TEXAS A&M UNIVERSITY
SAN ANTONIO

Department of Curriculum and Instruction
EDRG 4331 Reading Assessment and Intervention

Instructor Name:	A&M-San Antonio email:
Lisa Polk, Ed.D	lpolk01@tamusa.edu
Office Hours and Location: Madla 336 or Zoom Office Hours: Please do not hesitate to send an email to set up a convenient and agreed-upon appointment time for a phone call, virtual session, or meeting. By appointment only: Wednesdays 10-11 AM / 2-4 PM or by scheduling an appointment/meeting by Zoom	**Course Location & Time:** Online Synchronous/Live Class Meetings Mondays 5:30-6:45 pm

REQUIRED TEXTBOOK:

Required Textbook and Materials:

1. Gillett, J. Temple, C., Temple, C.& Crawford, A. (2017). *Understanding Reading Problems: Assessment and Instruction*, Pearson Education.

2. You will also need a composition notebook or binder for this course. An example is provided and must be purchased along with the text for this course.

COURSE 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. TSI Restriction(s): Reading, Math, and Writing. Prerequisite: EDRG 4389 Restrictions: Graduate level students may not enroll. Credit Hours: Three (3) undergraduate

Time of Class/Location:

This class is an Online Synchronous Course with hybrid work to complete throughout the semester. We will meet online synchronously/live on Mondays from 5:30 PM – 6:45 PM, and you will be responsible for participating on Blackboard via discussions, quizzes, and assignments.

MAJOR COURSE COMPONENTS:

Topics

1. Reading and Its Assessment
2. Response to Intervention (RTI)
3. Assessing and Teaching All Readers and Writers
4. Informal Assessments of Reading and Reading Levels
5. Assessing and Teaching Spelling and Writing
6. Formal Measures
7. Factors Related to Reading Problems

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

Understand principals of assessment and how multiple literacy assessments can be used to guide instruction.

Administer various types of literacy assessments to inform differentiated instruction for learners.

Develop a case study including a series of administered reading assessments, analyze data, and write your findings.

STANDARDS:

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;

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.

GRADING POLICIES

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

Blackboard discussions   10 pts

Cornell Notes   10pts

Case Study   20pts

High Stakes Position Paper/Art/Video (Final project)   30 pts

Quizzes (2 total at 15 points 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 praxis.

1. **High Stakes testing position paper/art/video (30 pts):** A high-stakes test is any test used to make important decisions about students, educators, schools, or districts, most commonly for the purpose of accountability—i.e., the attempt by federal, state, or local government agencies and school administrators to ensure that students are enrolled in effective schools and being taught by effective teachers. In general, "high stakes" means that test scores are used to determine punishments (such as sanctions, penalties, funding reductions, negative publicity), accolades (awards, public celebration, positive publicity), advancement (grade promotion or graduation for students), or compensation (salary increases or bonuses for administrators and teachers) (edglossary.org, 2021).

   This assignment asks you to dig deeper into high stakes assessment, specifically in Texas. Because you will be teachers that will be expected to give a HS test (STAAR) and will often be asked to change your teaching to mimic the test, you need to know your own feelings and thoughts around such ideas.

   In order to do this, I would like for you to create an experience concerning your knowledge of High Stakes Tests. This experience should contain at least 5 citations that are research-based which situate your ideas. You should imagine that these help you to make your point. This is an experience, which means that you will need to decide how you want to show your understanding. I am giving you some possible ideas, but by no means is this exhaustive. I love to see a new idea. This is a time to be creative and interesting, but also research-based (using the position statements will help you start this).

Ideas: a podcast, an art project, a paper, a prezi, a pamphlet for parents, an announcement, a speech, a play/role play, an email sent to politicians, a movie…these are just a couple of ideas.

This project should take you at least 10-15 hours of work and the depth and complexity of your assignment is going to be taken into consideration. So, if you decide to write a paper, make sure you can show clearly the ideas you have and that it is written as a knowledgeable person in APA format. It will be assessed as such. Do not be afraid of taking this and making it your own. If you want to write to a particular group, do it. I want to say for you to think outside the box, but often what I actually want is that you don't worry about a box at all! I know this is a hard idea for some of you and for others, it is exciting. Be okay with those feelings and begin with a sketch or a brainstorm, an outline, and some reading. Keep up with your process.

