RDNG 3603 Evaluation of Reading Performance
Spring 2017

Instructor: Erica Wells
Section # and CRN: P01 and CRN 20201
Office Location: Wilhelmina Fitzgerald Delco Building, Room 312
Office Phone: 936-261-3403
Email Address: emwells@pvamu.edu
Office Hours: Monday and Wednesday 4:15 p.m.-4:55 p.m. and By appointment
Mode of Instruction: Face-to-Face Instructional Mode
Course Location: Wilhelmina Fitzgerald Delco Building, Room 329
Class Days & Times: Wednesday, 5:00 p.m.-7:50 p.m.
Catalog Description: Application of basic measurement and evaluation techniques to reading performance.

Prerequisites: None
Co-requisites: None


iREAD Assignment:
ISBN: 978-0-14-036859-8

Best Practices in Planning Interventions for Students with Reading Problems
http://www.readingrockets.org/article/59627

Recommended Texts:
Guidelines for Teaching Middle and High School Students to Read and Write Well:
Six Features of Effective Instruction: http://www.adlit.org/article/19907?/theme=print
International Literacy Association http://www.literacyworldwide.org
Program Learning Outcomes (PLOs):

1. Candidates are proficient in the use of written and verbal expressions.
2. Candidates are able to apply critical thinking skills to daily assignments in the field of their profession.
3. Candidates are aware of diverse cultures, within their fields of concentration.
4. Candidates are able to utilize current technology concepts.
5. Candidates are able to recognize and differentiate instructional strategies for P-12 environment.

Student Learning Outcomes:

<table>
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<tr>
<th>Upon successful completion of this course, students will be able to:</th>
<th>Program Learning Outcome # Alignment</th>
<th>Core Curriculum Outcome Alignment</th>
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</thead>
<tbody>
<tr>
<td>1 Describe the stages of reading development. <strong>Educator Standards:</strong> I-XII; 4-8 I-VIII <strong>ILA Standards:</strong> 1.2, 2.1, 2.2, 2, 3</td>
<td>PLO1. PLO2. PLO3.</td>
<td>Communication Skills Teamwork</td>
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<tr>
<td>2 Explain what teachers should assess and which instruments should be used. <strong>Educator Standards:</strong> X, XI; 4-8 VIII <strong>ILA Standards:</strong> 3.1, 3.2, 3.3, 3.4</td>
<td>PLO1. PLO2. PLO3.</td>
<td>Communication Skills Empirical and Quantitative Skills Critical Thinking</td>
</tr>
<tr>
<td>3 Explain the roles of informal, formal, ongoing assessments, and observations in documenting student progress. <strong>Educator Standards:</strong> X, XI; 4-8-VIII <strong>ILA Standards:</strong> 3.1, 3.2, 3.3, 3.4</td>
<td>PLO1. PLO2. PLO3. PLO5.</td>
<td>Communication Skills Personal Responsibility Empirical and Quantitative Skills Teamwork</td>
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<tr>
<td>4 Administer, score and interpret data from an Informal Reading Inventory (IRI). <strong>Educator Standards:</strong> 10.1k, 10.8k, 8.6k, 8.7k <strong>ILA Standards:</strong> 3.1, 3.2, 3.3</td>
<td>PLO1. PLO2. PLO5.</td>
<td>Personal Responsibility Communication Skills Empirical and Quantitative Skills</td>
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<tr>
<td>5 Monitor and document the instructional progress, strengths, and needs of all students. <strong>Educator Standards:</strong> 11.1k, 11.4k, 11.6s <strong>ILA Standards:</strong> 3.3, 3.4, 5.2, 6.1</td>
<td>PLO1. PLO2. PLO3. PLO5.</td>
<td>Communication Skills Critical Thinking Personal Responsibility Empirical and Quantitative Skills</td>
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COURSE GOALS: RDNG 3603 P01 focuses on goals identified in the Whitlowe R. Green College of Education Conceptual Framework: Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P MODEL), is fundamental to learning content in all areas and in teaching a diverse population. It is designed to achieve these outcomes:

1. Develop the reading teacher as a problem-solver, critical thinker, and decision maker.
   [Educator Standards: EC-6 XI, 4-8 VI; ILA Standards: 1, 5]

2. Develop the reading teacher as a reflective and a continual learner utilizing effective teaching practices.
   [Educator Standards: EC-6 XII, 4-8 VII; ILA Standards: 1, 2, 3, 4, 5, 6]

3. Develop the reading teacher as a facilitator of student growth and development, by precept and example.
   [Educator Standards: EC-6 XI, XII, 4-8 VI, VII; ILA Standards: 2, 5]

4. Develop the reading teacher who demonstrates an understanding and appreciation of human diversity and global awareness.
   [Educator Standards: EC-6 I-XII, 4-8 I-VII; ILA Standards: 3, 4, 6]
Course Requirements

