READ 3320.001: Principals and Practices of Reading Instruction  
Summer I  
M-Th  8:00– 9:55am  
ECDC 219B

Rochelle Cortino  
Phone: 361.825.3658  
Office email: Rochelle.cortino@tamucc.edu  
Office: ECDC 243

I attempt to reply to email and voicemails within 48 business hours. 
Office Hours: By appointment

Course Description  
READ 3320, Principles and Practices of Reading Instruction-The purpose of this course is to provide the preservice teacher with a solid foundation for effective literacy instruction. This course will review research-based teaching strategies, instructional materials for phonics, vocabulary, fluency, and comprehension well as methods and assessments for efficacious literacy instruction. The primary focus of course content will be on core (tier 1) classroom instruction with discussions of differentiated instruction. The targeted grade levels for this course are third through sixth grade. There are no prerequisites.

Rationale  
Principles and Practices of Reading Instruction is a required course for students seeking EC-6 certification. This course equips preservice teachers with the skills needed develop an understanding of how children learn to be literate and comprehend the variety of texts through appropriate reading and writing strategies.

TExES Content Competencies  
The following DOMAIN I – English Language Arts and Reading competencies are covered in this course:

Standard I: Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.  
1.1k Basic linguistic concepts (e.g., phonemes, segmentation) and developmental stages in acquiring oral language, including stages in phonology, semantics, syntax, and pragmatics, recognizing that individual variations occur;  
1.1s Acknowledge students’ current oral language skills and build on these skills to increase students’ oral language proficiency through specific language instruction using such activities as meaningful and purposeful conversations, dramatic play, songs, rhymes, stories, games, language play, discussions, questioning, and sharing information.  
1.2s Strengthen vocabulary and narrative skills in spoken language by reading aloud to students and teaching them to recognize the connections between spoken and printed language;
1.3 s Provide direct and indirect instruction, including modeling and reading aloud, in “classroom” English (e.g., language structures and pronunciations commonly associated with written English) and support students’ learning and use of classroom English through meaningful and purposeful oral language activities;

1.7s Plan, implement, and monitor instruction that is focused on individual students’ needs, strengths, and interests and is based on informal and formal assessment of students’ progress in oral language development; 1.9s Provide opportunities for students to engage in active purposeful listening;

Standard II: Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

3.1k The importance of the elements of the alphabetic principle, including letter names, graphophonemic knowledge, and the relationship of the letters in printed words to spoken language;

3.1 s Respond to individual student’s needs by providing focused instruction on the letters of the alphabet and the relationships of sounds and letters;

Standard III: Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

3.2 k Select and use instructional materials and strategies, including multisensory techniques (e.g., letter names, graphophonemic knowledge, and the relationship of letters and printed words to spoken language) to promote students’ understanding of the elements of the alphabetic principle;

3.3 s Use formal and informal assessments to analyze individual student’s alphabetic skills, monitor learning, and plan instruction;

4.4k a wide range of student literature and other texts written for students;

4.5k the importance of modeling and encouraging reading for pleasure and lifelong learning;

4.6k the difference between guided and independent practice in reading;

Standard IV: Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students’ literacy.

4.3s Provide multiple opportunities for young students to listen to and respond to a wide variety of student literature, both fiction and non-fiction, and to recognize characteristics of various types of narrative and expository texts;

4.5 Engage students in story reading experiences and encourage young students to interact with others about stories;

4.7s Assist young readers in selecting their own books for independent reading;

4.8s Teach students about authors and their purposes for writing;

4.9k Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency and decoding abilities.

5.1k That many students develop word analysis skills (e.g., decoding, blending, structural analysis, sight word vocabulary) and reading fluency in a predictable sequence, recognizing that individual variations occur;

5.3k The norms for reading fluency that have been established for various age and grade levels;

5.4k Important phonetic elements and conventions of the English language;

5.5 k Strategies for decoding and determining the meaning of increasingly complex words;

5.6 k The importance of word recognition skills (e.g., decoding, blending, structural analysis, sight word vocabulary) to reading comprehension and know a variety of strategies to help young student develop and apply word analysis skills;

5.7 k Differences in students’ development of word analysis skills and know how to adjust instruction in response to various students’ needs;

5.9k Instructional practices to meet students’ individual needs in decoding and word identification.

