Please, click on the following link to access A&M-Commerce Covid 19 Information, https://new.tamuc.edu/coronavirus/

# RDG 350.71W READING & LITERACY I

COURSE SYLLABUS: SPRING 2021

INSTRUCTOR INFORMATION

Instructor: Dr. Mary Shelton
Office Location: Online
Office Hours: By apointment
Office Phone: 903-886-5537 (C&I main office)
Office Fax: 903-886-5581 (C&I main office)
University Email Address: Mary.Shelton@tamuc.edu
Preferred Form of Communication: **email**
Communication Response Time: **24 hours**

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:
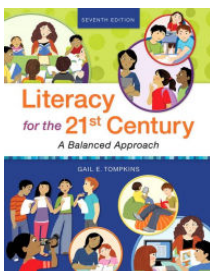
Tompkins, Gail. (2016). Literacy for the 21st Century: A Balanced Approach. (7th Edition). New York, NY: Pearson.
ISBN-13: 978-0134090191
ISBN-10: 0134090195

E-Textbook Available

Literature Circle Books: (select one of the following)

Craft, J. (2019). *New kid*. Quill Tree Books.

The *syllabus/schedule are subject to change.*

Draper, S. M. (2012). *Out of my mind*. Altheneum Books for Young Readers.
Ellis, D. (2000).*The breadwinner*. Groundwood books.
Gratz, A. (2017). *Refugee*. Scholastic Press.
Palaccio, R.J. (2012). *Wonder*. Knopf Books for Young Readers
Rhodes, J.P. (2016).*Towers falling*. Little Brown Books for Young Readers.

Online 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

English Language Proficiency Standards available on-line at
http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4
The Dyslexia Handbook
http://dyslexiahelp.umich.edu/professionals/dyslexia-school/strategies-for-teachers
Course Description: This course introduces the theoretical foundations of reading and
explores how reading, literacy and cognitive processes are developed. An examination of
teaching approaches, text genre, writing, listening, speaking, linguistics, cueing systems,
letter-sound relationships, phonemic awareness, phonics, word recognition, spelling and
comprehension are included. *This course includes a 15-hour observation requirement that
will acquaint you with public school reading instruction*. Prerequisites: Minimum GPA 2.5
and passing scores on THEA – Texas Higher Education Assessment. These requirements
align with the NCLB Act of 2001 which states that all teachers will be highly qualified and
knowledgeable.

Course Description

By the end of the course, you will be expected to:

Student Learning Outcomes (SLO)

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

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COURSE REQUIREMENTS

Reading & Literacy I This course introduces the theoretical foundations of reading and explores how reading, literacy and cognitive processes are developed. An examination of teaching approaches, text genre, writing, listening, speaking, linguistics, cueing systems, letter-sound relationships, phonemic awareness, phonics, word recognition, spelling and comprehension are included. This course includes a 15-hour observation requirement that will acquaint you with public school reading instruction.

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 both synchronous and asynchronous classes, small groups, partner work, and individual 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 on 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. Students must also complete 15 hours of observation for this class too. Plan accordingly.
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 7th format must also be used.

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GRADING

Final grades in this course will be based on a point system using the following scale:

1000-900 points = A
899-800 points = B
799-700 points = C
699-600 points = D
<599   points = F

Total points corresponding to the final letter grades

The syllabus/schedule are subject to change.

A = 900-1000 Points
B = 800-899 Points
C = 700-799 Points
D = 600- 699 Points
F = 599 & > Points

Weights of the assessments in the calculation of the final letter grade.
Example:
Assignments   20%
Chapter Quizzes   20%
Midterm Project   30%
Final Project   30%
TOTAL   100%

Assessments

1. **Assignments (200 points)** Assignments will be assigned each week to check student understanding. All assignments are due by the end of the corresponding week.

2. **Chapter Quizzes (200 points)** A quiz is assigned to each chapter. See course schedule for more details.

3. **Midterm Project (300 points)** Students will engage in various ways to organize their reading instruction

4. **Final Project (300 points)** Students will create a text set and a lesson segment for a theme.

5. **Observation Hours Log In Sheet**
This course includes a 15-hour observation requirement that will acquaint you with public school reading instruction.

According to TEA, your hours must be from observing an "authentic school setting." Since we are restricted in going to classrooms this year, you will view videos that share "authentic school settings." You will select your own videos, however they must cover a topic related to reading education. After viewing the videos, you will record the video topic as well as the length of time of the recording.

