



EAST TEXAS A&M UNIVERSITY

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

COURSE SYLLABUS

Term:		Year:	
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INSTRUCTOR INFORMATION

Instructor Name:	
Office Phone:	
East Texas A&M University Email Address:	
Instructor Notes:	

Office Location: Online/Remote

Office Hours: Email, Telephone, or Virtual by Appointment

Preferred Form of Communication: Email

Communication Response Time: 24 Hours or Less (Grading of assignments is typically not completed in 24 hours or less)

[CBE Handbook Link](#)

COURSE INFORMATION

Course 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.

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](#).

Alternative Certification 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

- Design reading and literacy instruction in the content areas that will enable all students to read education goals and achievements.

Alignment to the Texas Education Agency (TEA) Standards

Texas Teacher Standards: 3.B.i-iii

ELPS Standards: ELPS in effect until the K-12 2026-2027 School year [19 TAC §74.4](#).c.1.A-H; c.4.A-K, d.1. New **ELPS Standards**. For Kindergarten to Grade 3, [Standard 19 TAC §120.20](#). (b)1-4; (c)1-7.A-C; (d)3.A-3.H; and (e)1.A-E, and for Grades 4-12, [Standard 19 TAC §120.21](#) (b)1-4; (c)1-7.A-C; (d)3.A-3.H; and (e)1.A-E.

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

19 TAC §228.57(d)(1): Texas Essential Knowledge & Skills (TEKS)

19 TAC §228.57(d)(2): Reading Instruction

19 TAC §228.57(c)(4): Skills Educators are Required to Possess and Responsibilities Educators are Required to Accept

19 TAC §228.57(c)(10) - instruction in the open education resources instructional materials included on the list of approved instructional materials maintained by the State Board for Education under TEC, §31.022, in each subject area and grade level covered by the candidate's certification category, as required under TEC, §21.044(a-1)(4).

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>New ELPS Standards. For Kindergarten to Grade 3, Standard 19 TAC §120.20. (b)1-4; (c)1-7.A-C; (d)3.A-3.H; and (e)1.A-E, and for Grades 4-12, Standard 19 TAC §120.21 (b)1-4; (c)1-7.A-C; (d)3.A-3.H; and (e)1.A-E.</p> <p>(b) General requirements. In fulfilling the requirements of this section, school districts and charter schools shall:</p> <p>(1) identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the pre-production, beginning, intermediate, high intermediate, and advanced levels delineated in subsection (e) of this section;</p> <p>(2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum;</p> <p>(3) provide content-based instruction, including the cross-curricular second language acquisition essential knowledge and skills in subsection (d) of this section, in a manner that is linguistically accommodated to help the student acquire English language proficiency; and</p> <p>(4) provide intensive and ongoing foundational second language acquisition instruction to emergent bilingual (EB) students in Kindergarten-Grade 12 who are at the pre-production, beginning, or intermediate level of English language proficiency in listening, speaking, reading, or writing as determined by the state's English language proficiency assessment system. These EB students require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language necessary to support content-based instruction and accelerated learning of English.</p> <p>Introduction.</p> <p>(1) The English language proficiency standards (ELPS) outline student expectations and proficiency level descriptors for EB</p>
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students in English. The ELPS are organized across four language domains: listening, speaking, reading, and writing.

(2) Language acquisition is a complex process that consists of several interrelated components, including phonetics, phonology, semantics, syntax, morphology, and pragmatics. As students develop proficiency in these language structures, they are able to make connections between their primary language and English.

(3) Classroom contexts foster social and academic registers, which are types of language appropriate for a situation or setting, to support language proficiency. Informal (social) language consists of English needed for students to effectively interact, exchange ideas, and engage in various settings and contexts. Formal (academic) language consists of oral and written language used to build knowledge, participate in content-specific discourse, and process complex academic material found in formal school settings and interactions.

(4) The progression of skills in the four language domains are developed simultaneously and can be divided into two categories: receptive skills and expressive skills. Listening and reading are the receptive (input) skills. Students' development in receptive skills is necessary for comprehension and attainment of the English language and content. Speaking and writing are the expressive (output) skills. Students' ability to express and share their personal ideas and content knowledge allow teachers the opportunity to check for understanding and adjust instruction. Effective content-based language instruction involves engaging EB students in scaffolded opportunities to listen, speak, read, and write at their current levels of proficiency while gradually increasing linguistic complexity.

