedule are subject to change.

English Language Proficiency Standards available online at:
<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

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

Course Description

This course examines word identification within the context of language. The focus of this course is an examination of how to implement TEKS when facilitating children's development of the phonological system through writing. Specific attention is given to strategies that are useful to readers in the areas of word knowledge and word analysis. Prerequisites: ELED300, RDG350; minimum overall GPA of 2.75 and score of 250 or higher on RDG THEA exam.

Student Learning Outcomes

Upon completion of this course, the students should be able to:

1. Demonstrate knowledge of the phonemes of the English language.
2. Demonstrate understanding of all word identification skills useful in decoding unknown words.
3. Demonstrate teaching activities that support the study of word identification skills within the framework of the developmental spelling stages.
4. Identify the stages of spelling development and explain various activities for fostering a child's progress through these stages.
5. Assess a child's orthographic stage.
6. Understand the organization of a class for word study based on orthographic development.
7. Additionally, preservice teachers who successfully complete this course will have extended knowledge and understanding of how the above objectives relate to English Language Learners.
8. Understand the knowledge and use of the English Language Arts standards, competencies and related Essential Knowledge and Skills identified by the Texas Education Agency.

Course Objectives:

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC–6 STANDARDS

Standard II. 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 III. 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.

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Standard V. 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 IX. Writing Conventions: Teachers understand conventions of writing in English and provide instruction that helps students develop proficiency in applying writing conventions.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR LANGUAGE ARTS AND READING

RDG 360 course content is aligned with the Texas Essential Knowledge and Skills for Language Arts and Reading for grades K – 6. The specific TEKS headings are:

- READING/ Beginning Reading Skills/ Print Awareness/ Phonological Awareness/ Phonics/ Vocabulary Development
- ORAL AND WRITTEN CONVENTIONS/ Conventions/ Handwriting, Capitalization, and Punctuation/ Spelling

TEXES COMPETENCIES

The critical components of THE STANDARDS that can be measured with an examination are known as the TEXES COMPETENCIES. While Competencies 001 Oral Language, 004 Literacy Development and Practice, 008 Writing Conventions, and 012 Assessment of Developing Literacy will be studied during this course the competencies that are aligned specifically and primarily with this course and the related Texas Essential Knowledge and Skills are:

Competency 002: (Phonological and Phonemic Awareness). The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.

Competency 003: (Alphabetic Principle). The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.

Competency 005: (Word analysis and identification skills). The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary, and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.

Competency 007: (Reading Comprehension and Applications). Related: Reading/Vocabulary Development, English Language Arts and Reading Essential Knowledge and Skills. The beginning teacher: B. Knows how to provide instruction to help students increase their reading vocabulary. C. Understands factors affecting students' reading comprehension (e.g., oral language development, word analysis skills, prior knowledge, language background, previous reading experiences, fluency, vocabulary development, ability to monitor understanding, characteristics of specific texts).

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**Pedagogy and Professional Responsibilities Standards: *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.**

- 1.7 k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
- 1.8 k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;
- 1.10k how lesson content and skills connect with other disciplines and within the discipline;
- 1.11k current research on best pedagogical practices.
- 1.12 k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
- 1.13 k the importance of developing instructional goals and objectives that can be assessed
- 1.14 k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and
- 1.15 k the importance of aligning instructional goals with campus and district goals.
- 1.16 k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
- 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
- 1.24 k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.
- 1.25 k the role of assessment in guiding instructional planning;
- 1.26 k the importance of creating assessments that are congruent with instructional goals and objectives;
- 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and
- 1.31k how to analyze data from local, state, and other assessments using common statistical measures.
- 1.4s plan instruction that motivates students to want to learn and achieve; and
- 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.
- 1.7 s exhibit appropriate knowledge of a subject to promote student learning;
- 1.8 s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;
- 1.9 s plan instruction that reflects an understanding of important prerequisites relationships;
- 1.11s use a variety of pedagogical techniques to convey information and teach skills.
- 1.16 s use various types of materials and other resources to aid in preparing and implementing instruction;
- 1.17 s use technological tools to promote learning and expand instructional options; and
- 1.18 s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities
- 1.20 s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;
- 1.21 s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;
- 1.22 s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and
- 1.23 s provide students with opportunities to explore content from many perspectives.

