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RDG 350 READING & LITERACY I
COURSE SYLLABUS: SPRING 2022

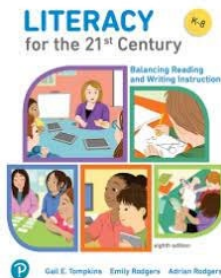
INSTRUCTOR INFORMATION

Instructor: Kimberly Blackwell
University Email Address: Kimberly.Blackwell@tamuc.edu
Preferred Form of Communication: **Email**
Communication Response Time: **Within 48 hours Monday-Friday**

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*. Alheneum Books for Young Readers.
Ellis, D. (2000). *The breadwinner*. Groundwood books.
Gratz, A. (2017). *Refugee*. Scholastic Press.

The syllabus/schedule are subject to change.

Rhodes, J.P. (2016). *Towers falling*. Little Brown Books for Young Readers.
Warga, J. (2021) *Other Words for Home*
Yang, K. (2019). *Front Desk*

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.

§228.30(c)(2) include information on: characteristics of dyslexia, identification of dyslexia, effective multisensory strategies for teaching students with dyslexia.

All teacher candidates should be familiar with the Texas Teacher Standards in Chapter 149 which can be found at <https://tea.texas.gov/sites/default/files/ch149aa.pdf>

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. This requirement aligns with the NCLB Act of 2001 which states that all teachers will be highly qualified and knowledgeable.

The syllabus/schedule are subject to change.

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

Student Learning Outcomes (SLOs)

1. Identify and explain five essential components of reading instruction: phonemic awareness, phonics, vocabulary, fluency, and reading comprehension.
2. Select and plan appropriate reading lessons of the essential components for diverse elementary students to include ESL learners.
3. Integrate appropriate children’s literature into reading comprehension lessons.
4. Observe and analyze experienced teachers’ methods for ensuring comprehension and assess student learning.
5. Develop a variety of comprehension strategies to use for a variety of reading difficulties.
6. Understand how to address reading difficulties
7. Deliver effective oral presentations in a variety of settings.

Technology Applications for All Teachers Standards

Standard I: All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

Standard II: All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.

Standard III: All teachers acquire, analyze, and manage content from digital resources.

Standard IV: All teachers make informed decisions by applying critical-thinking and problem-solving skills.

Standard V: All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.

Standard VI: All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

Standard VII: All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

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.

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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 (12 x 15=180 points)** Assignments will be assigned each week to check student understanding. All assignments are due by the end of the corresponding week. Reader response assignments will vary through out the semester. Also includes assessments completed individually and in small groups. [SLOs 2, 4, 5, 6][Tech Stan 2.4s, 2.7s, 6.9s, 6.12s, 6.15s, 6.17s, 6.21s, 7.10s]

2. **Chapter Quizzes (10 x 20=200 points)** A quiz is assigned to each chapter. Quizzes will be available on D2L after reading the assigned chapter and/or articles.

The syllabus/schedule are subject to change.

3. Projects (500 points) Students will apply knowledge of foundational skills and instruction in these projects:

- a) Literacy History (30 points) Due **Thursday, January 20**
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][TEKS 1.2k][Tech Standards 1.2k]
- b) Teacher Interview (70 points) Due **Thursday, February 15** Students will interview a teacher on their reading assessment practices. Teacher selected is preferably instructs grades K-6th grade. [SLO 3, 4][TEKS 7.14k, 7.23k]
- c) Live Binder (100 points) Due **Thursday, March 24**
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][TEKS 1.1k, 1.3k, 2.2s, 2.3s, 2.3s, 3.1k, 3.1s, 3.2s, 4.1k, 5.2k, 5.3k, 5.6k, 7.2s, 8.4s, 8.5s] [Tech Standards 1.1k, 1.3k, 2.5s, 2.8s, 6.1k, 6.2k, 6.2s, 6.7s, 6.8s, 7.11s]
- d) Literature Circle (100 points) All components Due **Thursday, April 14**
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] [Tech Standards 1.1s, 2.1k, 2.2k, 2.9s, 6.9s]
- e) Text Set (200 points) All components Due **Tuesday, May 10**
Students will be asked to select five texts with a theme in mind. The texts are then used to write a learning segment (three lesson plans) . The lessons need to be written as if taught in three sequential occasions. [SLOs 1, 2, 4][TEKS 4.7k, 7.9k, 7.19k, 7.23k, 7.9s, 7.12s, 8.1s, 8.3s]

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?