The evaluation methods for the course will be cumulative and summative:
Cumulative Evaluations will take place periodically either announced or unannounced to determine the degree and extent of proficiency of the content and extent of learning outcomes of the course and expected knowledge on the Texas Examinations of Educator Standards (TExES). [Educator Standards: EC-6 I-XII; 4-8 I-VIII]

Summative Evaluation will be made on a scheduled and announced date at the end of the course. The summative evaluation is to determine the gross learning over the full content of the course and the expected content of the Texas Examinations of Educator Standards (TExES). [Educator Standards: EC-6 X; 4-8 – I-VIII]

Practice examinations materials are used to strengthen the teaching of standards and competencies in the course and the expected content of the Texas Examinations of Educator Standards (TExES).

[Educator Standards: EC-6 I-XII, 4-8- I-VIII]

Poster Project is designed to integrate use of the English Language Arts and Reading (ELAR), Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills (TEKS) with assignments and course materials.

[Educator Standards EC-6 I-XII; 4-8 I-VIII; ILA Standard 2]

Ethics, Professional Development and Leadership will include modeling of class attendance, membership in professional organizations, professional decorum, and development of professional leadership characteristics. Review of the ethics policies of Prairie View A&M University, The Texas A&M University System, and the State of Texas to demonstrate understanding ethics policies. [Educator Standards: EC-6 XII; 4-8 – VII; ILA Standard 6]

Educator Standards:
ENGLISH LANGUAGE ARTS AND READING GENERALIST EC-6 STANDARDS
http://www.sbec.state.tx.us/SBECOnline/standtest/e...

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.

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.

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.

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.

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.

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

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.

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

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.

Standard XI. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard XII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate and produce.
STANDARDS FOR READING PROFESSIONALS-Revised 2010
International Literacy Association (ILA) Standards:
www.literacyworldwide.org

Standard 1: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Standard 2: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Standard 3: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Standard 4: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Standard 5: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard 6: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Major Course Requirements

Method of Determining Final Course Grade

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Total</th>
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<tbody>
<tr>
<td>1) Oral and Written Presentation</td>
<td>400%</td>
</tr>
<tr>
<td>- Chapter Vocabulary terms defined and with Examples</td>
<td></td>
</tr>
<tr>
<td>- Vocabulary game with directions</td>
<td></td>
</tr>
<tr>
<td>- Chapter Activity</td>
<td></td>
</tr>
<tr>
<td>2) Lesson Plan</td>
<td>100%</td>
</tr>
<tr>
<td>3) Written Reflection of 1 Assessment Tool from Chapter 1</td>
<td>100%</td>
</tr>
<tr>
<td>4) Article Summary: Best Practices in Planning Interventions for Students with Reading Problems</td>
<td>100%</td>
</tr>
<tr>
<td>5) iREAD Summary</td>
<td>100%</td>
</tr>
<tr>
<td>6) Quizzes</td>
<td>100%</td>
</tr>
<tr>
<td>7) Mid-Term and Final Examinations</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Total:** 1000%

Grading Criteria and Conversion:

A = 90 - 100%
B = 80 - 89%
C = 70 - 79%
D = 60 - 69%
F = 0 - 59%

Detailed Description of Major Assignments:

**Assignment Title or Grade Requirement** | **Description**
--- | ---
Oral and Written Presentation/Vocabulary Game | Students are required to read assigned chapter; develop a PowerPoint presentation to present to classmates. Students are also responsible for defining key vocabulary to provide and use them to create an instructional vocabulary game to assess peers.

Chapter Activity | Students will be provided with activities for the chapter they chose for presentation. Student is expected to present an activity that allows class participation.
**iREAD Summary**

Students will read an assigned *iREAD* book. Examine the concepts in *iREAD* book. Submit an essay addressing the following components. Ensure that your responses reflect reading and understanding of the book's content, but do not submit a book review or book summary.

A. How do these concepts support reading instruction?
B. Do you perceive the author’s philosophies to help you become a better reading teacher? Explain your rationale.
C. Reflect on the concepts provided in the book. How might you use the concepts for reading instruction?

**Course Procedures or Additional Instructor Policies**

**Taskstream**

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

**Semester Calendar**

Each student is required to read each chapter in order to prepare for class discussion. In class work (if not completed in class then homework)

**Week One: Topic Description**

Readings: Introduction to the Course; Syllabus, Expectations, Competencies/Standards, Perspective on Reading and Writing Ability - Pre-Test, Group Presentation selections

Assignment (s): Read Chapter 1 and complete Key Terms. **Assessment Tool:** Find a non-educational assessment tool that assess (see assignment handout).

