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RDG 350.71E READING & LITERACY I
COURSE SYLLABUS: FALL 2021

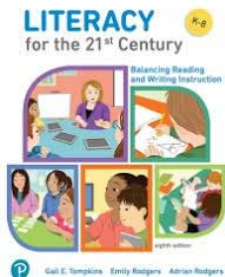
INSTRUCTOR INFORMATION

Instructor: Dr. Laura Slay
Office Location: EdSouth 220
Office Hours: Zoom by Appointment
Office Phone: 903-886-5537 (C&I main office)
Office Fax: 903-886-5581 (C&I main office)
University Email Address: Laura.Slay@tamuc.edu
Preferred Form of Communication: **email**
Communication Response Time: **24 hours**

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:



Tompkins, G., Rodgers, E., & Rodgers, A. (2022). *Literacy for the 21st Century: Balancing Reading and Writing Instruction. (8th Edition)*. New York, NY: Pearson.

ISBN-13: 978-0134090191

ISBN-10: 0134090195

E-Textbook Available

Literature Circle Books: (select one of the following)

- 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.
- Rhodes, J.P. (2016). *Towers falling*. Little Brown Books for Young Readers.
- Warga, J. (2021) *Other Words for Home*. Balzar and Bray An Imprint of Harper Collins Publisher.
- Yang, K. (2019). *Front desk*. Arthur A. Levine Books.

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>

International Society for Technology in Education (ISTE) Per TEA, students seeking certification must be informed of technology-readiness skills. ISTE provides standards for <https://www.iste.org/standards/iste-standards-for-teachers>.

Science of Teaching Reading (STR). Competency 008—(Reading Fluency): Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.

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.

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

Student Learning Outcomes (SLOs)

Identify and explain five essential components of reading instruction: phonemic awareness, phonics, vocabulary, fluency, and reading comprehension.

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. Understand how to address reading difficulties
6. Deliver effective oral presentations in a variety of settings.

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 face-to-face and online classes. Small groups, partner work, and individual activities will be used 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.

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

Assessments

1. **Reader Response Assignments (16 x 10 = 160 points)** Reader responses will be assigned each week to check student understanding. **All reader response assignments are due by Sunday of the corresponding week.** Reader response assignments will vary throughout the semester and may include assessments completed individually and in small groups. [SLOs 2, 4, 5, 6][ISTE 1c, 1d, 3b]
2. **Chapter Quizzes (12 x 20 = 240 points)** A quiz is assigned to each chapter. Quizzes will be available on D2L after reading the assigned chapter and/or articles.
3. **Projects (500 points)** Students will apply knowledge of foundational skills and instruction in these projects
 - a) Literacy History (25 points) Due **Tuesday, September 7**
Your literacy history is an essay that will chronicle your literacy development. The primary goal of this assignment is for you to explore your own literacy development. [SLO 7]
 - b) Teacher Interview (75 points) Due **Tuesday, September 21** Students will interview a teacher on their reading assessment practices. Teacher selected is preferably instructs grades K-6th grade. [SLO 3, 4]
 - c) Live Binder (100 points) Due **Tuesday, October 19**
In this assignment, you will create a live binder at LiveBinder.com and with materials that support the Texas Essential Knowledge and Skills. Each student will select one grade level of focus (Grades K-6th grade). Identify all of the TEKS that will be investigated on the cover page. Next, find examples of lessons,

videos or webpages, that will ensure the interconnected nature of listening, speaking, reading, writing, and thinking. [SLO 3, 4, 5] [ISTE 1c, 1d, 3b, 3c]

- d) Literature Circle (100 points) All components Due Tuesday, November 16**
Students will participate in a literature circle featuring a multicultural children's book. Three (3) literature circle meetings will take place during class sessions. The aim is to encourage thoughtful discussion and a love of reading in young people. The true intent of online literature clubs is "to allow students to practice and develop the skills and strategies of good readers" (DaLie, 2001). [SLOs 1, 2, 6]
- e) Text Set (100 points) All components Due Tuesday, November 30**
Students will be asked to select three mentor texts. All of the mentor texts should be selected with a theme in mind, whether it is about the author or the content. The mentor texts are then used when writing a learning segment. The lessons need to be written as if taught in three sequential occasions. [SLOs 1, 2, 4]

4. Final Relection (50 points) Students will write a course reflection that answers the following questions:

- Now that the class is just about over, what are your first thoughts about the overall class? Are they mostly positive or negative?
- If positive, what comes to mind specifically? Negative?
- What is the most important thing you have learned personally?
- How will you use what you have learned in the future?

