RDG 370.510 Reading and Literacy II CRN: 20023
COURSE SYLLABUS: Spring 2020
Class Day and Times: Tuesday & Thursday 10:00am-11:15am
Room: Collin Higher Education Center, Room 229

INSTRUCTOR INFORMATION

Instructor: Kamshia Childs, Ed.D., Assistant Professor
Office Location: By appointment to arrange location
Office Hours: Tuesdays & Thursdays 9:00 – 10:00 (CHEC Campus), Wednesdays 7:00-8:00pm (Virtual); Available by email at anytime or via Zoom by Appointment
Cell Phone: 832-377-0780
Office Phone: 903-886-5669
Office Fax: 903-886-5581
University Email Address: Kamshia.Childs@tamuc.edu
Preferred Form of Communication: Email
Communication Response Time: I will respond to all emails within 3 hours during the weekdays 8:00-5:00; After 5:00 you will receive an email by 8:00 am the following day.

COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required
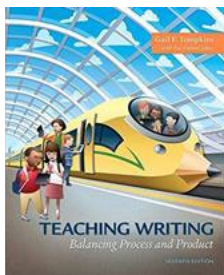
Tompkins, G. (2018). Teaching writing: Balancing product and process (7th Edition). Pearson.
ISBN-13: 978-0134509679
ISBN-10: 0134509676

Fountas, I.C. & Pinnell, G. S. (2016). Guiding Reading: Responsive Teaching Across the Grades (2nd edition). Portsmouth, NH: Heinemann.

ISBN-10: 0325086842
ISBN-13: 9780325086842

Optional (But helpful): Ekwall, J. L. (2018). Ekwall/Shanker reading inventory (7th edition). Pearson.

This *syllabus and schedule of assignments are subject to change*.

Course Description

This course builds upon the theoretical foundations of reading and literacy presented in the previous course, RDG 350. The developing teacher will explore how to integrate school reading and writing instruction. The focus of this course is an examination of how the Texas Essential Knowledge and Skills (TEKS) can be implemented with basal readers, trade books, literature, cognition, reading comprehension, comprehension strategies, formal assessments, and informal assessment strategies.

Student Learning Outcomes

- Select and plan appropriate reading lessons of the essential components for diverse elementary students to include ESL learners.
- Select and plan appropriate writing lessons for diverse elementary students to include ESL learners.
- Integrate appropriate children's literature into reading comprehension lessons
- Observe and analyze experienced teachers' methods for ensuring comprehension and assess student learning.
- Develop a variety of comprehension strategies to use for a variety of reading difficulties.
- Deliver effective oral presentations in a variety of settings.

COURSE REQUIREMENTS

Reading & Literacy II This course builds upon the theoretical foundations of reading and literacy presented in the previous course, RDG 350. The developing teacher will explore how to integrate school reading and writing instruction. The focus of this course is an examination of how the Texas Essential Knowledge and Skills (TEKS) can be implemented with basal readers, trade books, literature, cognition, reading comprehension, comprehension strategies, formal assessments, and informal assessment strategies.

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Objectives:

Conceptual Objectives:(Supported through TEKS and TExES Standards) This course will focus on the teacher knowledge and applications as supported by the following Standards:

ELA/Reading Standards:

Standard 1. 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 2. 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 3. 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 4. 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 6. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard 7. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard 8. 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 9. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard 10. 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 11. 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.

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Standard 12. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

Pedagogy and Professional Responsibilities Standards:

Standard I. Domain I.
The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
1.8k relevant content of the discipline being taught, including concepts, principle relationships,methods of inquiry, and key issues;
1.10k how lesson content and skills connect with other disciplines and within the discipline;
1.11k current research on best pedagogical practices.
1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
1.13k the importance of developing instructional goals and objectives that can be assessed
1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and
1.15k the importance of aligning instructional goals with campus and district goals.
1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.
1.25k the role of assessment in guiding instructional planning;
1.26k the importance of creating assessments that are congruent with instructional goals and objectives;
1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and
1.31k how to analyze data from local, state, and other assessments using common statistical measures.
1.4s plan instruction that motivates students to want to learn and achieve; and
1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.
1.7s exhibit appropriate knowledge of a subject to promote student learning;
1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;
1.9s plan instruction that reflects an understanding of important prerequisites relationships;
1.11s use a variety of pedagogical techniques to convey information and teach skills.
1.16s use various types of materials and other resources to aid in preparing and implementing instruction;
1.17s use technological tools to promote learning and expand instructional options; and

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1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities

1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;

1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;

1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and

1.23s provide students with opportunities to explore content from many perspectives

Standard II. Domain II.

