



A&M-COMMERCE

EDCB 517: Reading and Learning in K-12 Content Areas

COURSE SYLLABUS: Term:

Year:

INSTRUCTOR INFORMATION

Instructor:

Office Location: Online, Remote

Office Hours: Email, Telephone, or Virtual by Appointment

Office Phone:

University Email Address:

Preferred Form of Communication: Email

Communication Response Time: 24 Hours or Less

Instructor Notes:

COURSE INFORMATION

Materials

This course has been designed using Open Educational Resources (OER) and/or materials that are available through the [Waters Library](#). All materials are embedded within the course or are accessible via the internet or accessible through the Waters Library resource portal. After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use with assignments and projects in this class.

PROGRAM DESCRIPTION

The competency-based alternative certification program provides coursework preparing post-baccalaureate or graduate students for initial teacher education certification. The courses prepare students to be teacher leaders in a modern classroom and in their district by helping provide the knowledge and skills needed to be an effective teacher in their respective field. The 18-semester credit hour program will focus on evidenced-based learning, curricular and instructional design, and

pedagogy for teaching in K-12 schools. Through rigorous and applicable curriculum, students will be supported to achieve the objective of earning teacher certification. This program provides opportunities for students to work at their own pace toward completion of their degree, and — because it is fully online — students can plan their study schedule around other responsibilities to complete the coursework.

COURSE DESCRIPTION

This course is designed for graduate students in the alternative certification program seeking initial teacher certification. The focus is on reading comprehension, conceptual development, and strategies for interacting with expository text and medias. The role of the teacher, the structure of text, text analysis methods, and content area reading strategies are examined in relation to the student and the learning process. Research-based reading strategies are discussed as appropriate for all elementary and secondary grade levels.

STUDENT LEARNING OUTCOMES

Completion of this course provides the student with the knowledge to:

1. Analyze curriculum and instruction by using varied resources to enable all students to become successful readers and writers;
2. Demonstrate how to assist students with acquiring the knowledge, skills, and ability to comprehend expository text, and to interact with and use teacher directed and reader-based content reading strategies;
3. Employ techniques to encourage the development and use of higher order thinking skills in all students;
4. Develop effective instructional strategies through the integration of teaching and technology; and
5. Design reading and literacy instruction in the content areas that will enable all students to read education goals and achievements.

Texas Teacher Standards: 3.B.i, 3.B.ii-iii

ELPS Standards: c.1.A-H; c.4.A-K, d.1

Technology Applications: II.2.1s; V.5.1k, 5.2k; V.5.1s, 5.2s and 5.4s; VII.7.1k-7.8k; VII.7.1s-7.18s

ELAR Standards: XII.12.1k-12.8k, 12.1s-12.10s

19 TAC 228.30(d)(2): Reading Instruction

19 TAC 228.30(c)(4): Educator & Student Expectations

Course SLO	Standards
<p>1. The learner will analyze curriculum and instruction by using varied resources to enable all students to become successful readers and writers;</p>	<p>Texas Teacher Standards (3) Standard 3— Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.</p> <p>(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.</p>

	<p>i. Teachers organize curriculum to facilitate student understanding of the subject matter.</p>
<p>2. The learner will demonstrate how to assist students with acquiring the knowledge, skills, and ability to comprehend expository text, and to interact with and use teacher directed and reader-based content reading strategies</p>	<p><u>ELPS (c) Cross-curricular second language acquisition essential knowledge and skills.</u></p> <p>(1) Cross-curricular second language acquisition/learning strategies.</p> <p>The beginning teacher understands and teaches language learning strategies to students to develop their awareness of their own learning process in all content areas. The beginning teacher can provide all instruction, delivered in English, so it is linguistically accommodating (communicated, sequenced, and scaffolded) commensurate with the student’s level of English Language Proficiency.</p> <p>The beginning teacher can teach students to:</p> <p>(A) use prior knowledge and experiences to understand meanings in English</p> <p>(B) monitor oral and written language production and employ self-corrective techniques or other resources</p> <p>(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)</p> <p>(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment</p> <p>(F) use accessible language and learn new and essential language in the process</p> <p>(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations</p> <p>(4) Cross-curricular second language acquisition/reading.</p> <p>The beginning teacher must understand and recognize that ELLs read a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. The beginning teacher can provide all instruction, delivered in English, so it is linguistically accommodating (communicated, sequenced, and scaffolded) commensurate with the student’s level of English Language Proficiency. For Kindergarten and Grade 1, certain of these student</p>