2. **Blackboard Discussions (10pts):** You will be responsible in responding to discussion questions on Bb. There will be posed questions in which you will be prompted to take a stance or simply explain your knowledge. These discussions will stem from the textbook reading. You will also NEED to respond to two of your peers for EACH discussion! It is critical that you respond coherently, critically, and respectfully.

3. **Cornell Notes (10pts):** 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 lecture.

4. **Case Study (20 pts):** Select ONE student between the grades of 1st-6th to complete a series of reading assessments. 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.

5. **Quizzes (30pts):** Two quizzes will be given during the semester. The quizzes will cover content from the weekly readings and class lectures. You may use your notes from the readings and lectures for the quizzes.

COURSE POLICIES

ATTENDANCE:

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 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.

Active and Engaged Participation:

This course is offered as a synchronous online course and will meet **every week** . Much of the learning and teaching that will occur during this course will be the result of our interaction together as we explore ideas, engagements, and questions. Your attendance, presence, preparation and active participation in all aspects of the class is essential for everyone's learning. While styles of participation are an individual trait, active participation in small group interactions is essential to the learning process. As this course meets synchronously online, part of preparing for class meetings is to make arrangements where you can be visible with camera on during class meetings and breakout rooms.

If you are absent once (excused or unexcused), your grade will not be impacted. Two or more absences will impact your grade for the semester (5 points deducted for each absence). Also, arriving in class on time and remaining present for the duration of the class is vital. Late arrivals and early departures will result in a deduction of points and will have an impact on your final grade (3 tardies and/or early departures will result in one absence). I understand that emergencies or crisis situations that cause a student to miss a class period do, at times, occur. If such an emergency arises, it is the student's responsibility to contact me as soon as possible to alert me to the situation. If you know you will be absent or encounter an emergency, please be certain to inform me prior to your absence. Absences and tardies will affect your grade.

LATE WORK POLICY:

Completing all work on time is crucial to keeping up with the content. The course requirements and due dates are provided to you on the first day of class. Please be sure to keep track of the due dates and stay on top of your work. Each day an assignment is turned in late equals a one-point penalty. No late work will be accepted two days after the due date.

I understand that emergencies or crisis situations cause a student to miss a deadline. If such an emergency arises, it is the student's responsibility to contact me as soon as possible altering me to the situation.

Make-Up Exams: Students should complete all QUIZZES/EXAMS punctually. 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.** You must contact me prior to the day of the exam for a make-up exam to be considered. The professor determines if the absence is due to an extenuating circumstance.

ASSIGNMENT SUBMISSION IN BLACKBOARD:

All assignments must be neatly typed (unless indicated that handwriting is acceptable) and submitted in Blackboard by the due dates indicated in the Bb module. Submit your assignments in Word, PPT, Google, Images, Links, or pdf format; <u>do not</u> upload pages (Mac users). Bb will not download Mac applications for viewing/grading. All TAMU-SA students receive access to Microsoft 365 as part of tuition. Please contact IT if you have questions about the software available to you. (210) 784-4357 or HelpDesk@tamusa.edu If you do not understand how to submit an assignment in Blackboard, please find out during the first week of class (Blackboard Student Help Link: Submit Assignments)

All work, except for those expressly listed otherwise, will be submitted electronically through the Blackboard site and will be due at 11:59 PM the day they are due.

ASSIGNMENTS: I have high expectations for all my students and expect quality work. All complete assignments must be presented in class **<u>on time</u>** or submitted electronically on Blackboard. Assignments will **NOT** be accepted through email. Also, I will not accept **partial assignments**. Late assignments will not be accepted unless extenuating circumstances arise. Please communicate with the instructor if an unseen circumstance arises.

TECHNOLOGY: Due to the format of the class being an On-line course, there will be online assignment requirements that you will have to complete outside of the course meeting times. However, cell phones should be turned on silent during class time. If there is an emergency or concern, the cell phone may be placed on vibrate during class. If you must take a call, please step outside of the classroom to take the call. Please refrain from texting, viewing social media, emailing, etc. in respect for the course content and your classmates. If additional computers or tablet devices are necessary for a class meeting time, I will inform you prior. Also, all correspondence for this course will be via your Jaguar email account. Remember it is your responsibility to make sure you can receive email through your Jaguar account.