Dyslexia and other language disorders:

- Pre-service teachers will be knowledgeable of local, state, and national mandates governing dyslexia and other language disorders.
- Pre-service teachers will develop an understanding for “related disorders” like developmental auditory imperceptions, dysgraphia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

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- Students will understand 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. Student Learning Outcomes:

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.

COURSE REQUIREMENTS

Course Overview:

This course is designated as a blended course by the Curriculum and Instruction Department. The face-to-face component of the course includes: modeling instruction, group activities with instructor materials, group activities with student made materials, videos, word sorting activities for guided practice and implementation of the course content, and, as appropriate, lecture type instruction. The online component consists of guided modules that are designed to build background knowledge in order to facilitate comprehension of the course content. Students' questions and reflections upon their study are encouraged. The course text was selected because of the strong match between text and course content. It is informative and a very useful resource. Students are expected to read carefully and study the required text.

Minimal Technical Skills Needed

- Access the Texas Education Agency's information on the Essential Knowledge and Skills requirements for English Language Arts and Reading online.
- Access to online course resources in D2L.

Course Assignments

1. **ATTENDANCE.** You are responsible to attend **all** class meetings, actively participate in discussions and be involved in group activities. Mastery of the content in this course is critical for your ability to pass the TExES certification exam and your success as a teacher. Therefore, **YOU WILL NOT BE ABLE TO PASS RDG 360 WITH MORE THAN 2 ABSENCES.** All absences must be made up regardless of the reason for the absence. Make-up work for this class is a two-page type written paper displaying professional quality outlined in this syllabus. Content includes:

- in depth review of the major topics discussed during the date of the absence
- thoughtful connections relating the topic to your teaching
- importance of the topic to student learning

Students are responsible to get notes and handouts from the missed class from a fellow classmate. Make-up work is due at the beginning of the next class period. Each absence not made-up will deduct 10 percentage points from the final grade. TAMU-Commerce considers 3 absences (for a bi-weekly class) to be excessive. The only excused absences are for (a) participation in a required university or school activity; (b) verified illness, (c) legal proceedings

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in fulfilling responsibility as a citizen (see Student's Guidebook). Excused absences are only allowed provided the student notifies the instructor prior to the absence. Failure to contact the instructor could result in an unexcused absence.

The instructor does not bring additional copies of handouts from the previous classes nor will instructor provide notes for a missed class. Please select a friend and exchange contact information. In the event of your friend's absence, please pick up extra handouts and take notes for that person. It is your responsibility to make contact with a fellow classmate to review the information that you missed if absent.

Name of Classmate	Phone Number	Email Address

2. **COURSE READING.** Read the required text and any other assigned material. Study outside of class is necessary and expected. You are in control of your positive attitude and desire to learn the skills needed to become a primary grade teacher. Often it is a great help to students to form study groups.

3. **SHARING ACTIVITIES.** At the end of chapters 4, 5, 6, 7, & 8 are activities for teaching skills needed at each of the developmental stages. Construct **one** of these from each of the chapters. These will be demonstrated and evaluated during class. The activities will not be accepted at any time other than the scheduled due date. Take the information and directions from the text and produce it into a useable form. That means a total of five activities that will be produced. These will be worth 20 points each. (5 @ 20 pts each = 100 points)

4. **SPELLING INVENTORY.** Administer Elementary Spelling Inventory I (page 319) to a child any age from 5 years to 11 years old and bring to class. You will need to turn in a photo copy of pages 320 and 312 along with the page on which the student has written the spelling words. You will also write and turn in a shot paper outlining: (50 points)

- A little background about the student
- Where and when the inventory was administered
- The student's age or grade level
- What orthographic state the student is currently
- What the student knows, or uses or is secure in
- What the student abuses or confuses
- What the student needs help with
- How you as a teacher will help the student progress to the next stage

5. **HOMEWORK/PARTICIPATION.** The majority of the work in our modern society is done in groups. Many groups in the educational workplace are self-directed work groups of peers. The ability to work in groups is critical. It is the responsibility of every member of the team to participate equally in the discussion just as it is in the workplace. It is the responsibility of the team as a whole to make sure that everyone participates equally, not the role of the instructor. A lack of engagement in class will result in a zero grade for participation. In addition, graded homework and in-class activities may be assigned to support concept learning. (50 points)

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6. **EXAMS.** Three scheduled exams will provide evidence of student content understanding throughout the course. Unscheduled quizzes may be utilized to guide instruction and student study. (3 @ 100 pts each = 300 points)

GRADING

Activity	Possible Points	Student's Points
Chapter 4,5,6,7,8 Activities	100	_____
Exam I	100	_____
Exam II	100	_____
Exam III	100	_____
Spelling Inventory	50	_____
Homework/Participation	50	_____
Total	500	_____

Final grades in this course will be based on the following scale: Add the total of points that you have received throughout the semester and divide that number by the total of the points possible at that time and you will have your average.