	<p>expectations apply to text read aloud for students not yet at the stage of decoding written text.</p> <p>The beginning teacher can teach students to:</p> <p>(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words</p> <p>(B) recognize directionality of English reading such as left to right and top to bottom</p> <p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p> <p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p> <p>(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</p> <p>(H) read silently with increasing ease and comprehension for longer periods</p> <p>(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs</p> <p><u>(d) Proficiency Level Descriptors</u></p> <p>(1) Listening: Kindergarten – Grade 12</p> <p><i>The beginning teacher can:</i></p> <p>Recognize and Identify ELL's at the beginning, intermediate, advanced, and advanced high stages of English language acquisition in listening. Use proficiency level descriptors for listening to linguistically accommodate their instruction.</p>
<p>3. The learner will employ techniques to encourage the development and use of higher order thinking skills in all students</p>	<p><u>ELPS (c) Cross-curricular second language acquisition essential knowledge and skills.</u></p> <p>(1) Cross-curricular second language acquisition/learning strategies.</p> <p>The beginning teacher understands and teaches ELLs to listen to a variety of speakers to gain an increasing level of comprehension of newly acquired language in all content areas. The beginning teacher can provide all instruction, delivered in English, so it is linguistically accommodating (communicated, sequenced, and scaffolded) commensurate with the student's level of English Language Proficiency.</p> <p>The beginning teacher can teach students to:</p>

	<p>(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary</p> <p>(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations</p> <p>(4) Cross-curricular second language acquisition/reading. The beginning teacher must understand and recognize that ELLs read a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. The beginning teacher can provide all instruction, delivered in English, so it is linguistically accommodating (communicated, sequenced, and scaffolded) commensurate with the student’s level of English Language Proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text.</p> <p>The beginning teacher can teach students to:</p> <p>(D) use prereading supports such as graphic organizers, illustrations, and pre taught topic-related vocabulary and other prereading activities to enhance comprehension of written text</p> <p>(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned</p> <p>(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs</p> <p>(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.</p> <p>19 TAC 228.30(c)(4): Educator & Student Expectations</p>
<p>4. The learner will develop effective instructional strategies through the integration of teaching and technology.</p>	<p><u>Texas Technology Application Standards</u></p> <p>Standard II: All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.</p> <p><i>Application: What All Teachers Can Do Teachers of Students in Grades EC-12</i></p> <p>2.1s Use technical writing strategies to create products such as a technical instruction guide.</p> <p>Standard V: All teachers practice and promote safe, responsible, legal and ethical behavior while using technology tools and resources.</p>

Teacher Knowledge: What All Teachers Know Teachers of Students in Grades EC-12

5.1k Laws and issues regarding the use of technology in society;
5.2k How to practice and explain ethical acquisition of information and standard methods for citing sources;

Application: What All Teachers Can Do Teachers of Students in Grades EC-12

5.1s understand copyright laws, fair use guidelines, digital safety rules, creative commons, free and open source, public domain, violations, and issues including but not limited to computer hacking, computer piracy, intentional virus setting, and invasion of privacy;
5.2s model ethical acquisition and use of digital information, including using established methods to cite sources;
5.4s model respect for intellectual property when manipulating, morphing and editing graphics, video, text, and sound;

Standard VII: All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Teacher Knowledge: What All Teachers Know Teachers of Students in Grades EC-12

7.1k planning techniques to ensure that students have time to learn the Technology Applications TEKS in order to meet grade-level benchmark expectations;
7.2k where to find and how to use technological resources to implement the TEKS, to support instruction, to extend communication, to enhance classroom management, and to become more productive in daily tasks;
7.3k instructional strategies for teaching the Technology Applications TEKS and for integrating them into the curriculum;
7.4k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;
7.5k strategies that students with diverse strengths and needs can use to develop content-area vocabulary;
7.6k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts;
7.7k how to evaluate the effectiveness of technology-based instruction; and
7.8k how to set goals for ongoing professional development in teaching the Technology Applications TEKS and integrating them into the curriculum.

