

Texas A&M University – San Antonio
College of Education and Human Development
Department of Curriculum and Instruction
Course Syllabus
Fall 2023 (202410)

Course Number & Title: EDRG 4331 Reading Assessment and Intervention

Catalog Description: This capstone course focuses on multiple literacy assessments and their use in the classroom setting. Principles of assessment are discussed with a special focus concerning the use of assessment to guide instruction. Also included is differentiated instruction for special populations, language development and reading disabilities.

Prerequisite(s): EDRG 4389. TSI Restriction(s): Reading, Math, and Writing

Credit Hours: Three (3) undergraduate

Instructor: Helen White, M.Ed

Contact Information: hwhite@tamsu.net

Time of Class/Location:

This is a hybrid course meaning we will meet face-to-face for lecture, but you will also be responsible for participating on Blackboard, reading outside material, and working on assignments outside of class.

Tuesday: 5:30 – 6:45 PM

Location: Madla 236

Office Hours: By Appointment (Virtually)

Required Materials:

1. Gillett, J. Temple, C., Temple, C. & Crawford, A. (2017). *Understanding Reading Problems: Assessment and Instruction*, Pearson Education.
2. composition notebook & or other means of note-taking

Student Learner Outcomes (SLO): Upon completion of this course students will be able to:

As set by: Statutory Authority: The provisions of this §235.101 issued under Texas Education Code, §§21.003(a), 21.031, 21.041(b)(1), (2), and (4), and 21.048(a-2). Source: The provisions of this §235.101 adopted to be effective October 15, 2020, 45 TexReg 7261

§235.101. Science of Teaching Reading Standards.

(a) Science of Teaching Reading (STR) Standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the *Texas Prekindergarten Guidelines* and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 6, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all early learners and address vertical alignment. Candidates in the following categories of classroom

teachers will be assessed by the STR standards:

- (1) Early Childhood: Prekindergarten-Grade 3;
- (2) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6;
- (3) Core Subjects with Science of Teaching Reading: Grades 4-8;
- (4) English Language Arts and Reading with Science of Teaching Reading: Grades 4-8
- (5) English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4-8.

(b) Knowledge of Reading Development Components. Classroom teachers identified in subsection (a) of this section demonstrate understanding of Kindergarten-Grade 6 Texas Essential Knowledge and Skills and the *Texas Prekindergarten Guidelines* pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment, and instructional practices to promote students' development of grade level skills within the following components of reading:

- (1) oral language development;
- (2) print awareness and alphabet knowledge;
- (3) phonological and phonemic awareness;
- (4) phonics (decoding and encoding);
- (5) reading fluency;
- (6) vocabulary development;
- (7) syllabication and morphemic analysis;
- (8) comprehension of literary text;
- (9) comprehension of informational text; and
- (10) beginning strategies and reading comprehension skills.

(c) Reading Pedagogy. Classroom teachers identified in subsection (a) of this section demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:

- (1) providing explicit, systematic instruction that is sequential and multimodal (e.g., sequential lessons, gradual release model, structured literacy);
- (2) implementing both formal and informal methods of measuring student progress in early reading development;
- (3) implementing, designing, and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and
- (4) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English learners

Teacher candidates in initial programs must be prepared to teach Texas Essential Knowledge and Skills (TEKS). Teacher candidates in initial programs must demonstrate competence in teaching the TEKS appropriate to their area of certification. Assignments that require teacher candidates to use the TEKS will include the links to the TEKS via <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>

Teacher candidates understand the Science of Teaching Reading and can assess its components. These skills and knowledge can be found in detail at:

https://www.tx.nesinc.com/content/docs/TX293_SciOfTeachingReading_PrepManual.pdf;

Evaluation and Grading: Note: Dates are tentative and subject to change. Check Blackboard regularly for announcements and updates.

Cornell Notes	10 pts
Case Study	25 pts
Intervention Lesson Plan	20 pts
Assessment Toolkit	15 pts
Quizzes (2 total at 15 pts each)	30 pts

Active Attendance and Participation are **REQUIRED**.

Grade Scale:

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

ASSIGNMENTS: The following course assignments have been designed to further your knowledge of literacy assessments and intervention. It is my expectation that you will complete these assignments using critical thinking and high-quality work to strengthen your instructional practice.