(5) In order for EB students to be successful, educators must create an environment that welcomes and encourages students to leverage their unique cultural and linguistic experiences as they develop English language skills and learn academic content. Educators must cultivate an approach that integrates students' and their families' funds of knowledge into the classroom instructional practices. Culturally and linguistically sustaining practices leverage and celebrate students' cultural heritage and backgrounds while elevating their cultural and linguistic identities. Teaching and learning cognates that connect both (or

multiple) languages can also construct bridges between languages and increase confidence as English language acquisition progresses.

(6) The ELPS student expectations are the knowledge and skills students must demonstrate. They indicate what students should know and be able to do in order to meet academic content standards. Proficiency level descriptors describe behaviors EB students exhibit across five proficiency levels as they acquire English. EB students may exhibit different proficiency levels within and across the domains of listening, speaking, reading, and writing.

(7) The ELPS demonstrate an asset-based approach to address the affective, linguistic, and cognitive needs of EB students in accordance with §89.1210(b) of this title (relating to Program Content and Design) as follows:

(A) acknowledge and leverage the existing funds of knowledge students possess, including linguistic repertoire, cultural heritage, and background knowledge;

(B) demonstrate targeted and intentional academic language skills to ensure content-area teachers are able to accurately evaluate the abilities of EB students and scaffold toward the increasingly complex English that students hear, speak, and are expected to read and write; and

(C) provide an exact and incremental measure of the stages of English language acquisition with attention to the fact that EB students at all levels of proficiency can engage in cognitively demanding tasks and master the required essential knowledge and skills with appropriate language support.

Student expectations--reading. The EB student reads a variety of texts for different purposes with an increasing level of comprehension in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels of English language acquisition in reading. For Kindergarten and Grade 1, certain student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:

	<p>(A) demonstrate awareness of print concepts and directionality of reading as left to right and top to bottom;</p> <p>(B) decode words using relationships between sounds and letters;</p> <p>(C) use high-frequency words, cognates, and content-area vocabulary to comprehend written classroom materials;</p> <p>(D) use context to construct the meaning of figurative language such as idiomatic expressions, descriptive language, and words with multiple meanings to comprehend classroom materials;</p> <p>(E) use pre-reading strategies, including previewing text features, connecting to prior knowledge, organizing ideas, and making predictions, to develop comprehension;</p> <p>(F) derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports;</p> <p>(G) demonstrate reading comprehension of content-area texts by making connections, retelling, or responding to questions; and</p> <p>(H) read with fluency and demonstrate comprehension of content-area text.</p> <p><u>19 TAC §228.57(d)(1): Texas Essential Knowledge & Skills (TEKS)</u></p>
<p>3. The learner will employ techniques to encourage the development and use of higher order thinking skills in all students</p>	<p>New ELPS Standards. For Kindergarten to Grade 3, Standard 19 TAC §120.20. (b)1-4; (c)1-7.A-C; (d)3.A-3.H; and (e)1.A-E, and for Grades 4-12, Standard 19 TAC §120.21 (b)1-4; (c)1-7.A-C; (d)3.A-3.H; and (e)1.A-E.</p> <p>(b) General requirements. In fulfilling the requirements of this section, school districts and charter schools shall:</p> <p>(1) identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the pre-production, beginning, intermediate, high intermediate, and advanced levels delineated in subsection (e) of this section;</p>

	<p>(2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum;</p> <p>(3) provide content-based instruction, including the cross-curricular second language acquisition essential knowledge and skills in subsection (d) of this section, in a manner that is linguistically accommodated to help the student acquire English language proficiency; and</p> <p>(4) provide intensive and ongoing foundational second language acquisition instruction to emergent bilingual (EB) students in Kindergarten-Grade 12 who are at the pre-production, beginning, or intermediate level of English language proficiency in listening, speaking, reading, or writing as determined by the state's English language proficiency assessment system. These EB students require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language necessary to support content-based instruction and accelerated learning of English.</p> <p>(c) Introduction.</p> <p>(1) The English language proficiency standards (ELPS) outline student expectations and proficiency level descriptors for EB students in English. The ELPS are organized across four language domains: listening, speaking, reading, and writing.</p> <p>(2) Language acquisition is a complex process that consists of several interrelated components, including phonetics, phonology, semantics, syntax, morphology, and pragmatics. As students develop proficiency in these language structures, they are able to make connections between their primary language and English.</p> <p>(3) Classroom contexts foster social and academic registers, which are types of language appropriate for a situation or setting, to support language proficiency. Informal (social) language consists of English needed for students to effectively interact, exchange ideas, and engage in various settings and contexts. Formal (academic) language consists of oral and</p>
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written language used to build knowledge, participate in content-specific discourse, and process complex academic material found in formal school settings and interactions.