The syllabus/schedule are subject to change.

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.

The syllabus/schedule are subject to change.

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>

The syllabus/schedule are subject to change.

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.

The syllabus/schedule are subject to change.

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/rulesProcedure/s/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.

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COURSE OUTLINE / CALENDAR

RDG 350 COURSE OUTLINE / CALENDAR SPRING 2022

***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 1/13 | Welcome; Introductions How do you effectively teach reading? | | Assignment 1: Introduction |
| Week 2 1/18 & 1/20 | Understanding Brain Research Does reading instruction change when incorporating digital literacies? | Chapter 1 Article "Reading and the Brain" | Project 1: Literacy History due Thursday Assignment 2: Reader Response Quiz 1 |
| Week 3 1/25 & 1/27 | Examining Students' Literacy Development | Chapters 2 & 3 | Assignment 3: Reader Response Quiz 2 |
| LITERACY DEVELOPMENT | | | |
| Week 4: 2/1 & 2/3 | 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 due: Interview of Teacher Quiz 3 |
| Week 5: 2/8 & 2/10 | Fluency: Assess and Assist <i>Literature circle books introduction</i> | Chapter 5 | Assignment 5: Reader Response Quiz 4 |

The syllabus/schedule are subject to change.

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|----------------------------------|---|---|---|
| Week 6: 2/15 & 2/17 | Vocabulary | Chapter 6 | Assignment 6: Reader Response Quiz 5 |
| Week 7: 2/22 & 2/24 | Reading Comprehension: Assess and Assist | Chapters 8 & 9 | Assignment 7: Reader Response Quiz 6 |
| LITERACY INSTRUCTION | | | |
| Week 8 3/1 & 3/3 | Scaffolding Student Reading Development Providing evidence of Syntax and Discourse <i>Text Set introduction</i> | Chapter 10 | Assignment 8: Reader Response Literature Circle 1 Quiz 7 |
| Week 9 3/8 & 3/10 | Scaffolding Students' Writing Development Writing evidence on Syntax and Discourse | Chapter 11 | Assignment 9: Reader Response Project 3: Live Binder due Quiz 8 |
| Week 10 3/15 & 3/17 | Spring Break | | |
| LITERACY FOR ALL LEARNERS | | | |
| Week 11: 3/22 & 3/24 | Reading and Writing in all Content Areas | Chapter 12 | Assignment 10: Reader Response Literature Circle 2 Quiz 9 |
| Week 12: 3/29 & 3/31 | Culturally Relevant Teaching (CRT) and Literacy | Developing Culturally Competent Preservice Teachers | Assignment 11: IRIS Module Assessment Quiz 10 |

The syllabus/schedule are subject to change.

| | | | |
|---|---|---|---|
| | Why multicultural texts? Cultural Competency | | |
| Week 13: 4/5 & 4/7 | English Language Learners (ELs) and Reading Funds of Knowledge and Student Assets | Luke & Freebody, Barefoot Literacy Project Framework Moll, Luis. Exploring Cultural Concepts: Funds of Knowledge | Assignment 12: Reader Response Literature Circle 3 Quiz 11 |
| Week 14 4/12 & 4/14 | Text Set Work Week; | | Project 3: Book Trailers due EFE Log-in Sheet uploaded in TK20 |
| FIELD BASED OBSERVATIONS & FINAL ASSIGNMENTS DUE | | | |
| Week 15: 4/19 & 4/21 | Text Set Presentations Show and Tell (EFE experiences) | | |
| Week 16: 4/26 & 4/28 | Wrapping the Semester Up | | |
| Exam day | | | Project 4: Text Set due on Exam Day Final Reflection |

Children's Literature References

Draper, S. M. (2012). *Out of my mind*. Alheneum 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.

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The syllabus/schedule are subject to change.

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.