I.

The course is an overview of curriculum alignment in the bilingual classroom. An analysis of language assessment instruments, teaching strategies, and the pedagogical implications associated with the education of culturally and linguistically diverse students in bilingual and English as a second language programs.

II. RATIONALE

BIEM 5346 is one of four Master's level courses required for the ESL endorsement. The course provides the opportunity for future bilingual and ESL teachers to become familiar with assessment instruments used in second language classrooms. Students are also able to explore pertinent research issues associated with bilingual and ESL classrooms and relate them to assessment practices and classroom teaching.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS

The state adopted proficiencies covered in this course include the following:

Learner Centered Instruction: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

Equity in Excellence for All Learners: The teacher responds appropriately to diverse groups of learners. The administrator promotes equity in excellence for all by acknowledging, respecting, and responding to diversity among students and staff while building on shared values and other similarities that bond all people.

Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

Learner-Centered Communication: The teacher acts as an advocate for all students and the school. The teacher demonstrates effective professional and interpersonal communication skills.

IV. TExES COMPETENCIES:

The TExES program competencies (Field 154 English as a Second Language (ESL) Test Framework) covered in this course include the following: (See attached Competencies)

DOMAIN I-LANGUAGE CONCEPTS AND LANGUAGE ACQUISITION

Competency 001

The ESL/content teacher understands fundamental language concepts and the structure and conventions of the English language.

The beginning ESL/content teacher:

Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning in the ESL/content classroom.
Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction, and promote ESL students' English language proficiency.

Understands the interrelatedness of listening, speaking, reading, and writing and uses this understanding to develop ESL students' English language proficiency.

Knows the structure of the English language (e.g., word formation, grammar, sentence structure) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction in English.

**Competency 002**
The ESL/content teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.

The ESL/content teacher: Knows theories, concepts, and research related to L1 and L2 acquisition. Uses knowledge of theories, concepts, and research related to L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development at various stages.

Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition.

Analyzes the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2.

Knows common difficulties (e.g., idiomatic expressions; L1 interference in syntax, phonology, and morphology) experienced by ESL students in learning English and effective strategies for helping students overcome those difficulties.

**DOMAIN II-ESL INSTRUCTION AND ASSESSMENT**

**Competency 003**
The ESL/content teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

The ESL/content teacher: Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address the TEKS (i.e., listening, speaking, reading, writing, viewing/representing).

Knows effective instructional methods and techniques for the ESL/content classroom, and selects and uses instructional methods, resources, and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.

Applies knowledge of effective practices, resources, and materials for providing content-based ESL instruction, engaging students in critical thinking, and fostering students' communicative competence.

Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.

Applies effective teaching strategies for a variety of ESL/content environments and situations.

**Competency 004**
The ESL/content teacher understands how to promote students' communicative language development in English.

The ESL/content teacher: Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL/content, and knows how to design and implement appropriate instruction to address TEKS related to the listening and speaking strands.

Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensible language environment with supported opportunities for communication in English.
Applies knowledge of practices, resources, and materials that are effective in promoting students' communicative competence in English.

Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students' oral language proficiency in English.

Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 to L2.

Applies knowledge of individual differences (e.g., development characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate communicative language development.

Knows how to provide appropriate feedback in response to students' developing English language skills.

Competency 005
The ESL/content teacher understands how to promote students' literacy development in English.

The ESL/content teacher:

Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the reading and writing strands.

Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students' literacy in English.

Understands that English is an alphabetic language and applies effective strategies for developing ESL students' phonological knowledge and skills (e.g., phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high-frequency words).

Knows factors that affect ESL/content students' reading comprehension (e.g., vocabulary, text structures, cultural references) and applies effective strategies for facilitating ESL/content students' reading comprehension in English.

Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 to L2.

Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' literacy development.

Knows personal factors that affect ESL/content students' English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.

Competency 006
The ESL/content teacher understands how to promote students' content-area learning, academic-language development, and achievement across the curriculum.

The ESL/content teacher:

Applies knowledge of effective practices, resources, and materials for providing content-based ESL instruction; engaging students in critical thinking; and developing students' cognitive-academic language proficiency.