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and

2.4k the importance of communicating enthusiasm for learning; and

2.5k the necessity of communicating teacher expectations for student learning

2.6k how classroom routines and procedures affect student learning and achievement;

2.7k how to organize student groups to facilitate cooperation and productivity;

2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;

2.22k physical accessibility as a potential issue in student learning; and

2.23k students' emotional needs and ways to address needs.

2.1s interact with students in ways that reflect support and show respect for all students;

2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.

2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and

2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.

2.8s schedule activities and manage class time in ways that maximize student learning;

2.9s manage transitions to maximize instructional time;

2.18s organize the physical environment to facilitate learning;

2.20s use effective strategies for creating and maintaining a positive classroom environment; and

Standard III. Domain III.

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.

3.1k the importance of clear, accurate communication in the teaching and learning process;

3.3k spoken and written language that is appropriate to students' age, interests, and background; and

3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions

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3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding;
3.12k characteristics of effective feedback for students;
3.13k the role of timely feedback in the learning process; and
3.14k how to use constructive feedback to guide each student's learning.
3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and
3.16k situations in which teacher flexibility can enhance student learning.
3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds;
3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;
3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and
3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;
3.19s adjust instruction based on ongoing assessment of student understanding; and
3.20s use alternative instructional approaches to ensure that all students learn and succeed.

Standard IV. Domain IV.
The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession
4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;
4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);
4.17k the importance of adhering to required procedures for administering state-and district-mandated assessments; and
4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.
4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and
4.5s maintain supportive and cooperative relationships with colleagues;
4.8s communicate effectively and appropriately with other educators in varied contexts;
4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);
4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and
4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.
4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;
4.17s serve as an advocate for students and the profession;

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4.18s maintain accurate records; and
4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

<u>Dyslexia and other language disorders:</u>

-Pre-service teachers <u>will be familiar with the recommendation and assessment process for dyslexia and other language disorders and how they relate to RTI and 504</u>**.**
-Pre-service teachers <u>will develop an understanding for "related disorders"</u>
 like developmental auditory imperception, dysgraphia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.
-Students will understand that characteristics of dyslexia are typically exhibited as a deficit in the phonological components of language and that it is often unexpected in relation to other cognitive abilities and educational level.
-Pre-service teachers <u>will be familiar with planning, delivering and accommodating multisensory instruction</u> for students with dyslexia and other language disorders regardless of English language learners.
-Pre-service teachers will learn how to provide <u>multisensory instruction</u>
to students who are having difficulty learning
to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.
-Pre-service teachers <u>will be aware that evidenced-based identification materials are available</u>

Minimal Technical Skills Needed

Students will need the following technical skills: use of the learning management system, Microsoft Word and PowerPoint, presentation and graphics programs, and research databases.

Instructional Methods

Students will be exposed to Lectures, Small Groups, Cooperative Groups, Station work, and partner activities in an effort to provide instructional practice examples and models of teaching appropriate for the EC-6 grade levels.

Student Responsibilities or Tips for Success in the Course

1. **REQUIRED READING:** Students are required to read the chapters in the syllabus **before** the class sessions. Students will be more prepared to engage in the content and assignments covered in class.
2. **EXPECTED HOURS OF OUTSIDE WORK:** For each 3 hour course, expect to spend 3-6 hours per week in reading, assignments, and projects.
3. **WRITTEN WORK:** All work turned in must be typed, 12 pt. font, double spaced when turned in. All references must be cited in APA 6th edition format.
4. **PARTICIPATION and PROFESSIONALISM**: Students are expected to attend all classes, participate in class discussions, communicate with the instructor, and

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collaborate with peers on group assignments. Students should represent themselves in a professional manner and treat their peers and instructor with respect. Remember, your work/assignments and interactions with others represent you!