Application: What All Teachers Can Do Teachers of Students in Grades EC-12

7.1s use a range of instructional strategies for individuals and small/whole groups to plan applications-based technology lessons;
7.2s identify and address equity issues related to the use of technology, including but not limited to gender, ethnicity, language, disabilities, and student access to technology;
7.3s plan, select, and implement instruction that allows students to use technology applications in problem-solving and decision-making situations;
7.4s use technology applications to develop and implement tasks that emphasize collaboration and teamwork among members of a structured group or project team;
7.5s provide adequate time for teaching the Technology Applications TEKS;
7.6s identify and use resources to keep current with technology education;

7.7s create project-based learning activities that integrate the Technology Applications TEKS into the curriculum and meet the Technology Applications TEKS benchmarks;

7.8s follow guidelines for the legal and ethical use of technology resources;

7.9s select and use developmentally appropriate instructional practices, activities, and materials to improve student learning of the Technology Applications TEKS;

7.10s use a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;

7.11s locate, retrieve, and retain content-related information from a range of texts and technologies;

7.12s use appropriate sources, such as dictionaries, thesauruses, glossaries, and search engines to locate the meanings and pronunciations of unfamiliar content-related words;

7.13s use technology tools to perform administrative tasks such as taking attendance, maintaining grade books, and facilitating communication;

7.14s use formal and informal assessment methods to evaluate appropriately students' projects and portfolios;

7.15s collect observable and measurable data to gauge student progress and adjust instruction in Technology Applications;

7.16s conduct an ongoing self-assessment of strengths and weaknesses in the knowledge and skills of Technology Applications;

7.17s develop and implement an individual plan for professional growth in the knowledge and skills of Technology Applications; and

7.18s incorporate new strategies to improve classroom instruction in Technology Applications.

ELAR Standards:

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

Teacher Knowledge: What Teachers Know

- 12.1k characteristics and functions of different types of media (e.g., film, and print);
- 12.2k how different types of media influence and inform;
- 12.3k procedures and criteria for analyzing and evaluating visual images, messages, and meanings;
- 12.4k procedures for producing visual images, messages, and meanings to communicate with others;
- 12.5k instructional practices that promote students' ability to interpret, analyze, evaluate, and produce visual images, messages, and meanings;
- 12.6k grade-level expectations and procedures for assessing students' skills in interpreting, analyzing, evaluating, and producing visual images, messages, and meanings;
- 12.7k how to distinguish between denotative and connotative meanings; and
- 12.8k word origins and the understanding of historical influences on English wording meanings.

Application: What Teachers Can Do

- 12.1s Use ongoing assessment and knowledge of grade-level expectations to plan instruction and to identify students' needs regarding the interpretation, analysis, evaluation, and production of visual images, messages, and meanings;
- 12.2s Compare and contrast print, visual, and electronic media (e.g., films and written stories);
- 12.3s Evaluate how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, and news photographers) represent meanings and provide students with varied opportunities to analyze and interpret visual images;

	<p>12.4s Teach students to analyze visual image makers' choices (e.g., related to style, elements, and medium) and evaluate how these choices help to represent or extend meaning;</p> <p>12.5s Use various instructional techniques to help students understand and distinguish between denotative and connotative meanings;</p> <p>12.6s Provide students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments, and technology presentations, and to use media to compare ideas and points of view;</p> <p>12.7s Teach students how to select, organize, and produce visuals to complement and extend meanings;</p> <p>12.8s Provide students with opportunities to use technology to produce various types of communications (e.g., class newspapers, multimedia reports, and video reports) and help student assess how language, medium, and presentation contribute to the message;</p> <p>12.9s Communicate with families/caregivers about students' progress in developing skills for interpreting, analyzing, evaluating, and producing visual images, messages, and meanings and collaborate with them to promote development in these areas; and</p> <p>12.10s Collaborate with other professionals and continually seek implications for practice from convergent research about students' development of skills for interpreting, analyzing, evaluating, and producing visual images, messages, and meanings.</p>
<p>5. The learner will design reading and literacy instruction in the content areas that will enable all students to reach educational goals and achievements.</p>	<p>Texas Teacher Standards (3) Standard 3— Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.</p> <p>(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.</p> <p>ii. Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.</p> <p>iii. Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.</p> <p>19 TAC 228.30(d)(2): Reading Instruction</p>

REGULAR AND SUBSTANTIVE COURSE INTERACTION

As a general guide, students enrolled in a three-semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Students are expected to double this effort of engagement given that this course is being delivered in a seven-week term. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty to ensure that students are able to demonstrate competency.