Knows instructional delivery practices that are effective in facilitating ESL students' comprehension in content-area classes (e.g., pre-teaching key vocabulary; helping students apply familiar concepts from their cultural backgrounds and prior experiences to new learning; using hands-on and other experiential learning strategies; using realia, media, and other visual supports to introduce and/or reinforce concepts).
Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' cognitive-academic language development and content-area learning.

Knows personal factors that affect ESL students' content-area learning (e.g., prior learning experiences, familiarity with specialized language and vocabulary, familiarity with the structure and uses of textbooks and other print resources) and applies effective strategies for addressing those factors.

Competency 007

The ESL/content teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

The ESL/content teacher:

Knows basic concepts, issues, and practices related to test design, development, and interpretation and uses this knowledge to select, adapt, and develop assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency).

Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses, and limitations.

Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.

Knows state-mandated LEP policies, including the role of the LPAC, and procedures for implementing LPAC recommendations for LEP identification, placement, and exit.

Understands relationships among state-mandated standards, instruction, and assessment in the ESL/content classroom.

Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.

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DOMAIN III-FOUNDATIONS OF ESL EDUCATION, CULTURAL AWARENESS AND FAMILY AND COMMUNITY INVOLVEMENT:

Competency 008

The ESL/content teacher understands the foundations of ESL education and of ESL programs.

The ESL/content teacher:

Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs.

Knows types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their benefits, and research findings on their effectiveness.

Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.

Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs.

Competency 009

The ESL/content teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.

The ESL/content teacher:

Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students' learning of academic content, language, and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, socio-cultural factors, home environment, attitude, exceptionalities).
Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic, and cognitive needs of ESL students and facilitates students' learning and language acquisition.

Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.

Demonstrates sensitivity to students' diverse cultural and socio-economic backgrounds and shows respect for language differences.

Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

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Competency 010

The ESL/content teacher knows how to serve, as an advocate for ESL student and facilitate family and community involvement in their education.

The ESL/content teacher:

Applies knowledge of effective strategies advocating educational and social equity for ESL students (e.g., participating in LPAC and ARD meetings, serving on school improvement committees, serving as a resource for teachers).

Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children's education and school activities.

Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts.

Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students.

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V. COURSE OBJECTIVES AND OUTCOMES

This course is designed to enable students to:


VI. COURSE TOPICS

The major topics to be considered in this course are the following:

- National and state court cases, laws, procedures and processes for teaching English learners
- Firsts and second language acquisition
- Factors that affect second language learning
- Assessment instruments used in bilingual and ESL classrooms
- Assessing the bilingual child
- State mandated assessment procedures in bilingual and ESL classrooms
- Instructional design/ effective programs in bilingual and ESL classrooms
- Thematic instruction in bilingual and ESL classrooms
- Listening, speaking, reading and writing skills development based on assessment
- Designing a literacy rich environment. Assessing listening, speaking, reading and writing in bilingual and ESL classrooms
- Alternative assessment procedures
- Effective practices for bilingual/ESL students
- Strategies for teaching English learners

VII. INSTRUCTIONAL METHODS AND ACTIVITIES

1. Student Information and Introduction Form
   Complete the Student Information Form and the Introduction Form. Post the Introduction Form on the Discussion Forum, and the Student Information Form send via Blackboard to Dr. Lucido. (20 pts. possible)

2. Syllabus Quiz
   Complete the course Syllabus Quiz (see Assessments) by 12:00 midnight on Wednesday, July 8th (10 points possible)

3. Textbook Chapter Reflections: Reading and Writing
   Chapter Reflections: from Teaching English Language Learners by Theresa Walter –(Chapters 1, 2, 3, 4, & 5). Write 10 concepts that you learned from reading each chapter. Reflect on the concepts that you have listed, and write a one to two paragraph reflection at the end of listing the concepts on the implications of these concepts to teaching English learners at your grade level. (10 pts. each chapter=50 pts. possible) Put in the Journal section of Blackboard. Chapters 1, 2, 3 must be posted by July 17 at midnight. Chapters 4 & 5 must be posted by July 20th at midnight.

   Chapter Reflections: from Formative Assessment for English Learners (Chapters 1, 2, 3, 4, 5)
   Write 10 concepts that you learned from reading each chapter. Reflect on the concepts that you have listed, and write a one to two paragraph reflection at the end of listing the concepts on the implications of these concepts to teaching English learners at your grade level. (10 pts. each chapter=70 pts. possible) Put in the Journal section of Blackboard. Chapters 1, 2, 3, due July 27 and 4, 5 due July 31st.