GRADING

Grading Assignments

Literacy Experience/Autobiography/Personal Reflection	100
Personal Writing "Ideal Literacy Classroom"(Ongoing Assignment)	100
*Group Presentations (1 Fountas & Pinnell Chapter and 1 Writing Workshop)	200
Research/Inquiry Logs (5)	100
*Literacy Assessment	100
Lesson Plan Swap Assignments (2)	100
Inquiry Presentation (How-To)	100
2 Quizzes & Final Exam (Portfolio & Final Reflection)	300

Total	1100

COURSE EVALUATION:
1100-990 points = A
989-875 points = B
874-765 points = C
764-660 points = D
<659 points = F

Electronic Gradebook:
All grades will be recorded in the online gradebook. This allows you to see how many points each assignment was awarded and what percentage score you have earned up to that point in time, 24 hours a day, seven days a week

Assessments

1. Personal Writing (100 points) – The "Ideal" Literacy Classroom
As we learn the whys and wherefores of reading and writing, it is important that you learn by doing and not by watching. To this end, you will experience writing workshop through completion of your own writing. You will complete and publish one piece (100 points) of personal writing during the course of the semester. Ideas for topics and models to consider will be spoken about in class. From these conversations, you will generate several drafts; however, one of these pieces will be taken through the writing process – prewriting, drafting, conferring, revising, editing, and publishing. Be ready to write, to confer and to share. (ELA/Reading Standards 9, 10) (PPR Standards 1.5, 1.11s, 1.18s, 1.22s, 2.2k, 2.23k, 2.1s, 2.20s, 3.3k, 3.4k, 3.12k, 3.14k, 3.3s, and 4.5s)

2. Research/Inquiry Log Entries (20 points each x 5=100 points)
Teachers need to be organized. To that extent, you will complete a research log this semester to help you organize the questions you've asked, the materials you've read, and the sources you've used. Complete the research log as described in the syllabus.

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You should bring a copy of this log to class in order to complete in discussion groups. A copy should be turned to the instructor in D2L THE NIGHT BEFORE CLASS. Points will be deducted if the log is not brought to class AND/OR not turned to the instructor by the deadline. Remember, besides reading the assigned Teaching Writing chapter, you must also read AND BRING TO CLASS an additional journal article or chapter from a professional book dealing with the same topic. (ELA/Reading Standards 8, 11) (PPR Standards 2.2k, 2.4k, 2.5k, 2.6k, 2.7k, 2.16k, 2.22k, 2.23k, 3.4s, 3.5s, 3.9s, 3.19s, and 3.20s)

3. Group Presentations (100 each x 2=200 points) Guided Reading and Writing Workshop
In a small group presentation, during the semester, you will be responsible for ONE chapter from the textbook "Guiding Reading: Responsive Teaching Across the Grades" (Fountas & Pinnell). You will be expected to present an interactive lesson to the class about what your group learned from the chapter. Chapter assignments will be made during the semester. You will also present in an assigned group, a Writing Workshop during the course, once during the semester (more information to follow) (ELA/Reading Standards 4, 6, 7) (PPR Standards 2.2k, 2.4k, 2.5k, 2.6k, 2.7k, 2.16k, 2.22k, 2.23k, 2.1s, 2.3s, 2.4s, 2.5s, 2.8s, 2.9s, 2.18s, and 2.20s)

4. *Literacy Assessment (100 points)*
Since informal literacy assessment is an integral part of a teacher's responsibility and one way to guide and plan instruction—you will "assess" and determine the "instructional/independent/frustration" levels for one student within your certification area. You will learn to assess for phonemic awareness, phonics, fluency, comprehension, and spelling. You will also learn about assessing for Dyslexia. In narrative form, your submission will be expected to include the students background, assessment findings, and recommendations for parents and teachers. You will also turn in the assessment instruments and a one-paragraph reflection. (ELA/Reading Standards 1-12) (PPR Standards 2.2k, 2.4k, 2.5k, 2.6k, 2.7k, 2.16k, 2.22k, 2.23k, 2.1s, 2.3s, 2.4s, 2.5s, 2.8s, 2.9s, 2.18s, and 2.20s 3.1k, 3.3k, 3.4k, 3.7k, 3.8k, 3.12k, 3.13k, 3.14k, 3.15k, 3.16k, 3.3s, 3.4s, 3.5s, 3.9s, 3.19s, and 3.20s) Texas Law (38.003 Screening and Treatment for Dyslexia and Related Disorders, §74.28. Students with Dyslexia and Related Disorders