1. **Cornell Notes (10 pts):** As you read each chapter, you will be expected to take Cornell Notes. This will serve two purposes: 1) Ensure and extend your learning as you read the content. 2) To spark discussions during lectures. Cornell Notes are intended to help the reader be an active participant in the reading process. You will generate your own:
 - a. Essential question
 - b. Questions as you read on the left side
 - c. Reflections/notes to the questions you asked on the right side
 - d. Generate a quick summary of the reading
2. **Case Study (25 pts):** Select ONE student between the grades of 1st-8th to complete a series of reading assessments.
 - a. Reading Interest Survey (you will only choose one to administer, depending on age of student)
 - i. Garfield Reading Attitudes Survey – appropriate for younger elementary students
 - ii. Motivation to Read Profile – 2nd-6th grade; only 1st 20 questions, narrative portion optional
 - iii. Burke Reading Interview – 2nd grade and up

- iv. Reading Interest Survey - upper elementary (4th/5th grade) or middle school student
- b. Quick Phonics Screener
- c. Informal Reading Inventory (IRI)

The assessments you will administer will be located in a folder on Bb. After completing the assessments, you will analyze the data and write your findings in a 2-3 page paper. An outline can be found in Bb.

3. **Lesson Plan (20 pts):** Using the data from the case study, you will develop an intervention lesson for this “group.” The lesson should be tailored to the skill(s) the students need. A lesson plan template will be provided, but you do not have to use this template. Additionally, you present the intervention lesson you created to the class. We will act as your group of students. The lesson should be presented in 15-20 minutes.
4. **Assessment Toolkit (15 pts):** For each component of reading (phonemic awareness, phonics, fluency, comprehension, spelling, and writing), you will research and find assessments that would help you as a teacher assess these different components. You will need to find two different assessments for each component. This will be a digital resource, therefore you will organize the assessments in livebinder: <https://www.livebinders.com/welcome/>
 - a. When you submit your livebinder, you will simply share the link and the code in the submission forum in blackboard.
5. **Quizzes (30 pts):** Two quizzes will be given during the semester. The quizzes will cover content from the weekly readings and class lectures.

Competencies

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES

Standard I.*The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II.*The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III.*The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Class Policies

ATTENDANCE: Attendance is **IMPERATIVE, REQUIRED** and is **KEPT**. It is the responsibility of the student to inform each instructor of issues and problems that they are experiencing. When, however, in the judgment of the instructor, a student has been absent or not completing assignments to such a degree as to impair his or her status relative to credit for the course, the instructor will recommend the student to drop the

course. It is important to understand that class attendance can be used by the instructor as one criterion for grading when there are issues occurring in the class with acquisition or knowledge and skills. Time spent on Blackboard can be monitored by the professor. A student who enrolls for a course and then does not attend is considered absent from class until the student officially drops the course. The instructor will not drop you from the course. It is your responsibility to drop if needed.

Make-Up Exams: Students should be present for all EXAMS. If extenuating circumstances arise, students may schedule a time to make-up exams with the professor within one week of the exam.

The burden of documentation lies with the student.

ASSIGNMENTS: I have high expectations for all my students and expect quality work. All complete assignments must be brought to class **on time** or submitted electronically on Blackboard. Assignments will **NOT** be accepted through email. Also, I will not accept **partial assignments**. Cornell Notes that are turned in late will not receive credit. Late assignments, other than Cornell Notes, will be deducted 10% for each day past due, up to 10 days. After 10 days, the assignment will not be accepted. Please communicate with the instructor if an unseen circumstance arises.

TECHNICAL REQUIREMENTS: For this course, documents will be posted as PDFs or from the Microsoft Office Suite. Therefore, only documents in these formats will be accepted. If you do not have the latest version of Microsoft Office, you can download the free compatibility pack online with your TAMUSA email address.

TECHNICAL DIFFICULTIES: Technical difficulties will **not** be accepted as a reason for late assignment submission. Begin your assignments early and visit our on-campus computer lab for assistance. If a help desk ticket was created **PRIOR** to 24 hours before the assignment due date, please attach the documentation to your assignment.

RESPONSIBILITY: As a teacher, you are expected to maintain a high level of responsibility. Therefore, you must be responsible for verifying dates, expectations, and quality of work. **If there is something you don't understand, please ask.** Also, it is your responsibility to be aware of important dates located on the university's academic calendar. This can be printed from the TAMUSA website.

E-MAIL: All email correspondence for this course will be via your Jaguar email account. Remember to check your TAMUSA email account at least weekly. Important class and university information will be sent through this account.

BLACKBOARD: Log into Blackboard to find announcements and course information. Blackboard also has a discussion board, classroom email, supplemental information and class assignments as directed. This site should be reviewed at least once a week.