Language Tests
You will be required to make a presentation on one of the language tests that is authorized by the Texas Education Agency. Go to the TEA website TEA.state.tx.us. Choose one of the tests from the list provided. You can click on Curriculum and Instruction, then click on Bilingual Education/ESL, and there is a list of approved agency tests for assessing language proficiency on English learners. On a VOICED power point presentation, You will give a description of the tests. What are language elements that are tested? What is the reliability of the test? What is the validity of the test? How is the test administered and to whom? How are the test results reported? What are the norms used for the scoring of the test? You will describe the test and your findings to the class through your posting your presentation on the discussion section. Post in the Discussion Forum and also read two of your online classmates and post comments on their presentation. Due by July 22 with comments on colleagues also by July 24. (Possible 100 pts.-rubric is attached)

VIII. EVALUATION AND GRADE ASSIGNMENT: The methods of evaluation and the criteria for grade assignment are: The final grade will be based on the following:

Mid Term and Final 200 pts.
Reflections: Chapters 1,2,3,4,5, in Teaching ELL’s-Walter (10 pts. Each) 50 pts. (10 pts.)

Second Language Acquisition Powerpoint/Webex (List 10-15 concepts learned) 25 pts.

Chapters 1,2,3,4,5, in Formative Language Assessment for English Learners. 50 pts. (10 pts.)

Explanation/Presentation and review of one language test & and comment on three of your classmates. 50 pts.

TEA Website Videos Summaries. 50 pts.

Best Practice Reflection of 3 Best practice and Share with two classmates 50 pts.

ELPS (English language Proficiency Standards) Powerpoint summary 50 pts.

Deeper Learning for ELL Reflection on Videos 25 pts.

Participation (keeps up with work, comments on classmates posts respectfully) 50 pts.

Class readings/Videos/Powerpoints and comments* See below 100 pts.

*(The 100 pts. For participation come from the following:

Iris Module Activities-10 pts.,
Comments on Academic Language-Social Language Video 10 pts.,
Anticipation Guide and Sequence Form & Comments-10 pts.;
Comments on TEA cognitive, academic, linguistic Lesson videos=20 pts.,
GIST on Webcast on ELL Assessment 10 points by Valdez at Colorin Colorado website;
The Way we Teach English Webcast on Alternative Assessment 10 pts.;
Powerpoint on Math, Science, or Social Studies (pick one) write summary- 10 pts.;
Sheltered Instruction Powerpoint on College of ED website 10pts.;
English language Proficiency standards (ELPS) Summary-10 pts.

630 pts.-700 pts. = A
560 pts.-629 pts. = B
490 pts.-559 pts. = C
420 pts.-489 pts. = D
Below 439=F

All work turned in for grading must be typed.

Student’s class products that involve plagiarism will be ground for dismissal from the course.

If you need extra time for an assignment for a serious reason, please notify me out of common courtesy prior to the assignment being due. Points will be deducted, but you will be allowed to make up the work or test missed.

Tentative Course Schedule

(Week 1) Jan 20 – Jan.26 **Introduction**
1. Course expectations; Fill out Student Information Form on BB9 Messages;
2. Take Syllabus Quiz;
3. Fill out the Interview Form and Share on Discussion Forum by creating a thread in the discussion forum.
4. Read Research Articles sent to you by the professor (Teaching English Learners and English Learners in U.S. Schools: An Overview of Research Findings. Write 10 ideas/concepts that you think are important for teachers and administrators to know

(Week 2) Jan. 27 – Feb. 2

**Overview of Bilingual and ESL and Second Language Acquisition.**

1. Read Chapter 1 in TELL (Handbook for Teaching English Learners). Write 10 concepts /ideas/ things you learned from the chapter in the Journal Section and write a short reflection in Journal section of BB9 on what your own thoughts are on the topic.

   
   Do all of the activities associated with the module on Teaching English Language Learners Effective Practices, answer the questions and post in your journal section listing the IRIS Module activities by Feb. 1st.

3. Answer the Anticipation Guide and the Sequence Choice Form and post on the discussion board, post a comment on two of your classmates’ postings. Don’t forget to create a thread for the postings.