**Week Two: Topic Description**

Readings: Discuss Chapter 1, Group Work reviewing Assessments Examples, **Chapter 1 Vocabulary Due**

Assignment (s): Read Chapter 2. Presentations dates to be announced by the instructor of record. **Written Reflection on 1 Assessment Tool from Chapter 1.**

**Week Three: Topic Description**

Readings: Discuss Chapter 2-presentation and game, group activities

Assignment (s): **Read Chapter 3, Administer** Marie Clay’s Concepts test to a young child, using Sand or Stones or a book of choice, you will be sharing your findings with peers next week. Review concepts discussed in Chapters 1 and 2. Quiz next week.

**Week Four: Topic Description**

Readings: Quiz-Chapters 1-2

Examine children's emergent literacy skills and provide teachers with strategies to assess and teach emergent readers. This chapter describes strategies to assess and teach emergent literacy skills (print concepts, alphabet knowledge, the concept of word, phonological awareness, and oral language development) and abundance of assessment and instructional materials are provided.
Readings: Discuss Chapter 3- presentation and game, group activities
Assignment (s): Read Chapter 4-complete activity on page 97 and then write a reflection of your ability to comprehend each version and how your knowledge of sight words and context influenced. Study Competencies 1-3 for EC-6 Core Subjects.

Week Five: Assessing and Teaching Beginning and Fledging Readers and Writers-
Topic Description Understand the characteristics of beginning and fledgling readers and their instructional needs related to word knowledge, comprehension, vocabulary, fluency, and writing. A variety of strategies are described to assess these literacy skills and to plan evidence-based strategies based on assessment results.

Readings: Discuss Chapter 4- presentation and game, group activities
Assignment (s): Read Chapter 5-complete a dictated story with a younger or older pupil (Figure 5.2 p. 146), type a summary of your findings.

Week Six: Teaching Developing Readers-
Topic Description Examine readers’ developing reading skills and to provide teachers of developing readers with strategies to teach and assess phonics and word knowledge, fluency, vocabulary, reading comprehension, and listening comprehension. A variety of research-based instructional and assessment practices are explained, and a wide variety of materials are provided to complement these strategies. Study Competencies 4-6 for the EC-6 Core Subjects.

Readings: Discuss Chapter 5- presentation and game, assignment and group activities
Assignment (s): Read Chapter 6. Compare and contrast at least 2 current commercial IRLs publishers and write a summary of your findings and recommendations.

Week Seven: Informal Assessments of Reading and Reading Levels
Invited Guest Speaker Provide teachers with a variety of informal methods to assess and document students’ reading and reading-related behaviors. Methods are described to administer and interpret informal reading inventories and to assess students’ word recognition, oral reading accuracy, reading and listening comprehension, reading strategies, and reading interests. Several methods to determine text readability levels are explained. Teachers use their knowledge of students’ reading skills to implement effective instructional strategies and select appropriate instructional materials.

Readings: Discuss Chapter 6, presentation and game, group activities, review for midterm exam Chapters 3-6
Assignment (s): Reflect on how your reading, writing, and spelling progress was assessed and documented when you were a child. Consider what you you’re your teachers had known and how these insights might impact their own teaching practices. Prepare for midterm exam

Week Eight: Mid-Term Examination (Formal)-Chapters 3-6

Topic Description Mid-Term Examination and Binder Check
Assignment (s): Administer Mid-Term Examination (Formal)
Read Chapter 7.

Week Nine: Spring Break
Readings: Enjoy your Spring break! Read your iREAD text.
Assignment (s): Enjoy your Spring Break! Following Spring Break; be prepared to discuss chapter 7.
Week Ten: Accessing and Teaching Middle and Secondary School Readers and Writers
Topic Description: Provide middle- and high-school teachers with strategies to help their students read actively to find and use information in text, to understand patterns of text organization, and to develop the vocabulary needed for text comprehension in addition to strategies to improve their writing skills. Motivational and emotional issues unique to adolescent students with literacy problems are also addressed.

Readings: Discuss Chapter 7, presentation and game, group activities, Details of Lesson Plan will be provided.

Assignment (s): Read Chapter 8, Lesson Plan, Study Competencies 7-9 for the EC-6 Core Subjects.

Week Eleven: Assessing and Teaching Spelling and Writing
Topic Description: Provide teachers with an understanding of the developmental nature of spelling and the stages through which children progress as they increase their spelling skills. Assessment methods and instructional strategies to support students’ spelling and writing development are described.

Readings: Discuss Chapter 8, presentation game, and group activities.

Assignment (s): Read Chapter 9, Examine and list strategies that can be used to support English language learners’ growth in each of the following areas: listening comprehension, phonemic awareness, fluency, vocabulary, comprehension and writing.