(4) The progression of skills in the four language domains are developed simultaneously and can be divided into two categories: receptive skills and expressive skills. Listening and reading are the receptive (input) skills. Students' development in receptive skills is necessary for comprehension and attainment of the English language and content. Speaking and writing are the expressive (output) skills. Students' ability to express and share their personal ideas and content knowledge allow teachers the opportunity to check for understanding and adjust instruction. Effective content-based language instruction involves engaging EB students in scaffolded opportunities to listen, speak, read, and write at their current levels of proficiency while gradually increasing linguistic complexity.

(5) In order for EB students to be successful, educators must create an environment that welcomes and encourages students to leverage their unique cultural and linguistic experiences as they develop English language skills and learn academic content. Educators must cultivate an approach that integrates students' and their families' funds of knowledge into the classroom instructional practices. Culturally and linguistically sustaining practices leverage and celebrate students' cultural heritage and backgrounds while elevating their cultural and linguistic identities. Teaching and learning cognates that connect both (or multiple) languages can also construct bridges between languages and increase confidence as English language acquisition progresses.

(6) The ELPS student expectations are the knowledge and skills students must demonstrate. They indicate what students should know and be able to do in order to meet academic content standards. Proficiency level descriptors describe behaviors EB students exhibit across five proficiency levels as they acquire English. EB students may exhibit different proficiency levels within and across the domains of listening, speaking, reading, and writing.

(7) The ELPS demonstrate an asset-based approach to address the affective, linguistic, and cognitive needs of EB students in

	<p>accordance with §89.1210(b) of this title (relating to Program Content and Design) as follows:</p> <p>(A) acknowledge and leverage the existing funds of knowledge students possess, including linguistic repertoire, cultural heritage, and background knowledge;</p> <p>(B) demonstrate targeted and intentional academic language skills to ensure content-area teachers are able to accurately evaluate the abilities of EB students and scaffold toward the increasingly complex English that students hear, speak, and are expected to read and write; and</p> <p>(C) provide an exact and incremental measure of the stages of English language acquisition with attention to the fact that EB students at all levels of proficiency can engage in cognitively demanding tasks and master the required essential knowledge and skills with appropriate language support.</p> <p>(d) Student expectations--reading. The EB student reads a variety of texts for different purposes with an increasing level of comprehension in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels of English language acquisition in reading. For Kindergarten and Grade 1, certain student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> <p>(A) demonstrate awareness of print concepts and directionality of reading as left to right and top to bottom;</p> <p>(B) decode words using relationships between sounds and letters;</p> <p>(C) use high-frequency words, cognates, and content-area vocabulary to comprehend written classroom materials;</p> <p>(D) use context to construct the meaning of figurative language such as idiomatic expressions, descriptive language, and words with multiple meanings to comprehend classroom materials;</p>
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	<p>(E) use pre-reading strategies, including previewing text features, connecting to prior knowledge, organizing ideas, and making predictions, to develop comprehension;</p> <p>(F) derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports;</p> <p>(G) demonstrate reading comprehension of content-area texts by making connections, retelling, or responding to questions; and</p> <p>(H) read with fluency and demonstrate comprehension of content-area text.</p> <p>(e) Proficiency level descriptors.</p> <p>(1) The following five proficiency levels describe students' progress in English language acquisition.</p> <p>(A) Pre-production. The pre-production level, also known as the silent period, is the early stage of English language acquisition when receptive language is developing. Students develop comprehension when highly scaffolded instruction and linguistic support are provided. Student responses are mostly non-verbal.</p> <p>(B) Beginning. The beginning level is characterized by speech emergence (expressive language) using one word or two-to-three-word phrases. Students at this level require highly scaffolded instruction and linguistic support. Students at this level begin to consistently use present tense verbs and repeat keywords and familiar phrases when engaging in formal and informal interactions.</p> <p>(C) Intermediate. The intermediate level is characterized by the ability to use receptive and expressive language with demonstrated literal comprehension. Students at this level need moderately scaffolded instruction and linguistic support. Additional visual and linguistic support is needed to understand unfamiliar or abstract concepts such as figurative language, humor, and cultural or societal references. Students at this level begin to consistently use short phrases and simple sentences or ask short questions to demonstrate comprehension during formal and informal interactions.</p>
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	<p>(D) High intermediate. Students at the high intermediate level begin to consistently use a variety of sentence types, express opinions, share thoughts, and ask for clarification. Students at this level have an increased level of literal and abstract comprehension. Students may need minimal scaffolded instruction and linguistic support to engage in formal and informal classroom interactions.</p> <p>(E) Advanced. The advanced level is characterized by the ability of students to engage in formal and informal classroom interactions with little to no linguistic support. Students at this level engage in discourse using content-area vocabulary and a variety of grammatical structures with increasing accuracy.</p> <p>19 TAC 228.57(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> <p><i>Teacher Knowledge: What All Teachers Know Teachers of Students in Grades EC-12</i></p> <p>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;</p> <p><i>Application: What All Teachers Can Do Teachers of Students in Grades EC-12</i></p> <p>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;</p>

