I. Course Description:
Content Area Reading and Writing – An examination of reading, writing, speaking and listening processes to learn subject matter across the curriculum and to meet the needs of all students. Topics of discussion include vocabulary acquisition and instruction, fluency, and comprehension skills and the differentiation of instruction to meet the needs of all students including ELL, Special Education, and GT students.

II. Intended Learning Outcomes:
This course is aligned with the mission of the College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The COE theme is “preparing professional educators who positively impact learning for all students.” In the COE at Stephen F. Austin State University, we are committed to the following core values:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Middle Level
Education (AMLE) and the TExES PPR and MLG 4-8 Content Standards. All content and assignments are aligned to these standards; this was assured as faculty aligned the curriculum during 2012-2014.

Program and Student Learning Outcomes:

PLO 2 The teacher candidates will understand and use the central concepts, tools of inquiry, standards, research and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject areas (AMLE 2; InTASC 4,5,7,8).

- Element A: Subject Matter Content Knowledge
- Element B: Implications of Young Adolescent Development for Middle Level Curriculum, Instruction and Schooling
  - SLO 2.1 Candidates will understand reading comprehension as an active process of constructing meaning (4/8 Texas E/LA ST IV.K)
    - SLO 2.1.1 Assessment - Chapter 4 Quiz
  - SLO 2.2 Candidates will understand 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. (4/8 Texas E/LA ST IV.3K)(EC12 Texas PPR ST I)
    - SLO 2.2.1 Assessment - Chapter 4 Quiz
  - SLO 2.3 Candidates will understand the relationship among extensive reading, vocabulary development, and reading comprehension (4/8 Texas E/LA ST IV)
    - SLO 2.3.1 Assessment - Chapter 3 Quiz
  - SLO 2.4 Candidates will understand the use of metacognitive skills in reading comprehension(4/8 Texas E/LA ST IV)
    - SLO 2.4.1 Assessment - Chapter 4 Quiz
    - SLO 2.4.2 Assessment – Charter Grade 4 or 5 Reading Workshop including metacognitive skill strategies mini lesson Observation Checklist (video or face to face)
  - SLO 2.5 Candidates will understand comprehension skills and strategies for understanding interpreting different types of written materials, including narratives, expository texts, technical writing and content-area textbooks. (4/8 Texas E/LA ST IV.11K)
    - SLO 2.5.1 Assessment - Chapter 5 Quiz
  - SLO 2.6 Candidates will understand how to interpret and evaluate information presented in various formats such as maps, tables, and charts (4/8 Texas E/LA ST IV.13K)
    - SLO 2.6.1 Assessment - Survey Content Area Textbook
  - SLO 2.7 Candidates will understand the importance of locating the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources. (4/8 Texas E/LA ST IV.16K)
- SLO 2.7.1 Assessment - Chapter 3 Quiz

**PLO 4** The teacher candidates will understand, use, and reflect upon the major concepts, principles, theories and research related to data-informed instruction and assessment, and they will employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents (AMLE 4; InTASC 2,3,6,7,8).

- **Element B: Middle Level Instructional Strategies**
  - SLO 4.1 Candidates will apply strategies for decoding and determining the meaning of increasingly complex words including: One-Pagers, Frayer Model, Word Walls, Vocabulary Preview, Vocabulary O, Toss Terms (4/8 Texas E/LA ST III.7K)
    - SLO 4.1.1 Assessment - Journal Reflection shows application of vocabulary strategies in content area classroom
  - SLO 4.2 Candidates will model instructional strategies and practices for promoting students’ word analysis skills and reading fluency including Reader’s Theater, Pattern Partner Reading (4/8 Texas E/LA ST III.9K)
    - SLO 4.2.1 Assessment - Model Strategies with Partner
  - SLO 4.3 Candidates will learn a variety of informal and formal procedures for assessing an ongoing basis students’ word analysis skills and reading fluency (4/8 Texas E/LA ST IV.11K)
    - SLO 4.3.1 Assessment - Burke Reading Survey
  - SLO 4.4 Candidates will compare and contrast the different purposes for reading and associated strategies (4/8 Texas E/LA ST IV)
    - SLO 4.4.1 Assessment - Reading Strategies Notebook
  - SLO 4.5 Candidates will know a range of strategies that students can use to facilitate comprehension before, during and after reading including Demonstrations, Discrepant Events, Visual Displays, and Thought Provoking Questions (Anticipatory) and QtA, ReQuest, QAR, SQRQCQ (4/8 Texas E/LA ST IV/15K)(EC12 Texas PPR ST III)
    - SLO 4.5.1 Assessment - Design an Anticipatory Set Using a Middle Level Text in their Content Area
    - SLO 4.5.2 Assessment - Model Questioning Strategy to class
  - SLO 4.6 Candidates will know how to apply strategies for helping students comprehend abstract content and ideas in written material by using manipulatives, examples, and diagrams (4/8 Texas E/LA ST IV.18K)
    - SLO 4.6.1 Assessment - Teaching a mini-lesson in their content area using strategies learned in the course.
  - SLO 4.7 Candidates will understand study and inquiry skills and their significance for student learning and achievement such as: using text organizers, taking notes, outlining, drawing conclusions, applying test-taking strategies; previewing; setting purposes for reading; locating, organizing, evaluating, and communicating information; summarizing information; using multiple sources of information; interpreting and using graphic sources of
information including Concept Maps, Tree Diagrams, Matrices, and Flow Diagrams (4/8 Texas E/LA ST VI.1K)