COURSE REQUIREMENTS

- **Minimal Technical Skills Needed:** Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.
- **Instructional Methods:** This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed. Please contact the instructor by email for any assistance.
- **Email your instructor** as soon as you complete your pretest so the instructor can access and grade your work.
- **Student Responsibilities or Tips for Success in the Course:** To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

Tk20

Students are expected to purchase a Tk20 account to use in the CBE alternative certification program. Students will be expected to upload specific assignments in each course as a requirement of the course and program. Tk20 is an electronic database used by teacher candidates to demonstrate they have met Texas Education Agency (TEA) requirements for certification. [Tk20 Information and Support](#).

ASSESSMENT

Students must achieve 80% or higher for the both the post-test or module project and culminating project to demonstrate competency and pass the course.

Module Pretests

The purpose of the pre-test is to provide a baseline understanding of your knowledge in the competency. Pre-tests are taken once and should be completed upon the first couple of days of a CBE academic term or entry into a course if a student is an accelerator. The pre-test is required before you begin studying course materials. Students are required to complete the post-test even if scoring 80% or higher on the pre-test. The grade on the pretest does **not** count in the final grade for this course.

Learning Objective Posttests and Projects

A brief assessment at the end of each module is intended to emphasize key concepts, theories, processes, etc., introduced in the Learning Objective Module. Depending on the course, that can be done through reflections, projects, or essays.

Posttest

The end-of-module comprehensive exam that assesses student knowledge and understanding of major concepts, theories, processes, etc., in the module. A **score of 80% or higher is required** to demonstrate competency. **DUE: Last day of week 7, Friday by 11:59 PM CST.**

If you score less than 80% on the posttest, you will have an opportunity to review the material and retake the post-test two additional times. Students who fail the post-test should review feedback from the instructor before reattempting the posttest. If the post-test score is less than 80% within three attempts, students will receive a grade of “F” in the course and will be required to retake the course in the new term.

Culminating Project

The project assesses your knowledge of terms and the application of concepts presented in this course. A **score of 80% or higher is required** to demonstrate competency. **DUE DATE if you want feedback for revisions: End of week 6. HARD DUE DATE: Last day of week 7, Friday by 11:59 PM CST.**

If students score less than 80% on the culminating project, they will have an opportunity to review the material and resubmit the project up to two additional times. If the culminating project is less than 80% within three attempts, students will receive a grade of F in the course and will be required to retake the course in the new term.

GRADING

A score of 80% or higher on both the Culminating Project and Posttests/Projects is required to demonstrate competency and receive credit for the course. The following items will be used to calculate the final grade in the course.

Item	Worth	Weight (Percentage of your grade)
Competency 1 Post Test	50 points	8%
Competency 2 Posttest Project Content Reading Strategies Project	100 points	15%
Competency 3 Posttest Project Content Reading Strategies Project	100 points	15%
Competency 4 Posttest Project Technology Application in the Classroom	50 points	8%
Competency 5 Posttest Quiz	50 points	8%
Competency 5 Posttest Project	100 points	15%
Culminating Project – Lesson Plan	200 points	31%
Total	650 points	

Grading Scale

A=	90%-100%	450 - 500 points
B=	80-89%	400 - 449 points
F=	79% or below	399 or fewer points

Acceleration Process

Students enrolled in competency-based education courses in the College of Innovation and Design are permitted to accelerate from one CBE course to another during a seven-week academic term under certain conditions. The request to accelerate from one course to another must be initiated by the student upon successful completion of currently enrolled CBE courses. Students are responsible for maintaining communication with faculty and their assigned advisor(s) throughout the acceleration

process. Students who fail a course or who drop/withdraw from a CBE course are not eligible for acceleration. Student may only request permission to accelerate in one course at a time. Request to accelerate is initiated and completed by 5:00 pm CST on the fifth Friday of a seven-week academic term.

Process

1. Student successfully completes all required coursework in their CBE courses(s) with a grade of "A" or "B."
2. Student receives emailed verification from the assigned instructor that the course has been satisfactorily completed (Grade of A or B only).
3. Student contacts assigned advisor to provide proof of completion and discuss eligibility for acceleration into another course.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

Learning Management System (LMS) Requirements:

View the [Learning Management System Requirements Webpage](#).

LMS Browser Support:

Learn more on the [LMS Browser Support Webpage](#).

YouSeeU Virtual Classroom Requirements:

Visit the [Virtual Classroom Requirements Webpage](#).

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.

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

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 (D2L), please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

All emails from students should include:

- **Course name and subject in the subject line (ex. EDCB 517 – Posttest)**
- **Salutation (Hello, Dr. Clark)**
- **Proper email etiquette (no “text” emails – use proper grammar and punctuation)**
- **Student name and CWID after the body of the email**

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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.