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 <u>PRIOR </u>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 require you to logon to a computer/tablet regularly. 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.

AI Policy:

Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Acceptable Use:

- Editing and Proofreading: AI can be utilized to correct grammatical errors, punctuation, spelling mistakes, and suggest improvements in sentence structure.

- Revising for Clarity: AI can assist in identifying areas where the content may be unclear or confusing and offer suggestions for improvement.

- Enhancing Style: AI can provide recommendations for refining writing style, such as eliminating redundancy, improving flow, and enhancing readability.

Prohibited Use:

- Content Creation: AI should not be used to generate original content or ideas. All submitted work must originate from the student's own thoughts and efforts.

- Plagiarism: It is strictly prohibited to use AI to plagiarize or produce work that is not original. All sources must be properly cited, and ideas must be appropriately attributed.

Guidelines for Acceptable Percentage of AI Usage:

- Editing and Proofreading: Up to 100% of the document can be reviewed and corrected by AI for grammar, punctuation, and spelling errors.

- Revising for Clarity: AI can be used to identify areas of improvement, but the actual revisions should be primarily made by the student. Aim for a balance where no more than 25% of the suggested revisions are directly implemented from AI recommendations.

- Enhancing Style: Similar to revising for clarity, AI recommendations can guide improvements, but the student should make the final decisions. Limit AI usage to no more than 25% of style enhancements.

Responsibility: It is the responsibility of the student to ensure that their work adheres to the guidelines outlined in this policy. Faculty and instructors may employ plagiarism detection tools to verify the originality of submitted work.

Consequences of Violation: Violation of this policy, including but not limited to plagiarism or excessive reliance on AI for content creation, may result in disciplinary action, including failing grades or academic probation.

By adhering to these guidelines, students can effectively leverage AI for editing and revising their work while upholding academic integrity and fostering their own creativity and originality.

Course Schedule: Spring 2025

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.

Tentative Course Schedule & Calendar of Assignments EDRG 4331			
Module & Week	**Themes & Activities**	**Readings & Assignments**	**Science of Reading and IRA Standards Alignment**
January 21, 2025 Welcome and Introduction to Class Week 1 of Course Lectures will begin on 01/27 ***See the course schedule below for due dates***			
Module 1 **Week 1** Reading and Its Assessment	*Literacy Now: Framing the Issues-* **2** Why Does Reading Ability Matter? - **2** How Do Different Groups of Students Perform on Literacy Tasks? - **7** How Do English Language Learners Fare in Literacy? **-** **10** *How Do We View Learning to Read at Different Stages?* - **11** What Happens in the Emergent Literacy Stage? - **12** What Happens in the Beginning Reading Stage? - **12** What Happens in the Building Fluency Stage? - **13** What Happens in the Developing Reading Stage? - **14** What Happens in the Mature Reading and Disciplinary Reading Stage?- **14**	1. Read Chapter 1 and take Cornell Notes throughout the reading. Upload notes to Bb. Located in module 1 folder. 2. Answer discussion question on Bb. Respond to two peers. Due Monday, January 27th @ 11:59 PM	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 assessing literacy. 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 assessment and intervention. Knowledge and skills within the following components of literacy particular to assessment : (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

	Old and New: No Child Left Behind and the Common Core State Standards - **15** *Reading Assessment* - **16** Why Do We Assess Readers and Writers? - **16** Different Assessments for Different Phases of Instruction - **18**		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.
Module 1 **Week 2** Response to Intervention (RTI) and Struggling Readers	*From a Discrepancy Model to Response to Intervention* - **22** The Origins of RTI - **22** *Response to Intervention (RTI)* - **23** Characteristics of RTI: What It Is, What It Isn't - **24** Recommended Principles of RTI from the International Reading Association - **24** The Multi-Tiered Structure of RTI - **26** *Approaches and Models for Implementing RTI* - **27** Interactive Strategies Approach (ISA) - **27** Comprehensive Intervention Model (CIM) - **28**	1. Read Chapter 2 and take Cornell Notes throughout the reading. Upload notes to Bb. Located in module 1 folder. 2. Answer discussion question on Bb. Respond to two peers<u>. Due Sunday, February 2nd by 11:59 p.m.</u>	(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.