- SLO 4.7.1 Assessment - Design a graphic organizer in content area and present to class.
- SLO 4.8 Candidates will understand instructional practices that promote students’ acquisition and use of study and inquiry skills across the curriculum including Cornell Notes, Split Page Note-taking, and Journaling (4/8 Texas Eng/LA ST VI.2K)(EC12 Texas PPR ST I)
  - SLO 4.8.1 Assessment - Journal Scavenger Hunt
- ESL SLO 4.9 Candidates will explain classroom discourse for English learners and promote cognitive academic language proficiency (ESL SLO 3.3; Texas ESL ST IV, V; TESOL 31, 3b. 3c)
  - ESL SLO 4.9.1 Assessment: Chapter 1 Quiz
- SLO 4.10 Candidates will understand different methods and purposes for instructional grouping
  - SLO 4.10 Assessment - Quiz

- Element C: Middle Level Assessment and Data-informed Instruction
  - SLO 4.10 The candidate will understand the role of assessment, characteristics, and uses of formal and informal literacy assessments (4/8 Texas Eng/LA ST VIII.1K)(EC12 Texas PPR ST I)
  - SLO 4.10.1 Assessment – Quiz 9
  - SLO 4.11 Candidates will understand continuous monitoring and how to use formative, summative, and self-assessments. (4/8 Texas Eng/LA ST VIII.2K)(EC12 Texas PPR ST I)
  - SLO 4.11.1 Assessment – Quiz 9
  - SLO 4.12 Candidates will understand how to use assessment to determine when a student needs additional help or intervention to bring the students’ 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) (4/8 Texas Eng/LA ST VII.4K)(EC12 Texas PPR ST I)
    - SLO 4.12.1 Assessment – Chapter 9 Quiz
    - SLO 4.12.2 Assessment - Write a letter to a senator regarding High-Stakes Testing and its impact on their students.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

A. Weekly Journal Reflections: (100 points) Teacher candidates will respond to 10 journal prompts. These prompts will reflect on the material taught in class that day. The journal will be submitted through D2L.

B. Chapter Quizzes: (100 points) Teacher Candidates will be given 10 short quizzes over the textbook chapters throughout the semester. These quizzes will each be worth 10 points and will be given in class, not through D2L.
C. Attendance: (60 points) Teacher Candidates are expected to be present for all classes. Being present both mentally and physically with all materials is required to receive attendance points. If you are absent 3 or more times, you will lose all 60 attendance points (30 points per missed class).

D. Warm-up Questions: (125 points) Questions will be on the screen when students enter the classroom. The questions will be based on material covered in the previous class. You must be present to receive credit for the warm-up questions.

E. Strategy Assignments: (200 points) Teacher Candidates will choose 10 different strategies listed in the *50 Instructional routines to Develop Content Literacy* textbook. A template will be provided for you to complete these assignments, and they will be the “meat” of what we do in this course. I believe that this will benefit you the most when you have your own classrooms and are faced with struggling readers. A grading rubric will be used to grade these assignments.

F. Final Strategy presentation/lesson: (300 points) Teacher Candidates will create a short “mini-lesson” which will be taught to the class utilizing a strategy chosen from the text. The lesson will be evaluated by the teacher candidate, all other students in the class, and the instructor. A grading rubric will be used.