A=90-100%. B=80-89.5%. C=70-79.5%. D=60-60.5%. F=60% and below.

Assessments

There are three (3) exams for this course. The first two exams have two parts: the first part will be administered in class and will cover skills and concepts learned in the course, while the second part of the exam will be a take-home assessment that includes application of the content with pedagogy. The final exam will be administered in class and covers content and pedagogy from the entire semester. The format will be similar to the format of the Core Subjects EC-6 English Language Arts/Reading certification exam so that students can see how content from the course is represented on the certification exam.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical

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issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

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- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Running the browser check will ensure your internet browser is supported.
 - Pop-ups are allowed.
 - JavaScript is enabled.
 - Cookies are enabled.
- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

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Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "[click here](#)" to submit an issue via email.

System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Interaction with Instructor Statement

E-mail is preferred for outside of class contact. Students are encouraged to inform the instructor of concerns or questions they may have pertaining to the course.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

1. Attendance: Participants are expected to be on time and to actively participate. Your attendance and participation will impact your grade. Contact the instructor (via email) if you anticipate an absence or are absent for any reason explaining the situation. This is a common courtesy that is expected by all teachers. It is also part of forming that "community of learners" that we need in the classroom. When you are gone, there is a "hole" at your learning tables, as you are important to your community.

2. Professionalism: You will be evaluated on your growth in becoming a professional teacher.

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You must:

a. **Engage in self-evaluation processes:** This will be done by using the rubrics provided for class projects.

b. **Demonstrate professionalism:** This will be done by:

- (a) attending **ALL** classes,
- (b) paying attention,
- (c) participating actively and constructively,
- (d) being responsible and prepared,
- (e) being an equal partner in group work,
- (f) showing enthusiasm and interest in being a teacher (*see Field-Based Teacher Education Program Handbook and Professional Behavioral Standards Evaluation Form*),
- (g) following the tenets of common decency and acceptable behavior. Code of student conduct can be found under discipline in the student's guidebook. Your grade will be adjusted based upon these criteria (see grading section).

c. **Cell phones:** Phones must be silenced and stored off of the tables during class time. It is important to keep your phone put away, as it disrupts your learning and the learning of those around you. If you are expecting an emergency call, please notify the instructor and your group. Place your phone on vibrate and take the call in the hallway.

d. **Arriving to class on time:** You are expected to be in your seats and ready to start when class is ready to convene. Class will start on time and you will be dismissed on time. Therefore, if you are late to class, you are expected to enter the class quietly and not to disrupt your table members by talking.

e. **Leaving during class:** This is not acceptable behavior, as you are here to learn. When you are gone from class, you are missing both the lecture and the class discussion. If, for some reason you have an emergency (being sick, phone call or bathroom) your business is expected to be conducted in a timely manner with you returning to class quietly and quickly.

3. Written Assignments. All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Letters/materials written by you as a professional and sent to parents/administrators **MUST BE PERFECT**. Begin that practice now! Therefore, if you need extra help, the Writing Center can assist you. See: _

<http://web.tamuc.edu/academics/colleges/artsSciences/departments/literatureLanguages/>

a. Written Assignments should be:

- *double spaced
- *1" top and left side margins, 1" bottom and right side margins
- *12 point font size
- *revised for clarity and meaning
- *edited for accuracy in grammar and mechanics
- *saved on computer disk or copied on paper for your records

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b. Academic Integrity/Honesty Statement:

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an *F* in the course, or will be brought before a higher level of governance for possible dismissal from the university.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides 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- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE / CALENDAR

The course outline will be distributed on the first day of class and posted in D2L. This outline is tentative and may be changed at any time by your instructor.

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