5.2 s Teach students to read passages using decodable texts and provide opportunities for students to progress from sounding out words orally to decoding words silently;

5.3 s Teach students to recognize high-frequency irregular words by selecting words that appear frequently in students’ books and reviewing difficult words often;

5.4 s Teach students ways to identify vowel sound combinations and multisyllabic words;

5.5 s Provide instruction in how to use structural cues to recognize compound words, base words, and inflections (e.g., prefixes and suffixes);

5.6s Teach students to use knowledge of word order (English syntax) and context to support word identification and confirm word meaning;

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

5.1k That many students develop word analysis skills (e.g., decoding, blending, structural analysis, sight word vocabulary) and reading fluency in a predictable sequence, recognizing that individual variations occur;

5.3k The norms for reading fluency that have been established for various age and grade levels;

5.4k Important phonetic elements and conventions of the English language;

5.5 k Strategies for decoding and determining the meaning of increasingly complex words;

5.6 k The importance of word recognition skills (e.g., decoding, blending, structural analysis, sight word vocabulary) to reading comprehension and know a variety of strategies to help young student develop and apply word analysis skills;

5.7 k Differences in students’ development of word analysis skills and know how to adjust instruction in response to various students’ needs;

5.9k Instructional practices to meet students’ individual needs in decoding and word identification.

5.2 s Teach students to read passages using decodable texts and provide opportunities for students to progress from sounding out words orally to decoding words silently;

5.3 s Teach students to recognize high-frequency irregular words by selecting words that appear frequently in students’ books and reviewing difficult words often;

5.4 s Teach students ways to identify vowel sound combinations and multisyllabic words;

5.5 s Provide instruction in how to use structural cues to recognize compound words, base words, and inflections (e.g., prefixes and suffixes);

5.6s Teach students to use knowledge of word order (English syntax) and context to support word identification and confirm word meaning;

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

6.1 k How students’ reading rate and fluency affect comprehension;

6.2 k How young students develop reading fluency and that fluency involves rate, accuracy, and intonation;

6.3 k How to assess students’ reading fluency on an ongoing basis and know the norms that have been established for various age and grade levels;

6.4 k Instructional practices that enhance the development of fluency, including providing opportunities for students to read regularly, both orally and silently, in independent-level materials and to do repeated reading and partner reading;

6.5 k Instructional strategies and practices for promoting students’ word analysis skills and reading fluency;

6.6 k Differences in students’ development of word analysis skills and reading fluency, and instructional practices for meeting students’ individual needs in these areas; and

6.1s Identify and monitor on an ongoing basis young students’ fluency levels by using leveled passages or reading materials on a daily basis;

6.2s Provide frequent opportunities for fluency development through reading in independent-level materials, reading orally from familiar text, repeated reading activities, and silent reading for increasingly longer periods;

6.3 s Apply norms for reading fluency to evaluate students’ reading fluency;

6.4 s Communicate with families about students’ reading fluency and ways they can help to increase students’ fluency;
Formally and informally monitor students’ writing development and provide focused instruction to address students’ individual strengths,

Purposeful, meaningful writing in connection with listening, speaking, and reading;

Create an environment in which students are motivated to express ideas in writing;

Strategies for helping students comprehend abstract content and ideas materials (e.g., by using manipulatives, examples, and diagrams);

Communicate with other professionals and continually seek implications from current research about the development of students’ reading fluency;

Standard VII: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

How to model and teach literal comprehension skills (e.g., identifying stated main idea, details, sequence, and cause-and-effect relationships);

Reading comprehension as an active process of constructing meaning;

Factors affecting students’ reading comprehension, such as oral language development, word analysis skills, prior knowledge, previous reading experiences, fluency, ability to monitor understanding, and the characteristics of specific texts (e.g., structure and vocabulary);

The role of visualization skills in reading comprehension;

The relationship between extensive reading, vocabulary development, and reading comprehension;

The use of metacognitive skills in reading comprehension;

Various literary genres (e.g., historical fiction, poetry, myths, and fables) and their characteristics;

How to model and teach inferential comprehension skills (e.g., inferring main ideas, comparisons, unstated and stated cause-and-effect relationships; summarizing; making predictions; drawing conclusions; making generalizations);

Standard VIII: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Know to model and teach evaluative comprehension skills (e.g., distinguishing between fact and opinion; detecting faulty reason reacting to a text’s content, characters, and use of language);