G. Final: (100 points) The final in this class will be the culmination of your strategy assignments, and other materials from class, contained in an organized notebook. A grading rubric will be used to grade the notebook.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Weekly Journal Reflections.</td>
<td>9 at 10 points each</td>
<td>90</td>
</tr>
<tr>
<td>ELL Rating assignment</td>
<td>10 points</td>
<td>10</td>
</tr>
<tr>
<td>Chapter Quizzes &amp; ELL quiz</td>
<td>10 at 10 points each</td>
<td>100</td>
</tr>
<tr>
<td>Attendance/professionalism</td>
<td>60 points</td>
<td>60</td>
</tr>
<tr>
<td>Warm-up Questions</td>
<td>25 at 5 points each</td>
<td>125</td>
</tr>
<tr>
<td>Strategy Assignments</td>
<td>10 at 20 points each</td>
<td>200</td>
</tr>
<tr>
<td>Final Strategy Presentation</td>
<td>100 points</td>
<td>300</td>
</tr>
<tr>
<td>Final (notebook)</td>
<td>100 points</td>
<td>100</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>5 points</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1000</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>C</td>
</tr>
<tr>
<td>Below 700</td>
<td>F</td>
</tr>
</tbody>
</table>
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic/Class Agenda</th>
<th>Assignments/due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 19</td>
<td>Getting Started, Review texts, Burke Reading Interview, review syllabus</td>
<td>Journal Number 1 assigned. Must be turned in through D2L by 1/20 midnight. Read Chapter 1 * IAL</td>
</tr>
<tr>
<td>Jan. 21</td>
<td>Textbook analysis, discussion of cooperative learning strategies</td>
<td>Read Chapter 1 * IAL</td>
</tr>
<tr>
<td>Jan. 26</td>
<td>Anticipatory strategies, Quiz # 1 over Chapter 1 IAL</td>
<td>Journal Number 2 assigned must be turned in through D2L by 1/27 midnight. Read Chapter 2 IAL</td>
</tr>
<tr>
<td>Jan. 28</td>
<td>Anticipatory Strategies continued</td>
<td>Anticipatory Strategies Assignment will be due 2/2 by midnight through D2L.</td>
</tr>
<tr>
<td>Feb. 2</td>
<td>Anticipatory Strategies continued Quiz # 2 over Chapter 2 IAL</td>
<td>Journal Number 3 assigned must be turned in through D2L by 2/3 midnight. 2 Anticipatory Strategy Assignments due today by midnight.</td>
</tr>
<tr>
<td>Feb. 4</td>
<td>Vocabulary Development strategies</td>
<td>Read Chapter 3 IAL</td>
</tr>
<tr>
<td>Feb. 9</td>
<td>Vocabulary Development strategies continued</td>
<td>2 Vocabulary Development Strategy assignments will be due 2/11 midnight through D2L.</td>
</tr>
<tr>
<td>Feb. 11</td>
<td>Vocabulary Development strategies continued Quiz # 3 over Chapter 3 IAL</td>
<td>2 Vocabulary Strategy Assignments due today by midnight.</td>
</tr>
<tr>
<td>Feb. 16</td>
<td>Read Alouds and Shared Readings. Metacognitive skills</td>
<td>Journal Number 4 assigned must be turned in through D2L by 2/17 midnight. Read Chapter 4 IAL</td>
</tr>
<tr>
<td>Feb. 18</td>
<td>Read Alouds and Shared Readings &amp; metacognitive skills continued Quiz # 4 over Chapter 4 IAL</td>
<td>1 Read Alouds and Shared Readings strategy assignment due today by midnight.</td>
</tr>
<tr>
<td>Feb. 23</td>
<td>Questioning Strategies</td>
<td>Read Chapter 5 IAL</td>
</tr>
<tr>
<td>Feb. 25</td>
<td>Questioning Strategies continued</td>
<td>1 Questioning Strategy assignments will be due 3/1 midnight through D2L.</td>
</tr>
<tr>
<td>March 1</td>
<td>Questioning Strategies continued</td>
<td>1 Questioning Strategy</td>
</tr>
<tr>
<td>Date</td>
<td>SLO</td>
<td>Assignment</td>
</tr>
<tr>
<td>--------------</td>
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<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>March 3</td>
<td>SLO 4.6, 4.7</td>
<td>Graphic Organizers in the Classroom</td>
</tr>
<tr>
<td>March 8</td>
<td>SLO 4.6, 4.7, 4.7.1</td>
<td>Graphic Organizers in the Classroom continued Quiz # 6 over Chapter 6 IAL</td>
</tr>
<tr>
<td>March 10</td>
<td>SLO 4.8, 4.8.1</td>
<td>Making and Taking Notes Across the Curriculum</td>
</tr>
<tr>
<td>March 15 &amp; 17</td>
<td></td>
<td>Spring Break!</td>
</tr>
<tr>
<td>March 22</td>
<td>SLO 4.8, 4.8.1</td>
<td>Making and Taking Notes Across the Curriculum continued Quiz over Chapter 7 IAL</td>
</tr>
<tr>
<td>March 24</td>
<td></td>
<td>Easter Break No class</td>
</tr>
<tr>
<td>March 29</td>
<td>SLO 4.1, 4.3</td>
<td>Writing to Learn with Adolescents</td>
</tr>
<tr>
<td>March 31</td>
<td>SLO 4.2, 4.3</td>
<td>Writing to Learn with Adolescents Continued.</td>
</tr>
<tr>
<td>April 5</td>
<td>SLO 4.2, 4.3</td>
<td>Writing to Learn with Adolescents continued</td>
</tr>
<tr>
<td>April 7</td>
<td>SLO 4.2, 4.3</td>
<td>Writing to Learn with Adolescents continued</td>
</tr>
<tr>
<td>April 12</td>
<td>SLO 4.9, 4.10</td>
<td>ELL students and reading strategies Quiz over Chapter 8 IAL</td>
</tr>
<tr>
<td>April 14</td>
<td>SLO 4.9, 4.10</td>
<td>ELL students and reading strategies</td>
</tr>
<tr>
<td>April 19</td>
<td>SLO 4.10, 4.11, 4.12, 4.12.1, 4.12.2</td>
<td>Chapter 9- Standards, Assessments, and High-Stakes Testing continued Quiz over Chapter 9 IAL</td>
</tr>
<tr>
<td>April 21</td>
<td>SLO 4.6.1</td>
<td>Final Strategy Presentations/mini-lessons</td>
</tr>
<tr>
<td>April 26</td>
<td>SLO 4.6.1</td>
<td>Final Strategy Presentations/mini-lessons</td>
</tr>
</tbody>
</table>
VI. Readings:

**Required Textbooks**

  ISBN # 978-0-13-705719-1

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

VIII. Student Ethics and Other Policy Information

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up
work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Students with Disabilities:**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

**For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.**
IX. Other Relevant Course Information:

**Late Work:**

Due dates are due dates. Assignments are expected to be turned in on time. Points will be deducted for assignments turned in late.

**Expectations:**

1. Future teachers are held accountable for correct spelling and grammar usage. Spelling and correct grammar are expected at all times, on all assignments. Points will be deducted for incorrect spelling and poor grammar. If you are experiencing difficulty with standard English and the conventions of speaking and writing, you should seek assistance at the campus Academic Resource Center. Call 468-4108. You may also visit the following website for assistance in writing: [www.columbia.edu/acis/bartleby/strunk](http://www.columbia.edu/acis/bartleby/strunk)

2. All submitted work must be typed unless the instructor provides a (i.e. class assignments). Handwritten work will not be accepted.

3. In order to pass this course ALL WORK must be completed and submitted to the instructor.

4. Students are expected to participate in all class discussions. Participation will be noted according to the depths and comprehension of your responses during class discussions. Participation will contribute to your final grade.

5. Students are expected to read all assignments BEFORE coming to class and be prepared to participate in all class discussions. Participation will be noted according to the depth and comprehension of your responses during class discussions. Participation will contribute to your final grade.

**Professionalism:**

Enthusiastic completion of the course activities is of utmost importance in demonstrating commitment to becoming a responsible teacher. Mastery and professional products reflect quality work and reflect on the work you will produce as a teacher. Attitude and confidentiality are essential in determining the teacher’s potential as a successful educator. Gossiping is a reflection of negativity, lack of maturity, and integrity. If problems occur, go to your university professor: you will find that others’ attitudes are easily influenced through negativity.

**Cell phones should be turned off during class. Texting during class is not a professional behavior.** Violations of this policy will result in a reduction of your professionalism grade.