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;

	<p>7.3s plan, select, and implement instruction that allows students to use technology applications in problem-solving and decision-making situations;</p> <p>7.4s use technology applications to develop and implement tasks that emphasize collaboration and teamwork among members of a structured group or project team;</p> <p>7.5s provide adequate time for teaching the Technology Applications TEKS;</p> <p>7.6s identify and use resources to keep current with technology education;</p> <p>7.7s create project-based learning activities that integrate the Technology Applications TEKS into the curriculum and meet the Technology Applications TEKS benchmarks;</p> <p>7.8s follow guidelines for the legal and ethical use of technology resources;</p> <p>7.9s select and use developmentally appropriate instructional practices, activities, and materials to improve student learning of the Technology Applications TEKS;</p> <p>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;</p> <p>7.11s locate, retrieve, and retain content-related information from a range of texts and technologies;</p> <p>7.12s use appropriate sources, such as dictionaries, thesauruses, glossaries, and search engines to locate the meanings and pronunciations of unfamiliar content-related words;</p> <p>7.13s use technology tools to perform administrative tasks such as taking attendance, maintaining grade books, and facilitating communication;</p> <p>7.14s use formal and informal assessment methods to evaluate appropriately students' projects and portfolios;</p> <p>7.15s collect observable and measurable data to gauge student progress and adjust instruction in Technology Applications;</p> <p>7.16s conduct an ongoing self-assessment of strengths and weaknesses in the knowledge and skills of Technology Applications;</p> <p>7.17s develop and implement an individual plan for professional growth in the knowledge and skills of Technology Applications; and</p> <p>7.18s incorporate new strategies to improve classroom instruction in Technology Applications.</p>
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ELAR Certificate 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;
- 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;
- 12.5s Use various instructional techniques to help students understand and distinguish between denotative and connotative meanings;
- 12.6s Provide students with opportunities to interpret events and ideas based on information from maps, charts, graphics,

	<p>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 228.57(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 can demonstrate competency.

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.

Dropping the Course Due to Failure

Students are NOT allowed to drop a course due to failure in the course. In the event a student does not make 80% or higher on a posttest or culminating project by the third attempt, the student is not allowed to drop the course due to failure. The student is also ineligible to accelerate or re-enroll/re-take the course in the current term.

To drop a course, students must have passing grades in the course or have not attempted any assignments in the course. Please reach out to an academic advisor to drop a course.

STUDENT RESPONSIBILITIES FOR COURSE

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 by the due date specified. Please contact the instructor by email for any assistance or support.

CWID and Password

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.

Technology-Related Issues

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 ETAMU campus open computer lab, etc.

TECHNOLOGY REQUIREMENTS AND SUPPORT

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.

Learning Management System (LMS) – D2L

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

- View the [Learning Management System Requirements Webpage](#).
- Learn more on the [LMS Browser Support Webpage](#).

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at **1-877-325-7778**. Other support options can be found on the [Brightspace Support Webpage](#).

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). **You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication.** 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.

Include the Following in Emails with Instructor:

- Course name and subject in the subject line (ex. EDCB 517 – Posttest)
- Salutation (Good afternoon, Dr. Jackson)
- Proper email etiquette (no “text” emails – use proper grammar and punctuation)
- Student name and CWID after the body of the email (possibly add to student signature on email)

CID Studio

The CID Studio is in D2L and available to all CID students. The CID Studio contains modules intended to support and inform students on their educational journey.