How comprehension can be improved through wide reading, the importance of allocating time to wide reading, and how to develop and maintain classroom libraries and “sending home” libraries;

The importance of vocabulary development through wide reading and experiences, such as interpreting idioms, multiple-meaning words and analogies;

A variety of formal and informal procedures for monitoring students’ reading comprehension and instructional practices to meet individual student’s needs;

Comprehension skills and strategies for understanding and interpreting different types of written materials, including narratives, expository texts, technical writing, and content-area textbooks;

Different purposes for reading and associated reading strategies;

The importance of providing students with direct, explicit instruction in the use of comprehension strategies;

A range of strategies that students can use to facilitate comprehension before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, and discussing texts);

The importance of locating the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, other sources;

Strategies for helping students comprehend abstract content and ideas materials (e.g., by using manipulatives, examples, and diagrams);

A variety of instructional strategies to enhance students’ listening and reading comprehension, including helping students link the content of texts to students’ lives and connect related ideas across different texts;

Guide students in developing and using metacognitive skills;

Model strategies for improving reading comprehension such as previewing texts, self-monitoring, and retelling;

Provide frequent opportunities for students to engage in silent reading, both at school and at home;

Guide students to generate questions and apply research about topics introduced in reading selections, both fiction and nonfiction;

Provide time for extended reading of a wide range of materials, including expository texts;

Provide opportunities for students to apply comprehension strategies to literature and to respond to literature in a variety of ways (e.g., using reading journals and discussions), including relating background knowledge to literary texts;

Teach elements of literary analysis, such as story elements and features of different literary genres;

Provide instruction in comprehension skills that support students’ transition from “learning to read” to “reading to learn,” (e.g., recognizing different types and functions of texts and matching comprehension strategies to the type of text) and teach students how to locate, retrieve, and retain information from a range of content-area and expository texts;

Provide frequent opportunities for students to engage in silent reading at school and encourage opportunities for silent reading at home through the development and maintenance of classroom libraries and home libraries;

Communicate with families about students’ reading comprehension and ways to encourage students’ reading; and

Communicate with other professionals and seek implications for practice from ongoing research about the development of students’ reading comprehension.

Standard VIII: Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

The development of writing in relation to listening, speaking, and reading, and know instructional strategies that connect these various aspects of language;

Create an environment in which students are motivated to express ideas in writing;

Purposeful, meaningful writing in connection with listening, speaking, and reading;

Formally and informally monitor students’ writing development and provide focused instruction to address students’ individual strengths, needs, and interests;
Communicate with families about students’ development of written communication and ways to encourage students’ written communication;

Communicate with other professionals and continually seek implications for practice from current research about students’ development of written communication;

Standard IX: Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Provide direct instruction and guided practice in English writing conventions (e.g., grammar, spelling, capitalization, and punctuation); Work with students to select pieces of their work to teach writing conventions, recognizing that first drafts are not always edited and revised, but help students realize that accuracy in conventions is necessary when preparing a piece for publication;

Standard X: Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Appropriate uses and characteristics of screening devices, formal assessments (e.g., norm-referenced achievement tests and criterion-referenced state tests) and informal assessments (e.g., curriculum-based reading assessments and informal reading inventories) related to the development of literacy in young students;

Formative and summative uses of assessment;

How to use assessment to determine when a student needs additional help or intervention to bring the student’s performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS);

How students’ use of self-evaluation and self-monitoring procedures can enhance literacy development;

The reciprocal nature of assessment and instruction and how to use assessment results to select appropriate instructional strategies and materials (e.g., basals, supplemental programs, and trade books) to ensure the literacy development of all students;

The importance of providing many opportunities for students to experience extended reading of narrative and expository texts;

Standard X: Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

How students’ use of self-evaluation and self-monitoring procedures can enhance literacy development;

The reciprocal nature of assessment and instruction and how to use assessment results to select appropriate instructional strategies and materials (e.g., basals, supplemental programs, and trade books) to ensure the literacy development of all students;

The importance of providing many opportunities for students to experience extended reading of narrative and expository texts;

Technology Competencies

Participate in electronic communities as a learner, initiator, and contributor

Employ technological collaboration such as sharing information through online communications to complete tasks

Use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, banners, brochures, or reports, to create effective document files for defined audiences

Design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics for defined audiences

How to use strategies for acquiring information from electronic resources in a variety of formats

How to access and use online help

Use online help and other documentation
Course Objectives
As a result of successfully completing the course, the student will demonstrate:

1. Students will construct a general understanding of teaching English Language Arts and Reading in the intermediate grades, as described in the Texas Essential Knowledge and Skills (TEKS).
2. Students will identify several reading theories.
3. Students will explain effective ways to organize and manage reading instruction for all students in an intermediate grades literacy classroom environment.
4. Students will articulate terminology related to the teaching of intermediate grade level phonics.
5. Students will explore research-based practices and strategies for phonics, vocabulary, fluency and comprehension instruction.
6. Students will describe effective assessment strategies for the core reading components and techniques for assessing diverse elementary age children in the core components of reading.
7. Students will identify print genres as documented in the TEKS and explore opportunities for integration into classroom instruction.
8. Students will explain the key components of the literacy block and format lessons for each.
9. Students will demonstrate increased understanding of the home/school connection.

Student Learning Outcomes and Assessment of Outcomes—by the conclusion of READ 3320 the student will:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Possible Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will construct a general understanding of teaching English Language Arts and Reading in the intermediate grades and as described in the Texas Essential Knowledge and Skills (TEKS).</td>
<td>Examine various TEKS documents and include TEK objectives in all lesson plans</td>
</tr>
<tr>
<td>Students will identify several reading theories.</td>
<td>Participate in discussions and in class activities concerning how children learn to read, including the intertwining theories of learning and language that underpin children’s literacy learning, such as constructivism, sociolinguistics, and reader response</td>
</tr>
<tr>
<td></td>
<td>Participate in theory demonstration through class activities</td>
</tr>
<tr>
<td>Students will explain effective ways to organize and manage reading instruction for all students in an intermediate grades literacy classroom environment.</td>
<td>View a variety examples depicting both primary and intermediate literacy environments, including classroom video examples and power point examples of literacy classrooms to facilitate discussions</td>
</tr>
<tr>
<td></td>
<td>Conduct a field observation and compile a map of the classroom and complete an environmental checklist with detailed notes of what was observed</td>
</tr>
<tr>
<td>Students will articulate terminology related to the teaching of intermediate grade level phonics</td>
<td>Classroom activities</td>
</tr>
<tr>
<td></td>
<td>Mid-term and Final exams</td>
</tr>
</tbody>
</table>
Students will explore research-based practices and strategies for phonics, vocabulary, fluency and Comprehension. Participate in university classroom activities Literacy lesson plans that include these strategies.

Students will describe effective assessment strategies for the core reading components and techniques for assessing elementary age children for the core components of reading. Review assessment strategies for the components of reading education.

Students will identify print genres as documented in the Texas Essential Knowledge and Skills and explore opportunities for integration into classroom instruction. Students will discuss and review various reading genres.

Students will explain the key components of the literacy block and format lessons for each. Students will plan Guided Reading and Interactive Read Aloud lessons for Readers Workshop.

### Course Topics
- Reading Theories
- Texas Essential Knowledge and Skills for Reading and Writing-the Intermediate Grades
- Literacy classroom organization and instructional delivery
- Teaching strategies and materials for the Five Pillars with an emphasis on Intermediate grade level instruction
- Literacy assessment methods
- Readers Workshop lessons

### Instructional Methods and Activities
Methods and activities for instruction include:
- Lecture and discussion
- Teaching demonstrations
- Guest speakers
- Direct experience
- Online videos and activities
- Student presentations
- Cooperative grouping

### Evaluation and Grade Assignment
Course requirements will be explained in detail during class meetings.

#### Assignments
1. Reflections, article responses and class participation
   - Timely submission of reflections and article responses via Blackboard
   - Insightful responses to articles on instruction
   - Active role in participating in class activities (credit will not be received for in class activities if you are not present)
2. Classroom environment field experience (map and checklist)
This project requires a background check with the school in which you are observing (specifics will be given in class). A background check will be completed and you will be cleared before you can observe in the school. Papers will not be accepted without prior clearance. You will complete a map of the classroom in which you are observing. You will complete a checklist with detailed notes for the literacy environment which you are observing. This will be turned in via Blackboard. More details will be provided in class.

3. Whole and small group lessons

You will design original lessons for whole class and small group lessons. These lessons will be created in the given format which is provided on Blackboard.