Documentation must be uploaded into TK20 for credit at the end of the semester.

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

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

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

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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, the instructor will need two weeks to complete the evaluations.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

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

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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](#)
[Undergraduate Student Academic Dishonesty Form](#)

[http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf](#)

[Graduate Student Academic Dishonesty Form](#)

[http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf](#)

[http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf](#)

Students with Disabilities-- 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
Velma K. Waters Library Rm 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

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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.

COURSE OUTLINE / CALENDAR

RDG 350 COURSE OUTLINE / CALENDAR
SPRING 2021

***This schedule is tentative and may be changed at any time by the instructor. Due dates for the corresponding assignments are always the Sunday of that week.

Date	Online Topic (*Content will update weekly on D2L*)	Reading Assignment/Chapter Quizzes	**Online Assignments & Quizzes**
MODULE 1: BRAIN RESEARCH AND READING			
Week 1 1/11/21	Welcome; introductions Brain research Dyslexia Schema *David Rumelhart (schema)*		**Introduction** **Reading Brain video response** **Due 1/17/21**
Week 2 1/18/21	Balanced Literacy	Chapter 1	**Literacy History Due**

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	• NRP Report & 5 essential components of reading • Theories of Reading; Well-known reading theorists • Read Alouds		**Skeleton Outline Chapter 1** **Chapter 1 Quiz** **Due 1/24/21**
Week 3 1/25/21	The Reading and Writing Processes • Reading Writing integration • Writing Genres • New Literacies/Digital Literacies *Lev Vygotsky*	Chapter 2	**Skeleton Outline Chapter 2** **Chapter 2 Quiz** **Danielson Lesson Plan practice** **Due 1/31/21**
	MODULE 2: ORGANIZING READING INSTRUCTION			
Week 4 2/1/21	Theme Explorations Reading and Writing Workshops *Louise Rosenblatt*	Chapter 10	**Textbook Evaluation Skeleton Outline Chapter 10 Chapter 10 Quiz** **Due 2/7/21**
Week 5 2/8/21	Literature Circles		**Literature Circle 1 Job/Reflection** **Due 2/14/21**
Module 3: READING FOUNDATIONAL SKILLS: COMPREHENSION & LESSON PLANNING			
Week 6: 2/15/21	Reader Factors • Background knowledge • Vocabulary • Fluency • English Language Learners • Gifted and Talented Learners	Chapter 8 English Language Learners	**Skeletal Outline Chapter 8** **Background Knowledge Video assignment** **Group Lesson Plan Due**

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	Components of a Traditional Lesson Plan		**Chapter 8 Quiz** Due 2/21/21
Week 7: 2/22/21	Text Factors Genres Nonfiction Books Mentor Texts	Chapter 9 *Picture Books Aren't Just for Kids! Modeling Text Structures through Nonfiction Mentor Books* Mentor Text Set Guidelines	**Skeletal Outline Chapter 9** **Chapter 9 Quiz** **Literature Circle 2 Job/Reflection** Due 2/28/21
MODULE 4: LITERACY ASSESSMENT AND LESSON PLANNING (LESSON SEGMENT)			
Week 8: 3/1/21	Formative Literacy Assessment Running Records Diagnostic Tools *Kenneth Goodman* *Marie Clay*	Chapter 3	**Book Scavenger Hunt** **Skeletal Outline Chapter 3** **Running Record practice** **Interview: How Teacher Use Assessment** **Chapter 3 Quiz** Due 3/7/21
Week 9: 3/8/21	Differentiation Assisting Struggling Readers and Writers *Dr. Keith Stanovich*	Chapter 11	**Skeletal Outline for Chapter 11** **Assisting Readers Scenarios**

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			Chapter 11 Quiz **Due 3/14/21**
Week 10 3/15/21	Mentor Text Set Themes TEKS alignment		Literature Circle 3 Job/ Reflection **Due 3/21/21**
Week 11 3/22/21	**Virtual Guided Worktime**		Literature Circle Book Trailers Due **Due 3/28/21**
Week 12 3/29/21	**Virtual Guided Worktime**		EFE Observation Checklist and Logs due Due 4/4/21
Week 13 4/5/21	**Virtual Guided Worktime**		Mentor Text Set Due Read Aloud Video Due **Due 4/11/21**
MODULE 5: FIELD OBSERVATIONS & FINAL ASSIGNMENETS DUE			
Week 15 4/12/21	Wrapping the Semester Up		Lesson Segment **Due 4/18/21**

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