	Evidence-Based Literacy Programs- **29**		
	The Role of Assessment in RTI- **30**		
	Members of the RTI Team and Their Roles - **30**		
	Classroom Teacher- **31**		
	Special Education Teacher - **31**		
	School Psychologist - **31**		
	Building Principal - **31**		
	Parents - **32**		
	RTI in Middle Schools and High Schools - **32**		
Module 1 **Week 3** Assessing and Teaching Emergent Readers and Writers	*Emergent Literacy*- **38** Aspects of Emergent Literacy- **38** *Assessing Emerging Readers* - **39** Assessing Print Concepts - **39** Alphabet Knowledge- **41** The Concept of Word - **42** Phonological Awareness- **44** Oral Language Development - **51** Widely Distributed Tests of Emergent Literacy - **57** *Teaching for Emergent Literacy*- **61** Teaching Print Orientation Concepts- **62** Teaching the Alphabet- **62** Teaching the Concept of Word - **63** Teaching to Build Phonological Awareness-**64**	1. Read Chapter 3 and take Cornell Notes throughout the reading. Upload notes to Bb. Located in module 1 folder. 2. Answer discussion question on Bb. Respond to two peers. Due Sunday, February 9th by 11:59 p.m.	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 assessing literacy intervention. Knowledge and skills within the following components of literacy particular to assessment : (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)

	Teaching for Many Things at Once- **65** Reading Storybooks - **66** Teaching to Nurture Vocabulary Development- **71** Teaching Decontextualized Language- **72** *Emergent Literacy and the Common Core State Standards* - **74**		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.
Module 2 **Week 4** Assessing and Teaching Beginning, Fledgling, and Developing Readers and Writers	*Phonics and Word Knowledge for Developing Readers* - **111** Word Knowledge at Different Levels - **111** Teaching Phonics - **112** Word Study at More Advanced Levels - **114** *Guiding Word Study* - **116** Teaching Words with Shared Phonogram Patterns - **116** Teaching Words with Grammatical Affixes and Derivational Affixes - **117** Teaching Homophones and Homographs - **117** *Developing Sight Vocabulary* - **118** Dictated Stories and Language Experience - **118** Support Reading: Echo Reading and Choral Reading- **119** *Developing Word Analysis Strategies*- **121** Using Context-**121** Approaching Word Attack Strategically- **122** *Developing Reading Fluency* - **123**	1. Read Chapters 4-5 and take Cornell Notes throughout the reading. Upload notes to Bb. Located in module 2 folder. 2. Answer discussion question on Bb. Respond to two peers. Due Sunday, February 16th by 11:59 p.m.	(1) implementing both formal and informal methods of measuring student progress in early reading development; (2) implementing, designing, and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and (3) 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 Knowledge and skills within the following components of literacy particular to assessment : (1) oral language development; (2) print awareness and alphabet

	Modeling Fluent Oral Reading - **124** Providing Oral Support for Reading- **126** Providing Practice in Oral Reading- **127** Repeated Reading for Fluency - **127** Predictable Books, "Easy Readers," and Other Easy Reading Fare - **129** *Developing Readers' Vocabulary* - **131** Levels of Vocabulary Knowledge-**131** Dissecting Children's Vocabulary- **132** Approaches to Teaching Vocabulary- **132** Exercises for Second Grade and Up- **133** Teaching the Use of Context Clues to Vocabulary- **135** *Developing Reading Comprehension* - **136** Strategies for the Phase of Anticipation- **136** Strategies for the Phase of Building Knowledge - **140** Strategies for the Phase of Consolidation- **147** *Close Reading*- **154** Six Close Readings - **154** *Developing Listening Comprehension* - **157**		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
Module 2 **Week 5** Informal Assessments of Reading and Reading Levels	*Informal Reading Inventories* - **166** Selecting a Commercial Informal Reading Inventory - **170** Types of Text - **170** Format and Instructions- **171** Administering an Informal Reading Inventory- **172**	1. Read Chapter 6 and take Cornell Notes throughout the reading. Upload notes to Bb. Located in module 2 folder. 2. Answer discussion question on Bb.	Students will work to be 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.