5. Lesson Plan Swap Assignment (2 @ 50 points=100 points) Planning well structured, integrated, and aligned lessons is an important part of a literacy classroom, and a large part of a teacher's obligations. Not only must teachers plan lessons, but they must collaborate with other teachers when planning. This particular assignment will allow students to individually plan a reading and writing lesson, and then meet in class to collaborate on ideas to improve their lessons. They will also "swap" copies of the lessons with others, so that they will have the opportunity to see various manners in which they could plan certain topics and skills. This will simulate grade level team planning.
More information about the Lesson Plan Swap will be discussed during class. (ELA/Reading Standards 4, 10) (PPR Standards 1.13k, 1.14k, 1.15k, 1.16k, 1.16s, 1.21k)

6. Inquiry Presentation/How To (100 points)
Since we will spend the semester learning through inquiry, you will demonstrate your learning by writing a how to essay. This assignment is connected to assignment 2A. After identifying your "burning question," you will need to spend time researching information

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related to your "burning question." This means that you need to use library and internet resources, as well as keep notes --- you will need to collect all of your information regarding your Research Logs. You will have some "workshop" time in class to discuss/research your topic, but do not count on that being the only time needed to work. Once you have been successful in finding a variety of sources, you will need to determine what information is the most appropriate to capture this particular topic. You will present your final topic in a "gallery" format in class. More info TBA (ELA/Reading Standards 4, 8) (PPR Standards 2, 3)

The instructor will be doing regular checks with each of you to determine how you are doing with your project. Be prepared to show the instructor your progress. During class there will opportunities for you to share works in progress. You should be prepared to individually share at least 2 times over the course of the semester. These do not have to be final drafts, but can be ideas that you are working on that you may want to get some feedback on or just ideas that you want to hear aloud. You will need to turn in a reference list with your final piece. Please use APA format. A more extended description with guidelines and information is forthcoming.

Examples:
How to: Implement Guided Reading
        Use fiction/nonfiction Texts
        Teach Vocabulary
        Assess Literacy
        English Language Learners

7. Tests or Quizzes (300 points).
To measure the knowledge you have acquired this semester you will formally assessed three times. The first assessment will focus on oral language, phonological and phonemic awareness, literacy development and practice, and assessment. The second quiz will focus on the writing process, writing conventions, and the development of written communications. The Final Exam Portfolio & Reflection will focus on promoting literacy effective practices, comprehension, and fluency using Guided Reading as an instructional approach, Assessment, and reflecting upon what was taught in the semester. The portfolio will be tuned in digitally (ELA/Reading Competencies 1-12) (PPR Standards 1, 2, 3, 4)

How the Course is Organized

Class meets twice a week and there are online resources for each major assignment. There are links to supplementary readings and handouts for class activities. Students should print these out or have access to them in class. PowerPoint or Prezi slides to accompany the instructor's lectures and to provide interactive activities are also provided for each class session. These can be found by going to "Content" and "Lecture/Course Notes" in D2L

Find each Assignment link by clicking on the appropriate link on the left navigation bar, which will then reveal the Assignment link below it. The online instructions provide step by step directions for how to accomplish the assignment, links to sample papers and

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other resources such as report templates, and links to rubrics and checklists that will be used to assess the assignment. Please review these instructions and all associated documents carefully before beginning your assignments. **Complete instructions for all written assignments are included in the online unit scheduled for the date the assignment is due**. Check the Course Calendar for this date and its associated unit.

A Submission Folder is clearly labeled, "Assignments" and then the name of the assignment in myLeo. Upload all assignments electronically into the Submission Folder by 11:59 PM on the day they are due. <u>Use Microsoft Word as your word processor and save your files with a .doc or pdf extension.</u> Please be sure to bring a copy of your assignment to class or have access to it digitally to refer to.

Your assignments are to be uploaded, as an attachment, to the appropriate submission folder. I recommend you not wait until the last minute to upload your work to the folder as you may encounter technical difficulties.

*Do not type your work into the box that opens up or copy and paste text from your document into it. The box is for your comments to me about the work, eg.
"Dr. Childs, please grade this latest report, not the one I sent yesterday as I made some corrections." I may send you comments via this box as well, so please click on the score to see my feedback to you.