<table>
<thead>
<tr>
<th>Course Grading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article/Chapter Responses</td>
</tr>
<tr>
<td>Learning Tasks</td>
</tr>
<tr>
<td>Class Participation</td>
</tr>
<tr>
<td>Classroom environment field observation with map and checklist</td>
</tr>
<tr>
<td>Midterm Exam</td>
</tr>
<tr>
<td>Reading Lesson Plans (Interactive read aloud and guided)</td>
</tr>
<tr>
<td>Final Exam</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Grading Explanation: Letter grades will be determined by the following scale: A=92-100%
B=83-91%
C=74-82%
D= 66-74%

Required Materials

Literacy Notebook: Three-inch binder with dividers. All power points and notes should be stored here. Your notebook can be used for the mid-term and final exam.
Required Online Resources: English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) ELAR TEKS Vertical Alignment Document http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html
Suggested Resources

Essential Reading Strategies for the Struggling Reader & other Meadows Resources (ELL, LD, etc.) http://www.meadowscenter.org/vgc/materials/essential_reading.asp

Additional Online Resources

http://www.tea.state.tx.us
www.texasreadsource.org
www.childrenslearninginstitute.org
http://iris.peabody.vanderbilt.edu
www.fcrr.org
http://classroom.4teachers.org/
www.spacesforchildren.com/flrpln.html
Rubistar4teachers.org
www.scholastic.com/bookclubs

Bibliography

The knowledge bases that support course content and procedures include


Course Outline

Notes: All readings and assignments should be completed by class time. Topics may be added or removed as dictated by the needs of the class. Calendar dates will be posted on Blackboard.

University Policies and Procedures

Classroom Attendance and Participation
Due to the nature of this course, active student participation is essential to overall successful class performance. Because this course is concerned primarily with helping prospective teachers
develop literacy and learning strategies, it is very important that students attend class regularly. It is not enough to rely on others’ notes to make up for class activities and experiences. Additionally, failure to attend class regularly may place students at a severe disadvantage on the final examination, because test questions derive mostly from class activities. If you are absent, ask a classmate for their notes. However, if you have a question about course material, please feel free to ask me to clarify during office hours. I will be happy to meet with you at another time if necessary.

Consequences for not attending class regularly:
For classes that meet once per week, for each absence over two, your final grade in the course drops a letter.
For classes that meet twice per week, for each absence over four, your final grade in the course drops one letter grade.
One absence is defined as missing one complete class or arriving 15 minutes late, and leaving 15 minutes before completion of the class. Please refer to The TAMUCC web page http://catalog.tamucc.edu/content.php?catoid=6&navoid=177 for additional information.

Late Work and Make-Up Exams
Points will be deducted each day an assignment is late. Papers will not be accepted after the third day. It is up to the discretion of the professor whether or not work may be made up for credit.

Extra Credit
Extra credit is given for students who attend Student Reading Council (SRC) meetings. You must sign in and attend the entire meeting. Dates of meetings will be provided in class.

Cell Phone/Electronic Device Usage
Unless we are using devices as class resources, mobile phones, text messaging, and checking your cell phone, email, and text messages during class are all strictly prohibited. Please put all phones AWAY. Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and/or failure of course. If there is a potential rising emergency, then prior notification of such possibility must be made known to me before the start of class and the phone set on vibrate.

Academic Integrity/Plagiarism
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, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a failing grade.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me
before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

Preferred Method of Scholarly Citations
All papers submitted are to follow the Publication Manual of the American Psychological Association, (6th ed.). See Blackboard menu tab, Helpful Links, for a CASA resource. ALL ASSIGNMENTS SUBMITTED MUST BE WORD PROCESSED.

Classroom/Professional Behavior
You have chosen the greatest profession, one where you will be charged with leading the learning of children. Your journey to a certificate for this profession starts with these courses. I, your instructor, expect you to enter class each day fully present and prepared, with a positive attitude and a readiness to learn. This may mean working on your own, with a partner, or in a small group. I also expect that you communicate with me, your instructor, in a respectful manner as well.

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 Website 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.

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 Driftwood 101.

Veterans
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.
Syllabus Contract:
READ 3320 Verification of Understanding: After reading the syllabus carefully, please sign the online copy and save it in the syllabus section of blackboard. You will find these under the Blackboard Syllabus section. This assignment is time sensitive

I have had the opportunity to read this syllabus. I understand all of the policies listed. I will not ask for exceptions to be made on my behalf.

Signed

Print Name

Date