



**Texas A & M University – Commerce  
Department of Education Curriculum and Instruction**

**RDG 516 – Foundations of Reading  
Learning How to Read: A Developmental Process  
(Online Course)  
Fall 2015**

**Instructor: Dr. Susan Szabo, Associate Professor**

**Office Hours:** M-S via virtual office in eCollege. This allows everyone in class to see your question and my response, because if you have a question, most likely so do your peers. For personal problems please email me directly. Allow 24 hours for response time.

When someone posts a question in virtual office, and you know the answer, please feel free to answer it. We are all teachers and we are all learners in this class. In addition, my office email is ([Susan.Szabo@tamuc.edu](mailto:Susan.Szabo@tamuc.edu)). If you want me to call you, email me your phone number and I will call you in the evening after dinner.

**Need Help because this is your First Online Class?** During the first week of class, if you are new to online coursework and feel unsure of what to do, please complete the tutorial within eCollege, as it has lots of great information on how to use eCollege that you can view. However, if you are still unsure please email me your phone number and a time to call you.

**COURSE MATERIAL**

**Materials – Textbooks, Readings, Supplementary Readings/WebQuests:**

This course has no textbook. However, that does not mean that there are no readings. Your readings will match the Module theme and found in Doc Sharing. As well as these readings, at times you will be asked to read other online resources which include but are not limited to the following.

**On-Line Resources:**

- TEKS for Language Arts and Reading available on-line at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>
- English Language Arts and Reading Information from the Texas Education Agency available on-line at [http://www.tea.state.tx.us/index4.aspx?id=4434&menu\\_id=720](http://www.tea.state.tx.us/index4.aspx?id=4434&menu_id=720)
- English Language Proficiency Standards available on-line at <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>
- Dyslexia Handbook [http://www.decodingdyslexiatx.org/wp-content/uploads/2014/05/TEA\\_DyslexiaHandbook\\_2014-DRAFT-5-12-14.pdf](http://www.decodingdyslexiatx.org/wp-content/uploads/2014/05/TEA_DyslexiaHandbook_2014-DRAFT-5-12-14.pdf)

## COURSE INFORMATION

### **Course Description:**

This course is designed for graduate students in the emergency permit or alternative certification program seeking initial teacher certification. The focus is on the reading process and the factors that affect its development. The importance of reading in school and in life serves as a background for critical evaluation of the methods and materials of reading instruction. Special consideration is given to the essential components of research-based strategies and the features of classrooms that support effective beginning reading instruction. Instruction will also focus on a diagnostic approach to reading and writing so that differentiated instruction can be used to support all the needs of the diverse learners found in the classroom.

**Course Overview:** In this course, we will examine topics such as grade-level reading standards, grade-level reading TEKS, reading readiness, emergent literacy, reading stages, spelling stages, language arts, cueing system, writing, and assessment for instruction. In addition, we will explore the teacher's role in supporting diverse learners. Students are expected to be active in the learning process by asking questions and reflections upon the content of the course.

**Student Learning Outcomes/ Objectives:** By the conclusion of the course, the student will demonstrate a working knowledge of the following outcomes:

- **Learner Outcome #1:** The Learner will **identify their belief** about reading in content area classrooms and different types of children.
- **Learner Outcome #2:** The Learner will be able to explain the developmental processes of **reading to learn** looking at the stage of reading/writing/spelling in order to see how they are intertwined as well as provide students with systematic explicit instruction. ELA Standards covered in this course are 1-5 and 8-12. These standards are talked about in connection to fluency (6) and comprehension (7) but these two standards are covered more thoroughly in RDG 517. In addition, assignments will help with PPR Standards 1-4:
- **Learner-Outcome #3:** The Learners will identify a variety of **assessments** practices and procedures using the “if-then thinking” to plan and implement developmentally appropriate instruction which is responsive to the strengths and needs of each student in the classroom (students with disabilities, ESL students, struggling students).
- **Learning Outcome #4:** The Learner will describe how to use local, state and federal resources that can be used to help develop a literacy program for students with disabilities.
- **Learning Outcome #5:** The Learner will gain an increased understanding of themselves as readers, writers, speakers, listeners, thinkers, and producers of “print” while being **actively engaged** in the learning process and in this class.