Week Twelve: Working with Culturally and Linguistically Diverse Students
Lesson Plans Due
Topic Description: Teacher candidate will learn literacy strategies to teach and assess culturally and linguistically diverse students. Differences in cultural beliefs about literacy and communication and their influence on the educational experiences and second-language acquisition of students from diverse cultures are explored. A variety of classroom ideas and instructional and assessment strategies are explained.

Readings: Discuss Chapter 9, presentation and game, group activities

Assignment (s): Read Chapter 10, Study Competencies 10-13 for the EC-6 Core Subjects. Interview a teacher (in your desired content area) for their opinion about formal testing issues such as the amount of instructional time devoted to required tests, curriculum changes, test content and suitability, how scores are interpreted and used, content of state-mandated tests, and so forth.

Week Thirteen: Formal Measures Quiz Chapters 7-9
Topic Description: Explain the characteristics, purposes, results, interpretation, and audiences for formal reading assessments. Norm-referenced tests, including achievement tests, diagnostic tests, and criterion-referenced tests—including the use of goals, objectives, benchmarks and rubrics—are described. Statewide assessment practices and issues are reviewed.

Readings: Discuss Chapter 10, presentation and game, group activities

Assignment (s): Read Chapter 11, Survey journal articles and websites to collect information on students with learning disabilities and dyslexia, particularly on remediation programs and strategies. Create a resource list of information sources they can share with parents.
**Week Fourteen:**
**Topic Description**
**Factors Related to Reading Problems**
Examine factors that contribute to students’ reading difficulties. Legal and philosophical issues related to special education are examined and intellectual, physical, linguistic, and other learning factors that can be secondary or contributing causes of reading difficulties are explored. Adaptations and interventions are described to design individualized intervention plans for students with reading disabilities.

Readings:
**Discuss Chapter 11, presentation game, and group activities**

Assignment (s):

**Week Fifteen:**
**Topic Description**

**Review for Final Examination (Formal)**
Final Examination, Binder Check

Readings:

Assignment (s):

**Week Sixteen:**
**Topic Description**

**Administer Final Examination (Formal)**

Readings:

Assignment (s):
Student Support and Success

John B. Coleman Library
The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. https://www.pvamu.edu/library/ Phone: 936-261-1500

The Learning Curve (Center for Academic Support)
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services
As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs
Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563
Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures
Disability Statement (Also See Student Handbook):
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 contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement
Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU’s Title IX
Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)
Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University’s attendance policy in each course syllabus.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor’s assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:
- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:
- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):
Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:
Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by
the use of the discussion board. The exact use of discussion will be determined by the instructor.

**It is strongly suggested** that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.
References


Online Resources

Best Practices in Planning Interventions for Students with Reading Problems
Guidelines for Teaching Middle and High School Students to Read and Write Well. Six Features of Effective Instruction http://www.adlt.org/article/19907/?theme=print

http://www.literacyworldwide.org

http://www.readingrockets.com

http://www.readingrockets.org/article59627

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/
UNIVERSITY CLASS ATTENDANCE POLICY

Effective September 1, 1998

Class Attendance

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. Excessive absenteeism, whether EXCUSED or UNEXCUSED, may result in a student’s course grade being reduced or in a student’s being assigned a grade of “F.” Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University’s attendance policy in each course syllabus.

Excused Absences

Students are required to attend all class meetings. Absences due to illness, attendance at university approved activities, and family or other emergencies constitute EXCUSED ABSENCES and must be supported by documentation presented to the instructor prior to or immediately upon the student’s return to class. Students are responsible for all oral and written examinations as well as all assignments (e.g., projects, papers, reports) whether absence is Excused or Unexcused.

Unexcused Absences

Accumulation of one week of unexcused absences (for the number of clock hours equivalent to the credit for the course) constitutes excessive absenteeism. The instructor is not required to accept assignments as part of the course requirement when the student’s absence is unexcused. Each course syllabus will include a clear statement relative to whether late or past due assignments will be accepted toward satisfying the course requirements.

A student who believes that the penalty received following violation of this attendance policy is unjust may first confer with his/her academic advisor. If necessary, the matter may be appealed in writing to the course instructor, the instructor’s department head, and finally, to the instructor’s dean who must refer the matter to the Chair, Admissions and Academic Standards Committee if it cannot be resolved within the college offering the course.

Absences on Religious Holy Days

In accordance with Texas Education Code, Section 61.003, subdivision (7), a student may be absent from classes for the observance of a religious holy day and will be permitted to take missed examinations and complete missed assignments provided the student has notified the instructor of the planned absence in writing and receipt of that notice has been acknowledged by the instructor in writing. “A religious holy day means a holy day observed by a religion whose place of worship is exempt from property taxation under the Texas Tax Code, Section 11.20.”