'Q' DATE: Students with poor attendance may be dropped from the course on the 'Q' date. *Please refer to the Academic Calendar.*

DROP/WITHDRAWAL: The last day to withdraw, or drop this course is posted on the Academic Calendar.

PHONES/LAPTOPS/TABLETS: Technology devices have a variety of uses. This course will not require you to logon to a computer/tablet regularly. If a device is needed, you will be informed the week before so that you are prepared. Also, cell phones should remain on silent during class. If there is an emergency or concern, the cell phone may be placed on vibrate during class. If you must take a call please do so outside of class. Texting will not be tolerated. **Cell phones will not be allowed out during an exam.**

PROFESSIONALISM: If you have a concern, problem or questions, please schedule a time to meet with me for discussion. Should the issue require further attention you must follow the grievance policy laid out in the TAMUSA System Center Student Handbook located at <http://www.tamuk.edu/sanantonio/studenthandbook.pdf>.

GRADES: You may access and monitor your grades through Blackboard.

Course Schedule: Fall 2023

This course schedule is designed to serve as an aide to help you, as a student, keep up with due dates, expectations, and important information. This schedule is subject to change based on class performance and mastery of content. Any changes will be announced via Blackboard Announcements.

Module	Face-to-face Lecture	"TO DO" Readings, Assignments, and Due Dates
Module 1	<p>08/29/2023</p> <ul style="list-style-type: none"> • Introductions • Summary of expectations • Syllabus Review 	<p>Read Chapter 1 and take Cornell Notes throughout the reading. Upload notes in the Discussion board & respond to two peers.</p> <p>Be sure to <u>always</u> respond to TWO peers by 1 hour after notes deadline.</p> <p>Due: Saturday, September 9th by 5:00 pm. Due to the textbook confusion, both chapter 1 & chapter 10 notes may be combined, and turned in 9/16/23 by 5:00pm.</p>
<p>Module 1</p> <p>Bring a laptop!!! You will need it to set-up your LiveBinder.</p>	<p>09/05/2023</p> <ul style="list-style-type: none"> • Understand the different stages of reading and why reading ability matters. • Learn the reason why we assess students in reading and writing. 	<p>Read Chapters 1 & 10 and take Cornell Notes throughout the reading. Upload notes for both chapters in the Discussion board & respond to two peers.</p> <p>Due: Saturday, September 16th by 5:00pm.</p>

Module 1	<p>09/12/2023</p> <p>Ch.10 Lecture</p> <ul style="list-style-type: none"> • Understand & define basic characteristics of reliable & valid assessments. • Learn the difference between norm-referenced and criterion-referenced tests. 	<p>Read Chapter 6 and take Cornell Notes throughout the reading. Upload notes in the Discussion board & respond to two peers.</p> <p>Due: Saturday, September 23rd by 5:00 p.m.</p>
Module 1	<p>09/19/2023</p> <p>Ch.6 Lecture</p> <ul style="list-style-type: none"> • Understanding informal reading assessments and how & why they are used. <ol style="list-style-type: none"> 1. What are informal reading assessments? 2. Administering informal reading assessments 3. Scoring & interpreting reading assessments 4. Student reading levels 5. Quick Phonics Screener 	<p>Read Chapter 4 and take Cornell Notes throughout the reading. Upload notes in the Discussion board & respond to two peers.</p> <p>Due: Saturday, September 30th by 5:00 p.m.</p>
<p>Module 1</p> <p>Informal Assessments of Reading and Reading Levels</p>	<p>09/26/2023</p> <p>Ch. 4 Lecture</p> <ul style="list-style-type: none"> • Understand readers and writers in the Beginning and Fledgling stages. • Become aware of the components, how to assess and instruct students at this level. 	<p>Read Chapter 5 and take Cornell Notes throughout the reading. Upload notes in the Discussion board & respond to two peers.</p> <p>Due: Saturday, October 7th by 5:00 p.m.</p> <p>Build your toolkit by selecting these assessments:</p> <ul style="list-style-type: none"> • print concepts • Phonemic Awareness
Module 1	<p>10/03/2023</p> <p>Ch.5 Lecture</p> <ul style="list-style-type: none"> • Understanding the development of word knowledge and how to extend the knowledge of developing readers in the areas of: <ul style="list-style-type: none"> • Phonics • Vocabulary (sight & readers) • Fluency • Comprehension (reading & oral) 	<p>Read Chapter 7 and take Cornell Notes throughout the reading. Upload notes in the Discussion board & respond to two peers.</p> <p>Due: Saturday, October 14th by 5pm</p> <p>Build your toolkit by selecting these assessments:</p> <ul style="list-style-type: none"> • alphabet • phonics • fluency • comprehension <p>Quiz 1 Due: Saturday, October 14th by 5pm</p>