### **ELA Reading Standards:**

**Standard 1: Oral Language:** Teachers of young children understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young children to develop listening and speaking skills.

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

**Standard III: Alphabetic Principle:** Teachers of young children understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps children 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 children 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 children's literacy.

**Standard V - Word Analysis and Decoding:** Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for children to improve their reading 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 increase their reading fluency.

**Standard VII - Comprehension:** Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young children 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 children develop competence in written communication.

**Standard IX - Writing Conventions:** Teachers understand how young children use writing conventions and how to help children 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 children.

**Standard XI – Reading, Research, and Inquiry Skills:** Teachers understand the importance of research and inquiry skills to students' academic success that provides students with instruction that promotes their acquisition.

**Standard XII - Viewing/ Representing and Internet/Digital:** Teachers understand how to interpret, analyze, evaluate and produce project to promote critical and reflective thinking.

### **Pedagogy and Professional Responsibilities Standards**

- **Standard 1** - - The teacher designs instruction appropriate for all students that reflects and understanding of relevant content and is based on continuous and appropriate assessment.
- **Standard 2** - - The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.
- **Standard 3** – The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely high-quality feedback.
- **Standard 4** – The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession. (see these standards in doc sharing or at [http://cms.texas-ets.org/files/3613/2949/6615/160\\_ppr\\_ec12.pdf](http://cms.texas-ets.org/files/3613/2949/6615/160_ppr_ec12.pdf))

### **Dyslexia and Other Language Disorders**

1. AC Candidates will become familiar with the recommendations and assessment process for dyslexia and other language disorders and how they relate to RTI and 504.
2. AC Candidates will become familiar with other related disorders such as: developmental auditory imperceptions, dysgraphia, specific developmental dyslexia, developmental dysgraphia, developmental spelling disabilities, oral language delays.
3. AC Candidates will understand that characteristics of dyslexia are more than just deficits in phonological components of language.
4. AC Candidates will become familiar with providing students with multisensory instruction to students who are having difficulty learning to read, write or spell despite explicitly instruction, adequate intelligence and/or sociocultural opportunities.

## **COURSE REQUIREMENTS**

### **Instructional / Methods / Activities Assessments**

This course occurs in a digital learning environment designed with a module and WebQuest format. Each modules is grouped according to the objective being taught and will be opened at the time they will be worked on. You have reading task, discussion, and choice of performance tasks each week. You will be expected to read assigned material, participate in discussions and group tasks, reflect on your knowledge growth and complete all assigned tasks/projects by the due date.

**Participation** in online class discussions is expected. Some assignments will be individual assignments and some group assignments.

When working with a partner or in a group requires you to follow my CCC: collaboration, cooperation, and completion. This means, as an adult learner, you will collaborate with another student or students in a cooperative manner to complete a quality

product. However, I WILL NOT mediate should an issue arise pertaining to CCC; you are expected to find a resolution. You will always have the choice to opt out of the partnership or group and work as an individual. Therefore, you are expected to show a level of professionalism and stay actively engaged with your partner or the group through communication and contributions to complete the project.

**Read:** The student will be expected to read the required material and any supplemental materials found in Doc Sharing each week. This is an online course that presents written information as an alternate mode of lecture. Do not take this lightly; you are expected to read/reflect for meaning.

**Reflections:** The student will complete weekly reflections and submitted to the instructor, while others will be for personal reflection and kept by the student.

**Written Tasks and Scholarly Expectations:** Completion of all written discussions/reflections and projects should exhibit professionalism in appearance and content at an **acceptable level of scholarship**. Projects are to be completed and turned in to eCollege in the correct folder that has been created for it.

**Plagiarism:** Copying someone else's writings and claiming as your own without citation will result in a grade of "F" for the course and may result in your dismissal from the program. Please cite your references carefully and consistently!

*Plagiarism:* Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Turnitin software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work. You can do this yourself through eCollege, as it should be available to you.