(Week 3) Feb. 3-Feb. 9

1. Prepare for Assessment Presentation, Go to the TEA website at tea.state.us, and from the list provided on the PDF of state approved tests for English learners, please select one of the tests to present for your voiced power point presentation; please submit to me for approval, the name of the test, post your presentation by Feb. 9th. See rubric for requirements for presentation.

2. Go to the cal.org (Center for Applied Linguistics) and read the articles on Brain Research: Implications for Second Language Learners, Alternative Assessment and Second Language Study, and Assessment Literacy for Language Educators. List 8-10 ideas/concepts that you thought were important from EACH ARTICLE. [http://www.cal.org/resources-center/briefs-digests/digests](http://www.cal.org/resources-center/briefs-digests/digests); 

3. Read Chapter 2 in TELL Book- Write 10 concepts you learned from the chapter and a two –three paragraph reflection in Journal by Feb. 10th.

4. View the power point/ on Second Language Acquisition provided or the Webex program by Dr. Lucido, and list 10-15 concepts about second language acquisition that you learned and write a short two to three paragraph reflection, and post in the journal section by Feb. 10th

(Week 4) Feb. 10 –Feb. 16th

1. **Overview of Assessment and Review Texas Assessments for Bilingual and ESL:** Begin Presentations on TEA Approved Tests, Post by Feb. 17th; Read and view three other presentations and comment on what you learned about that particular assessment by Feb. 26th;

2. Read Chapters 3 in TELL, Write in Journal write 10 concepts that you learned from the chapter and write a short two to three paragraph reflection on your thoughts about what you learned in the chapter and post by Feb. 24th.
3. Go to [http://www.colorin.colorado.org](http://www.colorin.colorado.org). Go to webcasts on the left hand side of the page, and listen to the webcast on Assessment of English Learners by Dr. Lorraine Valdez. Fill out the GIST form attached with information you thought was important. Attach the form and submit to me on bb9 messages by Feb. 19th.

4. Click on the Shaping the Way we Teach English Video; Module 10 Alternate Assessment. Write a two page narrative describing six alternative assessment strategies that you viewed on the videos that you think you might use in your classroom and explain how. Post on the journal tab under the Shaping the Way We Teach English Video Tab.

(Week 5)  
Feb. 17- Feb. 24th

1. Read Chapter 4 in the TELL Book. Write in the Journal section tab, ten ideas or concepts you learned and a short two to three paragraph reflection on the chapter by Feb. 23rd.

2. Go to [http://ell.tamucc.edu/modules.html](http://ell.tamucc.edu/modules.html). Choose to view one of the Powerpoints on teaching math or science. Write a one to two page reflection on what ideas or strategies you might use in your classroom. Post on the Journal tab by Feb. 25th.

3. Read through the powerpoint on Sheltered Instruction on the [ell@tamucc.edu](http://ell@tamucc.edu) website, and write 5 concepts and how it applies to your teaching Ells.

(Week 6 )  
Feb. 25th – Mar. 2

1. Unit 5 Read Chapter 5 in TELL (Teaching English Learners), write in Journal, 10 concepts or ideas that you thought were beneficial for a teacher to know and a short reflection and post by March 2nd.

2. View the webcast at [http://bcove.me/5dgt9vot](http://bcove.me/5dgt9vot) and write a paragraph on the importance of academic language vs. social language for Ells and submit on BB9 to me by bb9 messages.

4. Go to the [http://ell.tamucc.edu/modules.html](http://ell.tamucc.edu/modules.html). Choose to view one of the Power points on teaching social studies or reading to ELLs. Write a one to two page reflection on what ideas or strategies you might use in your classroom. Post on the Journal tab by Feb. 25th.

3. View the English Language Proficiency Standards Power point and the ELPS Descriptions noted in the assignment section. Write a two page summary of the ELPS, and post in your journal section by Mar. 11th.

4. Review for Mid-Term
(Week 7) Mar. 3- Mar. 11th
1. Mid-Term Exam

Mar. 11-15 - Spring Break

(Week 8) Mar. 18- Mar. 28th

1. Read Chapter 1 in new textbook, Formative Language Assessment for English Learners (FAEL). Write in Journal, 10 concepts or ideas that you learned and can apply in your classroom or you think is beneficial for a teacher to know and a short reflection and post by March 28th.