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 online in the [Student Guidebook](#).

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

TAMUC Attendance

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

Academic Integrity

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

[Graduate Student Academic Dishonesty Form](#)

CID Policy on Academic Integrity

Academic dishonesty includes cheating, complicity in cheating, multiple submissions (or substantial portions) of the same work for credit without authorization, submitting another’s work, plagiarism, submitting algorithmically (AI) plagiarized work, and other acts that may reasonably be called academic dishonesty.

- Students who commit academic dishonesty will receive a grade of 0 for the assignment in the course and be issued a Written Warning that is reported to the CID Assistant Dean’s office and listed in a database.
- If the student does NOT have a previous Written Warning for academic dishonesty reported in CID courses and has additional attempts available for the assignment, the student may resubmit the assignment (this applies to CBE courses only).

- If the student has a Written Warning of academic dishonesty reported in CID courses, the student may NOT resubmit the assignment, and the instructor will follow the procedure detailed in [Policy 13.99.99.R0.03](#) for Undergraduate Academic Dishonesty and report the incident to the Provost Office.

Use of Artificial Intelligence

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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

Students with Disabilities-- ADA Statement

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

Velma K. Waters Library Rm 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](#)

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.

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.

A&M-Commerce Supports Students' Mental Health - Counseling Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.

COURSE OUTLINE / CALENDAR

Competencies	Materials to Read or Review	Assignments
Competency 1: The learner will analyze curriculum and instruction by using varied resources to enable all students to become successful readers and writers	Reading material listed on D2L	<ol style="list-style-type: none"> 1. Complete Competency Pretest 2. Read the material for the module 3. Complete the Competency 1 Post-test. (50 points)
Competency 2: The learner will demonstrate how to assist students with acquiring the knowledge, skills, and ability to comprehend expository text, and to interact with and use teacher directed and reader-based content reading strategies	Reading material listed on D2L	<ol style="list-style-type: none"> 1. Complete Competency Pretest 2. Read the material for the module 3. Complete Competency 2 Posttest Project: Content Reading Strategies. (100 points)
Competency 3: The learner will employ techniques to encourage the development and use of higher order thinking skills in all students	Reading material listed on D2L	<ol style="list-style-type: none"> 1. Complete Competency Pretest 2. Read the material for the module 3. Complete Competency 3 Posttest Project: Content Reading Strategies. This project will build on what you completed in Competency 2. (100 points)

Competencies	Materials to Read or Review	Assignments
<p>Competency 4: The learner will develop effective instructional strategies through the integration of teaching and technology</p>	<p>Reading material listed on D2L</p>	<ol style="list-style-type: none"> 1. Complete the Competency Pretest 2. Complete the Technology Application in the Classroom training module. 3. Complete the Competency 4 PostTest. (50 points)
<p>Competency 5: Understand components of high-quality instructional materials and the connection to multi-tiered systems of support.</p>		<ol style="list-style-type: none"> 1. No Pretest 2. Read the material in the module. 3. Complete the Competency 5 PostTest Quiz (50 points) 4. Complete the Competency Posttest Project (100 points)
<p>Culminating Project: The learner will design reading and literacy instruction in the content areas that will enable all students to reach educational goals and achievements.</p> <p>Performance-Based Assessment (PBA) for module meets the following: Texas Administrative Code – Title 19/Part 7/Chapter 228/RULE §228.35(b)(2) 150 clock-hours of coursework and/or training as prescribed in §228.30(d)(4) of this title (relating to Educator Preparation Curriculum) that allows candidates to demonstrate proficiency in:</p> <p>(D) clearly and accurately communicating to support persistence, deeper learning, and effective effort.</p>	<p>Review of lesson planning strategies and exemplars from Modules 1-4. All directions and details provided on D2L.</p>	<ol style="list-style-type: none"> 1. Complete the Culminating Project: Lesson Plan. Create a lesson plan with appropriate TEKS, learning objectives, and content that contains embedded reading skills and strategies along with appropriate supports for all readers. (200 points)

Submit the Following Assignments to Tk20:

All assignments should be submitted to D2L. Once you have scored 80% or higher on the assignment, then you can upload it to Tk20. Be sure to upload assignment **AFTER** you have scored 80% or higher. If you have questions, please contact your instructor.

If you have not uploaded specific assignments to Tk20 by the end of the term, then you will NOT have completed all requirements of the course.

Assignments to Upload to Tk20:

- Culminating Project