5. Observation Hours Log In Sheet (50 points)

This course includes a 15-hour observation requirement that will acquaint you with public school reading instruction. Students are expected to observe in person at their school. [SLO 3]

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

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>

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>

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 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 FALL 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	Topic <i>(Content will update weekly on D2L)</i>	Readings	Assignments & Quizzes
BRAIN RESEARCH AND READING			
Week 1 8/31	Welcome; Introductions How do you teach reading effectively?	Chapter 1	Assignment 1: Introduction
Week 2 9/7	Understaning Brain Research Does reading instruction change when incorporating digital literacies?	Article "Reading and the Brain"	Project 1: Literacy History due Tues., 9/7 Assignment 2: Reader Response
Week 3 9/16 [Online]	Examining Students' Literacy Development	Chapters 2 & 3	Assignment 3: Reader Response
LITERACY DEVELOPMENT			
Week 4: 9/21	Phonemic Awareness & Phonics: Assess and Assist Dyslexia, Dysgraphia, and Dyscalculia	Chapter 4 Using creativity to address dyslexia, dysgraphia, and dyscalculia: Assessments and techniques	Assignment 4: Reader Response Project 2: Interview of Teacher due Tues. 9/21
Week 5: 9/28 [Online]	Fluency: Assess and Assist <i>Literature circle books introduction</i>	Chapter 5	Assignment 5: Reader Response
Week 6: 10/5	Reading Comprehension: Assess and Assist	Chapters 8 & 9	Assignment 6: Reader Response

The syllabus/schedule are subject to change.

LITERACY INSTRUCTION			
Week 7 10/12	Scaffolding Student Reading Development Providing Evidence of Syntax and Discourse <i>Text Set introduction</i>	Chapter 10	Assignment 6: Reader Response Literature Circle 1
Week 8 10/19	Scaffolding Students' Writing Development Writing Evidence on Syntax and Discourse	Chapter 11	Assignment 7: Reader Response Project 3: Live Binder due Tues., 10/19
LITERACY FOR ALL LEARNERS			
Week 9: 10/26 [Online]	Reading and Writing in all Content Areas	Chapter 12	Assignment 8: Reader Response Literature Circle 2
Week 10 11/2	Culturally Relevant Teaching (CRT) and Literacy Why multicultural texts?	Article	Assignment 9: Reader Response
Week 11 11/9	English Language Learners (ELs) and Reading Funds of Knowledge and Student Assets	Article	Assignment 10: Reader Response Literature Circle 3
Week 12 11/16 [Online]	Text Set Work Week		Project 3: Book Trailers due Tues., 11/16 EFE Log-in Sheet uploaded in TK20
Week 13 11/23	Thanksgiving Week		
FIELD BASED OBSERVATIONS & FINAL ASSIGNMENTS DUE			
Week 14 11/30 [Online]	Text Set Presentations Show and Tell (EFE experiences)		Project 4: Text Set due on Tues., 11/30
Week 15: 12/7	Wrapping the Semester Up	Final Quiz	Final Reflection

Children's Literature References

- 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.
- Rhodes, J.P. (2016). *Towers falling*. Little Brown Books for Young Readers.
- Warga, J. (2021) *Other Words for Home*. Balzar and Bray An Imprint of Harper Collins Publisher.
- Yang, K. (2019). *Front desk*. Arthur A. Levine Books.

References

- Burkins, J. & Yates, K. (2021). *Shifting the balance: 6 ways to bring the science of reading into the balanced literacy classroom*. Stenhouse Publishers.
- Farrar, R. (n.d.). Brain Research and Reading. *NERA*, 3(1), pp. 2-3.
- Muhammad, G. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy*. Scholastic.
- Reisman, F., & Severino, L. (2020). *Using creativity to address dyslexia, dysgraphia, and dyscalculia: Assessments and techniques*. ProQuest Ebook Central <https://ebookcentral-proquest-com.proxy.tamuc.edu>
- Tompkins, G., Rodgers, E., & Rodgers, A. (2022). *Literacy for the 21st Century: Balancing Reading and Writing Instruction. (8th Ed.)*. New York, NY: Pearson.
- Young, C. & Rasinski, T. (2017). *Tiered fluency instruction: Supporting Diverse Learners in Grades 2-5*. Maupin House by Capstone Professional.