2. Go to the TEA website, http://elltx.org/videos.html, click on Curriculum on the left hand side and then click on bilingual/ESL watch the videos on best practices in cognitive (one video), academic (one video), and linguistic areas (one video). Write a one page reflection on the best practices you observed and post in your journal by April 1st.

(Week 8) Mar. 29th to April 8th

1. Read Chapter 2 in new textbook, Formative Language Assessment for English Learners (FAEL). Write in Journal, 10 concepts or ideas that you learned and can apply in your classroom or you think is beneficial for a teacher to know and a short reflection and post by April 8th.

2. Go to the Office for Second Language Achievement website, elli@tamucc.ed. Look at the Resources for teachers and click on the Best Practices for English language Learners document, or the Promising Practices for Secondary English Language Learners document which ever one if most appropriate for the grade levels that you teach or will be teaching. You will select three of the practices to share with classmates that you think you would use in your classroom to help ELL students master the content. Describe the practice and explain how you intend to use it in your classroom. By posting on the discussion section and comment on two of your classmates’ posts by April 11th.

(Week 9) April 11th to April 18th

1. Read Chapter 3 in new textbook, Formative Language Assessment for English Learners (FAEL). Write in Journal, 10 concepts or ideas that you learned and can apply in your classroom or you think is beneficial for a teacher to know and a short reflection and post by April 8th.
2. View the English Language Proficiency Standards Power point and the ELPS Descriptions noted in the assignment section. Write a two page summary of the ELPS, and post in your journal section by Mar. 11th.

(WEEK 10) April 25th to May 1st.

1. Read Chapter 4 in new textbook, Formative Language Assessment for English Learners (FAEL). Write in the Journal, 10 concepts or ideas that you learned and can apply in your classroom or you think is beneficial for a teacher to know and a two to three paragraph reflection on what you learned and post by April 8th.

2. Watch the videos on Deeper Learning for English learners, write a one page reflection on the concepts provided and what are the implications and expectations for you as a teacher of English learners post in the discussion board and make comments on two of your classmates’ postings by April 18th.

(WEEK 11) May 2nd to May 8th.

1. Read Chapter 5 in new textbook, Formative Language Assessment for English Learners (FAEL). Write in Journal, 10 concepts or ideas that you learned and can apply in your classroom or you think is beneficial for a teacher to know and a short reflection and post by April 29th.

2. Review for Final

(WEEK 12) May 9th to May 11th.

1. Final Exam on May 11th

X. Textbooks Required for Course:


XI. Bibliography

The knowledge bases that support course content and procedures include:


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Statement of Civility: Texas A&M University- Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational
experience that is free from repression. You are responsible for following the rules of the University, city, state, and federal government. We expect that you 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. http://sga.tamucc.edu/elections.htm

Academic Honesty: University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) http://www.tamucc.edu/catalog/catalog07/graduate/general/gen_policies.html

XIII. Americans with Disabilities Act (ADA) Compliance: Texas A&M University–Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in this class, please see me as soon as possible. Please have your accommodation letter from Texas A&M University–Corpus Christi Disability Services (DS) Office with you when you come see me. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Disability Services Office (located in Driftwood 101) at 825.5816. http://disabilityservices.tamucc.edu/quick.html#i

Disabilities Accommodations***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity*

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
Rubric for Assessment Presentation

Name: ______________________________ Date: ____________________

RUBRIC FOR ASSESSMENT PRESENTATION

1. EXPLAINED TEST CONTENT ________ (15 PTS.)
2. EXPLAINED USE OF TEST ________ (10 PTS.)
3. MODELED TEST DIRECTIONS ________ (10 PTS.)
4. EXPLAINED TEST VALIDITY ________ (5 PTS.)
5. APPEARED INFORMED ON TEST ________ (10 PTS)

TOTAL ________ (50 PTS)

Rubric for Chapter Summaries.
Below 7 concepts per chapter = 5 pts. out of 10
7 well explained concepts/ideas per Chapter=6 pts. out of 10
8 well explained concepts/ideas per chapter=7 pts. out of 10
9 well explained concepts/ideas per chapter=8 pts. out of 10
10 well explained/ ideas concepts per chapter=9pts. out of 10
10 well explained concepts/ideas per chapter plus reflection= Full credit=10 pts.