	Scoring an Informal Reading Inventory- **181**	Respond to two peers. Due Sunday, February 23rd by 11:59 p.m.	Knowledge and skills within the following components of literacy particular to assessment : (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
	Scoring the Word Recognition Inventory - **187**	3. Work on Case Study- Due April 6th	
	Interpreting an Informal Reading Inventory- **188**		
	Supplementing Informal Reading Inventories- **196**		
	Observations of Reading Behaviors and Strategies - **199**		
	Observing Readers-**200**		
	Recording Observation - **201**		
	Monitoring Types and Difficulty of Texts Read- **204**		
	Guided Reading Levels- **205**		
	Readability Estimates- **206**		
	Lexiles - **207**		
	Text Complexity - **208**		
	Qualitative Factors- **210**		
	Quantitative Factors - **210**		
	Reader and Task Considerations - **210**		
	Text Complexity and Reading Levels- **211**		
	Student Portfolios - **211**		
	Purposes of Portfolios - **211**		
	Kinds of Portfolios- **212**		
	What Goes into a Portfolio?- **213**		
	Organizing a Portfolio Program- **215**		
Module 2 Week 6 **Assessing and Teaching**	*The Reading and Writing Issues of Older Students*- **234** Why Should We Be Concerned About Older Students'	1. Read Chapter 7 and take Cornell Notes throughout the reading. Upload notes to	Knowledge and skills within the following components of literacy particular to assessment : (1) oral language development; (2) print

Middle and Secondary School Readers and Writers	Reading and Writing Ability?- **234**	Bb. Located in module 2 folder.	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
	Responding to the Needs of Readers and Writers in Middle and Secondary Grades - **235**	2. Answer discussion question on Bb. Respond to two peers. Due Sunday, March 2nd by 11:59 p.m.	
	Reading Strategies for Use across the Curriculum- **237**		
	Strategies for the Anticipation Phase - **238**	3. Work on Case Study- Due April 6th	
	Strategies for the Building Knowledge Phase - **241**		
	Strategies for the Reflection Phase - **244**		
	Providing Close Support for Students' Reading Development- **246**		
	Organizing Focused Strategic and Intensive Instruction- **246**		
	Assessing Readers for Focused Instruction- **247**		
	Planning Lessons for Readers with Disabilities - **247**		
	Teaching Strategies to Build Reading Competence-**248**		
	Introducing and Focusing Attention on New Vocabulary-**251**		
	Close Reading- **254**		
	Helping Older Students Write- **256**		
	Eleven Elements of Effective Adolescent Writing Instruction - **257**		

	Teaching Writing Strategies and Teaching the Writing Process Approach- **258** Having Goals for Writing-**262** Keyboarding Skill - **262** Writing for Inquiry - **262** *Motivational and Emotional Issues of Adolescent Students with Reading Problems* - **265** Guiding Principles and Theories - **265**		
Module 2 **Week 7** Assessing and Teaching Spelling and Writing	*Monitoring Spelling Progress and Problems* - **278** *Developmental Spelling Stages* - **279** Nonalphabetic Stage - **280** Early Emergent Stage - **281** Later Emergent Stage - **281** Letter-Name Stage - **283** Within-Word Pattern Stage - **283** Syllables and Affixes Stage - **284** Derivational Constancy Stage - **286** *Documenting Spelling Progress* - **286** Word Knowledge Inventory - **286** Developmental Spelling Analysis - **288** The Gentry Spelling Grade-Level Test - **289** *Focused Teaching of Spelling* - **291**	1. Read Chapter 8 and take Cornell Notes throughout the reading. Upload notes to Bb. Located in module 2 folder. 2. Answer discussion question on Bb. Respond to two peers. Due Sunday, March 9th by 11:59 p.m. 3. Work on Case Study- Due April 6th	Knowledge and skills within the following components of literacy particular to assessment : (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

	Monitoring Writing Progress - **294**		
	Writing Samples **- 294**		
	Writing Checklists **- 295**		
	Six Traits Writing Evaluation **- 296**		
	Writing Rubrics **- 297**		
Week 8 *Spring Break – March 10-15*			
Module 3 **Week 9** Working with Culturally and Linguistically Diverse Students	*Cultural Differences in the Mainstream Classroom* **- 302** How Do Different Cultures Conceptualize Literacy? **- 303** How Do Communication Styles Differ among Cultures? **- 304** What Participation Structures Do Different Cultures Favor? **- 304** What Task-Engagement Preferences Do People in Different Cultures Have? **- 305** How Is Discourse Organized in Different Cultures? **- 305** How Can Teachers Accommodate Cultural Differences in the Mainstream Classroom? **- 307** *Linguistic Differences in the Mainstream Classroom* **- 308** How Can Teachers Accommodate Nonstandard Dialects in the Mainstream Classroom? **- 309**	1. Read Chapter 9 and take Cornell Notes throughout the reading. Upload notes to Bb. Located in module 3 folder. 2. Answer discussion question on Bb. Respond to two peers. Due Sunday, March 23 by 11:59 p.m. 3. Work on Case Study- Due April 6th	Students will work to be 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