[CID Studio Link](#) – Please contact your advisor if you need access.

RESPONSE TIME & GRADING TIME IN CBE COURSES

Instructors for competency-based education courses are expected to respond to students in 24 hours. If you are not able to reach your instructor, please reach out to your advisor for help. The grading of assignments in courses will be done in a timely manner, but grading responses will not be returned in 24 hours.

ACCELERATION IN CBE COURSES

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.**

Acceleration 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.

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.

ETAMU Attendance

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

Academic Integrity

Students at East Texas A&M University 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.

Submitting Past Work

The resubmission of work submitted in a past course is self-plagiarism. Also, the resubmission of substantial parts of work submitted in a past course is self-plagiarism. **If a student would like to resubmit past work or substantial parts of past work, the student must gain permission from the instructor prior to submission and cite the work properly.** If the student does not gain permission and cite the work, then the submission will be flagged for self-plagiarism and result in actions detailed in the CID Policy on Academic Integrity.

Use of Artificial Intelligence

East Texas A&M University 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

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

East Texas A&M University

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

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University, 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

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download

the app and explore the resources available to you for guidance and support whenever you need it.



COURSE ASSESSMENTS

Requirement for Successfully Passing Course

Students must achieve 80% or higher for **every** posttest **and** culminating project to demonstrate mastery of all competencies and pass the course.

Using Remaining Attempts to Improve Grade

Students are permitted to use remaining attempts on a posttest and/or culminating project after scoring 80% or higher to attempt to make a higher score on the assignment. Students are not permitted to exceed 3 attempts for any posttest or culminating project.

- **Must** complete **all** required posttests and culminating project and receive a grade on the assignments before doing additional attempts.
- The **highest** grade achieved on the posttest or culminating project will be used for the **final grade** for the posttest and culminating project.
- Please keep in mind that submitting during the final days and hours of the term means that you may not have time to resubmit or receive feedback.
- Once you have accelerated out of the course and received a completion email, you may not return to the course to resubmit work.

Pretest

The purpose of the pretest is to provide students with a baseline understanding of your knowledge in the competency. Pretests 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 pretest is required before you begin studying course materials. A passing score on the pretest does NOT provide permission to skip required assignments in the course. The grade on the pretest does **not** count in the final grade for this course.

Posttest

At the end of a module or course is a comprehensive exam that assesses student knowledge and understanding of major concepts, theories, processes, etc., in the module or the course. A **score of 80% or higher is required** to demonstrate mastery of the competency. If a student scores less than 80% on a posttest, the student will have an opportunity to review the material and retake the posttest two additional times. Students who fail the posttest should review

feedback from the instructor before reattempting the posttest on another attempt. If the posttest 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. All posttests in the course have a due date: **Last day of week 7, Friday by 11:59 PM CST.**

Culminating Project

The final project in the course assesses your knowledge of terms and the application of concepts presented in this course. A **score of 80% or higher is required** to demonstrate mastery of each competency. 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. **If you want feedback for revisions, submit by the end of week 6.** Culminating projects have a due date: **Last day of week 7, Friday by 11:59 PM CST.**

GRADING

A score of 80% or higher on the Culminating Project and all Posttests is required to demonstrate mastery of the competencies 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%

B = 80%-89%

F = 79% or Below

COURSE OUTLINE / CALENDAR

Suggested Schedule

Competencies	Materials to Read or Review	Assignments
<p><u>Competency 1:</u> The learner will analyze curriculum and instruction by using varied resources to enable all students to become successful readers and writers</p>	<p>Reading material listed on D2L</p>	<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)
<p><u>Competency 2:</u> 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>Reading material listed on D2L</p>	<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)
<p><u>Competency 3:</u> The learner will employ techniques to encourage the development and use of higher order thinking skills in all students</p>	<p>Reading material listed on D2L</p>	<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)
<p><u>Competency 4:</u> 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

Competencies	Materials to Read or Review	Assignments
		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><u>Performance-Based Assessment (PBA) for module meets the following:</u> 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

TIPS FOR SUCCESS

- **All assignments must be submitted by 11:59PM/CST on the Friday of Week 7 of the term.**
- A score of 80% or higher on the Culminating Project and all Posttests is required to demonstrate competency and receive credit for the course.
- **Tip:** After a failed attempt at a posttest or the culminating project, review feedback provided by your instructor and/or reach out to your instructor with questions before moving to the next attempt.