******<u>**Please do not send me your work as an email attachment**</u>**** Instead, send it to me via the submission folder as I have limits on my university email, and it could get blocked. Also, I am not looking for it in my email. I'm looking for it in the submission folder, which is attached to the gradebook.

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RESEARCH/ INQUIRY LOG FOR CHAPTERS

Topic:

_____

WHAT I KNOW ABOUT THIS TOPIC:

3 QUESTIONS:
a.
b.
c.

WHAT I LEARNED (Including, DID I FIND THE ANSWERS TO MY QUESTIONS?):

ANY OTHER QUESTIONS MY READING HAS BROUGHT TO MIND: (YOU NEED
TO PROVIDE AN ADDITIONAL QUESTION- BASED OFF OF WHAT YOU FOUND
IN YOUR RESEARCH)

SOURCES:
Include at least one other article, book, or resource that addresses this topic—APA format—
BRING ARTICLE OR CHAPTER TO CLASS

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TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:
☐ Ensure that your browser has JavaScript and Cookies enabled.
☐ For desktop systems, you must have Adobe Flash Player 10.1 or greater.
☐ The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

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Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

 o 512 MB of RAM, 1 GB or more preferred
 o Broadband connection required courses are heavily video intensive
 Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

• You must have a:
 o Sound card, which is usually integrated into your desktop or laptop computer
 o Speakers or headphones.
 o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

• Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

• Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.
Pop-ups are allowed.
JavaScript is enabled.
Cookies are enabled.

• You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
o `Adobe Reader` https://get.adobe.com/reader/
o `Adobe Flash Player` (version 17 or later) https://get.adobe.com/flashplayer/
o `Adobe Shockwave Player` https://get.adobe.com/shockwave/
o `Apple Quick Time` http://www.apple.com/quicktime/download/

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• At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION
You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support
Need Help

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

The instructor firmly believes students need feedback soon after an assignment is turned in. The instructor will make sure that all quizzes and assignments are graded immediately after the due date. Any items turned in early will not be graded until after the due date. For the projects (group project, live binder, and text sets), the instructor will need two weeks to complete the evaluations.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

1. **ATTENDANCE** is taken at the beginning of class. **Participants are expected to be on time and to actively and constructively participate. Arriving late and/or leaving early two (2) times will constitute one (1) absence. Your attendance and participation will impact your grade, particularly if you're on the borderline of a grade**. Contact the instructor (via email) if you anticipate an absence or are absent for any reason explaining the situation. This is a common courtesy that is expected by all teachers. It is also part of forming that "community of learners" that we need in the classroom. When you are gone, there is a "hole" at your learning tables, as you are important to your community. If you miss more than 1 class, your grade may be/will be lowered. If you miss more than 2 classes, you may/will fail the course. We are trying to encourage professional development and life-long learning skills. Remember: **Class activities and group discussions cannot be made up**; therefore, reinforcing the idea that attendance is important!

   Missed Class: CHECK THE WEEKLY AGENDA and D2L first!!!! In the event of a missed class, you are responsible for obtaining class materials/assignments/notes and being prepared for the next class meeting. I will not bring additional copies of handouts from previous classes; therefore, it is your responsibility to get the necessary materials and assignments from a designated class member. Select a buddy and exchange telephone numbers and e-mail with him/her. By exchanging information, your buddy agrees to collect all handouts for you and to explain any class materials/assignments/notes; however, it is your responsibility to contact your buddy for this information.

Name of Peer	Phone Number	E-Mail Address

2. **CELL PHONES-** Must be turned to vibrate and not used during class- unless we are using it for instructional purposes. When using a laptop, I must be able to see the computer screen, not your face. If you are texting, using a cell phone, emailing or engaged in other non-class activities, you should leave the room—if you do not, you may be asked to leave the room.

3. **LATE WORK** must be turned within a week of the student's return from illness to earn credit. Check D2L for the weekly agenda to see what you have missed. Student must get assignments from the instructor, or from a peer once they know they will be absent or have been absent. If the absence is unexcused, a late penalty will be deducted (10%) for each day (up to 5 days).

This *syllabus and schedule of assignments are subject to change*.

4. MISSED QUIZZES Students will only be allowed to make up missed quizzes if they inform the instructor of the reason for their absence, and have a written excuse. If the absence is unexcused, students may take the quiz and earn a maximum of 70% (70 points out of 100).

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuide book.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

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ADA Statement

Students with Disabilities

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- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice
Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement
Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

This *syllabus and schedule of assignments are subject to change*.