	How Does English Compare to Other Languages? **- 310** How Can Teachers Accommodate Linguistic Differences in the Mainstream Classroom? **- 312** *How Do People Learn a Second Language?* **- 314** How Can Teachers Support English Language Development in the Mainstream Classroom? **- 315** *The Role of the First Language in Second Language and Literacy Development* **- 317** How Can Teachers Include English Language Learners' First Language in the Mainstream Classroom? **- 319** *Assessment of Culturally and Linguistically Diverse Students* **- 321**		
Module 3 **Week 10** Formal Measures	*Understanding Formal Measures* **- 328** *Characteristics of Tests* **- 330** Reliability **- 330** Validity **- 331** *Interpreting Test Results* **- 332** Distributions of Test Scores **- 333** Measures of Central Tendency: Mean, Median, and Mode **- 334**	1. Read Chapter 10 and take Cornell Notes throughout the reading. Upload notes to Bb. Located in module 3 folder. 2. Answer discussion question on Bb. Respond to two peers. Due Sunday, March 30th by 11:59 p.m.	Knowledge and skills within the following components of literacy particular to assessment : (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

	Measures of Dispersion: Range and Standard Deviation **- 334** Forms of Test Scores **- 335** *Norm-Referenced Tests* **- 336** Achievement Tests **- 337** Diagnostic Tests **- 338** *Criterion-Referenced Tests* **- 340** Goals and Objectives **- 341** Benchmarks and Rubrics- **342** *State Standards and Assessment* **- 344**	3.**Take Quiz 1! Due Sunday, March 30th 2025 by 11:59 p.m.** 4.**Work on Case Study- Due April 6th**	informational text; and (10) beginning strategies and reading comprehension skills
Module 3 **Week 11** Factors Related to Reading Problems	*Philosophical and Legal Issues Related to Students with Special Needs* **- 348** Past Legislation Affecting Students with Special Needs **- 348** IDEA-2004 and NCLB **- 350** Response to Intervention and Special Education **- 350** Student Participation in General Education **- 351** Identifying Students with Special Needs **- 351** Assessment of Special Educational Needs **- 352** *Intellectual Factors* **- 353** Tests of Intelligence and Learning Aptitude **- 354** The Role of Experience - **356**	1. Read Chapter 11 and take Cornell Notes throughout the reading. Upload notes to Bb. Located in module 3 folder. 2. Answer discussion question on Bb. Respond to two peers. Due Sunday, April 6th by 11:59 p.m. 3. **Case Study Due Sunday, April 6th by 11:59 p.m.**	Reading Pedagogy. Classroom teachers identified in subsection (a) of this section demonstrate understanding of: (1) providing explicit, systematic instruction that is sequential and multimodal (e.g., sequential lessons, gradual release model, structured literacy); (1) implementing both formal and informal methods of measuring student progress in early reading development; (2) implementing, designing, and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and (4) acquiring, analyzing, and using background information

	Language-Minority Students - **357** *Physical Factors*- **358** Vision and Visual Problems - **358** Hearing and Auditory Problems - **359** *Language Factors* - **360** Language Acquisition and Difficulties in Infancy and Early Childhood - **360** Language Development and Difficulties in Preschool and Primary Grades - **361** Language Development and Difficulties in Later Childhood - **362** *Special Learning Problems* - **363** Learning Disabilities - **363** Dyslexia - **364** *Designing Individualized Interventions* - **367** Interventions for Phonological Awareness - **368** Interventions for Improving Fluency - **369** Interventions for Improving Comprehension - **370**		(familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English learners
Module 3 **Week 12**		1. Work on High Stakes position Project/paper 2.**Take Quiz 2! Due Sunday,**	Reading Pedagogy. Classroom teachers identified in subsection (a) of this section demonstrate understanding of:

		April 13th by 11:59 p.m.	(1) providing explicit, systematic instruction that is sequential and multimodal (e.g., sequential lessons, gradual release model, structured literacy);
			(1) implementing both formal and informal methods of measuring student progress in early reading development; (2) 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
Module 4 **Week 13**	Synthesize your learning and readings throughout the semester to complete your High Stakes Position project.	**Submit High Stakes position Project/paper:** **Due** **Monday, April 21st by 11:59 p.m.**	
Week 14	In class presentations! Time frame per person 5-10 minutes	4/21/25	
Week 15	In class presentations! Time frame per person 5 – 10 minutes	4/28/25	

	Reading days: **NO CLASS MEETING** on May 5th	5/5/25	
Week 16	Finals- Project / Paper Presentations	Spring 2025 5/12/25	

TEXAS A&M UNIVERSITY
SAN ANTONIO

IMPORTANT POLICIES AND RESOURCES

<u>Academic Accommodations for Individuals with Disabilities:</u> Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us https://www.tamusa.edu/Disability-Support-Services/index.html or email us at **dss@tamusa.edu**. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

<u>Academic Learning Center:</u> 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.

<u>Counseling/Mental Health Resources:</u> As a college student, there may be times when personal stressors interfere with your academic performance and 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 Madla 120.

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. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.
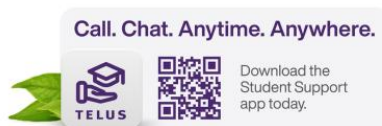
Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: https://tamusa.bbcportal.com/.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: https://www.tamusa.edu/about-us/emergency-management/.

Download the SafeZone App (https://safezoneapp.com/) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

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.

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://www.tamusa.edu/academics/.

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 submit a CARE referral (https://www.tamusa.edu/university-

policies/Student-Rights-and-Responsibilities/file-a-report.html) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@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 course 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.

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, equal 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 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, gender expression, or pregnancy/parenting status. 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 victim 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, 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 requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

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, gender identity, gender expression, and pregnancy/parenting 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, and University Catalog, and to comply with them, as well as with 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 a safe environment for learning.

5. A student has the responsibility to check their university email for any updates or official university notifications.

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. Conduct that infringes 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 (https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf) or visit the resources available in the OSRR website (https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html).

Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course

qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Acceptable Use:

- Editing and Proofreading: AI can be utilized to correct grammatical errors, punctuation, spelling mistakes, and suggest improvements in sentence structure.

- Revising for Clarity: AI can assist in identifying areas where the content may be unclear or confusing and offer suggestions for improvement.

- Enhancing Style: AI can provide recommendations for refining writing style, such as eliminating redundancy, improving flow, and enhancing readability.

Prohibited Use:

- Content Creation: AI should not be used to generate original content or ideas. All submitted work must originate from the student's own thoughts and efforts.

- Plagiarism: It is strictly prohibited to use AI to plagiarize or produce work that is not original. All sources must be properly cited, and ideas must be appropriately attributed.

Guidelines for Acceptable Percentage of AI Usage:

- Editing and Proofreading: Up to 100% of the document can be reviewed and corrected by AI for grammar, punctuation, and spelling errors.

- Revising for Clarity: AI can be used to identify areas of improvement, but the actual revisions should be primarily made by the student. Aim for a balance where no more than 25% of the suggested revisions are directly implemented from AI recommendations.

- Enhancing Style: Similar to revising for clarity, AI recommendations can guide improvements, but the student should make the final decisions. Limit AI usage to no more than 25% of style enhancements.

Responsibility: It is the responsibility of the student to ensure that their work adheres to the guidelines outlined in this policy. Faculty and instructors may employ plagiarism detection tools to verify the originality of submitted work.

Consequences of Violation: Violation of this policy, including but not limited to plagiarism or excessive reliance on AI for content creation, may result in disciplinary action, including failing grades or academic probation.

By adhering to these guidelines, students can effectively leverage AI for editing and revising their work while upholding academic integrity and fostering their own creativity and originality.

Important Dates:

January 21	First day of class
April 21	Last day to drop with an automatic grade of "W"
April 28	Last day to withdraw from the university
May 6	Study day – No classes

May 7-May 13   Final exams
The complete academic calendar is available online:
https://www.tamusa.edu/academics/academic-calendar/index.html.