Module 2	<p>10/10/2023</p> <p>Ch.7 Lecture</p> <ul style="list-style-type: none"> • Understanding struggling readers and writers in the older grades • Learn to implement reading and writing strategies to increase literacy abilities. 	<p>Work on your literacy toolkit; be sure to have 2 different assessments for:</p> <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Fluency • Comprehension <p>You do not have to find assessments for spelling or writing... YET.</p>
Module 2	<p>10/17/2023</p> <p>Dive into a world of assessments! We will practice administering and scoring different types of informal reading assessments.</p>	<p>Read Chapter 2 and take Cornell Notes throughout the reading. Upload notes in the Discussion board & respond to two peers.</p> <p>Due: Saturday, October 21st by 5:00 p.m.</p>
Module 2	<p>10/24/2023</p> <p>Understand the what is Response to Intervention (RTI) and why it is important to struggling readers</p>	<p>Read Chapter 8 and take Cornell Notes throughout the reading. Upload notes in the Discussion board & respond to two peers.</p> <p>Due: Monday, October 30th by 10:00 p.m.</p>
Module 2	<p>10/31/2023</p> <p>Ch.8 Lecture</p> <ul style="list-style-type: none"> • Understand the different stages of spelling <ul style="list-style-type: none"> ◦ how to assess, ◦ document and ◦ teach spelling and writing 	<p>Read Chapter 9 and take Cornell Notes throughout the reading. Upload notes in the Discussion board & Respond to two peers.</p> <p>Due: Saturday, November 4th by 5:00 p.m.</p> <p>Case study DUE: Monday, November 6th by 8:00 p.m.</p> <p>Build your toolkit by selecting these assessments:</p> <ul style="list-style-type: none"> • spelling • writing <p>(rubrics are acceptable)</p>

Module 2	<p>11/07/2023</p> <p>Ch.9 Lecture Learn how to use the diversity in the classroom to maximize the learning students gain in literacy.</p>	<p>Read Chapter 11 and take Cornell Notes throughout the reading. Upload notes in the Discussion board & respond to two peers.</p> <p>Due: Monday, November 13th by 8:00 p.m.</p>
Module 2	<p>11/14/2023</p> <p>Ch.11 Lecture</p> <ul style="list-style-type: none"> ● Become familiar with students who struggle with reading problems. ● Understand the different factors that contribute to reading problems. 	<p>Work on Lesson Plan!</p> <p>Quiz 2 Due: Saturday, November 18th by 5:00 p.m.</p>
Module 2	<p>11/21/2023</p> <p>Student Work Day! Finalize Lesson Plan</p>	<p>Lesson Plan Due: Saturday, November 25th by 5:00 p.m.</p>
	<p>11/28/2023</p> <p>Lesson Plan Presentations</p>	<p>Toolkit Due: Monday, November 27th by 8:00 p.m.</p>
	<p>12/05/2023</p> <p>Lesson Plan Presentations</p>	
	<p>12/12/2023</p> <p>Individual Student Meetings</p>	

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Persons with Disabilities: The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. DSS is located at the Main Campus on the 2nd floor of the Central Academic Building in suite 210. The phone number for DSS is (210) 784-1335 and email is dsupport@tamusa.edu.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210)784-1307, or visiting the Central Academic Building, room 202.

Counseling Resources: As a college student, there may be a time when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call (210)784-1331 or visit Modular C, Room 166 (Rear entrance).

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services.

Crisis support is available 24/7 by calling the SCC at (210)784-1331 (after-hours select option '2'). For more information and self-help resources, please visit www.tamusa.edu/studentcounseling

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/uploadfile/folders/sdbowen23/pdf/pdf-635073426137928167-10.100.20.116.pdf>

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability

accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

Respect for Diversity: We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support

those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victims advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, University Catalog and to comply with them, as well as federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that

infringe on the rights of another individual will not be tolerated. Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct.

AI Policy: EDRG 4331 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

Important Dates:

August 28 First day of class

November 10 Last day to drop with an automatic "W"

November 21 Last day to drop a course or withdraw from the University

November 22 Study Day – No classes

November 23-25 Thanksgiving Holiday – University closed

December 7 Last day of classes

December 8 Study Day – No classes

December 9-15 Final exams

The complete academic calendar is available online:

<https://www.tamusa.edu/academics/academic-calendar/index.html>