COURSE OUTLINE / CALENDAR

****This schedule is tentative and may be changed at any time by the instructor. If the schedule is changed, it will be to your benefit.

GTW: Tompkins Writing (Small Book)
F&P: Fountas & Pinnell Guided Reading (Large Book)

Date	Topic	Reading	Assignment
Week 1	Welcome and Introduction to the Course Review of RDG 350 Content	Provided by instructor (Read and prepare for Week 2) The Five Pillars, Group Work on Prior Knowledge of Concepts from RDG 350	Literacy History /Autobiography/Reflection
Week 2	Guided Reading What is guided reading? Reading Comprehension	**Fountas & Pinnell Chapter 1 F&P** What is Guided Reading? **Chapter 2 F&P** Guided Reading (Multi-text Approach) **Chapter 3 F&P** From Shared to Guided Reading	Personal Writing Assignment #1-- Prep-Generate Topics
Week 3	Reading Assessment (Begin Schedule of Reading focus on Tuesdays, Writing on Thursdays) The Writing Process	**Chapter 7 F & P** Expanding Academic Vocabulary Informal Reading & Spelling Inventory (Handouts provided by Instructor) **Chapter 9 F & P** Promoting Comprehension: Text Factors (except the nonfiction portion) **Chapter 1 GTW** The Writing Process	*Find a student for an Assessment for Assessment Project *Assignment of Writing Workshop dates (Group Project)

This *syllabus and schedule of assignments are subject to change*.

Week 4	The Writing Process (Continued) **Intro to Inquiry Logs and Reading Groups** **Quiz # 1 (Thurs)** Topic: Assessment and Comprehension	**Chapter 1 GTW** The Writing Process	
Week 5	-Guided Reading Presentations -Reading Assessments -Strategic Writing and Writer's Craft	**Chapter 2 GTW** Developing Strategic Writers **Chapter 3 GTW** The Writers Craft Chapter	Inquiry Log # 1 (20 points)
Week 6	-Guided Reading Presentations -Reading Assessments Writer's Craft	**Chapter 4 GTW** **Chapter 5 GTW**	Inquiry Log # 2 (20 points) Personal Writing #1 (10 points)
Week 7	-Guided Reading Presentations -Writing Genres *No Thursday Class (Online Assignments)	**Chapter 6 GTW** Descriptive Writing	Inquiry Log # 3 (20 points *Work on meeting with your assessment student to give a reading interest and spelling inventory
Week 8	-Guided Reading Presentations -Writing Workshop Group #1 Presentation *Personal Writing: Ideal Literacy Classroom* **Lesson Plan Swap #1**		Personal Writing #2 (In Class Assignment) Lesson Plan Swap #1 (50 points)- Reading
Week 9	Spring Break	Spring Break	Spring Break
Week 10	-Guided Reading Presentations -Writing Workshop Group #2 Presentation **Quiz # 2 (Thurs)** Writing Assessment	**Chapter 8 GTW** Assessing Writing Scaffolding Students Comprehension of Texts (provided by teacher)	

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Week 11	-Writing Assessment -Writing Workshop Group #3 Presentation		Literacy Project Assessment due (100 points)
Week 12	**Personal Writing Final Drafts** (In class Peer Reviews) -Writing Workshop Group #4 Presentation *NO Thursday Class- Prep for Lesson Plan Swap Presentations & How To Assignments	**Prep for Lesson Swap & "How- To" Gallery Presentations**	-Personal Writing #3 (Turn in Final Drafts to D2L) -Inquiry Log # 4 (20 points)
Week 13	-Creating Rubrics & Assessment Tools **Lesson Plan Swap Assignment #2** (Thurs)		-Inquiry Log # 5 (20 points) -Lesson Plan Swap #2- Writing (50 points)
Week 14	-Poetry Unit In-Class Assignment -Special Populations in Reading	**Chapter 7 GTW** Poetry	
Week 15	**Final Course Review** & Portfolio Prep	**Final Course Review** & Portfolio Prep	
Week 16	**Turn in Final Portfolios**	**Turn in Final Portfolios**	**Turn in Final Portfolios**

*FINAL EXAM TIME AND DATE WILL BE ANNOUNCED IN CLASS

This *syllabus and schedule of assignments are subject to change*.