**Don't put me in a position where I have to report you! ☹ I don't like being the plagiarism police.**

### Grading

Grades will be determined via a simple point system and grading rubric (for creative final). **You** are responsible for reviewing them prior to submitting an assignment - they tell you all you need to know in order to earn a passing grade in this course. Check out each webquest carefully. The gradebook on eCollege is used to keep track of your activities and points, thus it is your responsibility to keep track of how you are doing. To see the comments and the questions missed on the quiz, **CLICK on the grade and it will open a new screen**. Check every other week or so, so you know which assignments have gone AWOL.

Grades will be determined as follows:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60	F

## TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology

**Important:** You need to through either the eCollege email system or your myLeo email as TAMUC blocks yahoo, hotmail, etc.

*The following technology is required to be successful in this course.*

- *Internet connection – high speed recommended (not dial-up)*
- *Word Processor (Microsoft Office Word – 2003 or 2007)*
- *Access to University Library site*
- *Access to an Email*
- *Access to eCollege.*

### **ACCESS, NAVIGATION and Log in Information**

This course will be utilizing eCollege to enhance the learning experience. eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuccommerce.edu](mailto:helpdesk@tamuccommerce.edu). If you have any problems with connections, you must email or phone eCollege, as I cannot help you with technical issues. These problems normally impact more than just you.

## COMMUNICATION AND SUPPORT

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues, while taking your exams or at any other point, feel free to contact the support desk.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege

I am online daily. If you have questions email me or post them in the correct week under My Questions, as others may have the same question. Please allow a 24 hour response eCollege should be used if you have a personal problem that I must be aware of.

## UNIVERSITY PROCEDURES/POLICIES

### ADA Statement

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 have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

[Student Disability Resources & Services](#)

**Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

**University Services Offered to You Free**

- A. Academic Support:** Students requesting accommodations for disabilities must go through the Academic Support Committee. ALL students with disabilities should stop by Office of Disability Resources and Services where they can fill out an application, attach recent documentation, and apply for eligibility. For those students who are approved, the staff will provide each of the student's professors with a letter of accommodation from our office. We will send letters each semester—after being notified of the need by the student. For more information, the services are located at Halladay Student Services Building—Room 303 D, their phone number is (903) 886-5835.
- B. Financial Aid Support:** You will be dropped on Monday, September 3rd if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also **forgivable loans, so check them out.**
- C. As a student, your email account is through MyLeo.** Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to them 24/7 at <https://leo.tamu-commerce.edu/login.aspx>. Also, who must check daily and delete or archive your emails so that none are returned to sender. It will not be returned and you may miss important information. **It is your responsibility to empty your email daily, so that nothing will bounce back to the sender.**
- D. Medical Services:** As a student, you have access to the medical facilities and doctors on campus. They offer services for treatment of illness and injury. The staff includes a Physician Assistant, which is a health care professional licensed to practice medicine with physician supervision. Although there is not a physician present every day, they are available for consultation as needed. Student Health Services is located

on the first floor of Henderson Hall, in the Clarence G. Allen Student Health Center. They are open from 8-12 and 1-5 Monday through Friday.

- E. Campus Police:** If you have locked yourself out of your car, or if you need help of any kind while on campus, contact the campus police at 903-886-5868.
- F. Counseling Services:** You can get help with your personal, academic and/or career concerns. Counseling may deal with issues related to academic progress, daily living, adjustment to the university and relationships with others. Counseling Services are free to university students. The Counseling Center is located in the Student Services Building #204, is open Monday through Friday from 8:00-5:00pm and you can call 903-886-5868.

**TENTATIVE COURSE OUTLINE / CALENDAR**

The WebQuests you receive each week through eCollege will tell you the details and the during-after activities that you must complete. The tentative calendar is found below.

<b>Module 1 – Week 1-2</b>	Objective 1-- Learning about Self & Children
<b>Module 2 – Week 3-6</b>	Objective 2 – Learning to Read
<b>Module 3 – Week 7-10</b>	Objective 3 – Reading to Learn
<b>Module 4 – Week 11-12</b>	Objective 4 -- Assessment
<b>Module 5 -- Week 13</b>	Objective 5 -- Resources
<b>Module 6 -- Week 14-15</b>	Putting It Altogether+ objective reflection

Modules are weeks that have similar ideas. However, there will be weekly assignments.