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<https://new.tamuc.edu/coronavirus/>

RDG 560.01W LITERACY ASSESSMENT Spring 2022

Instructor: Kay Hong-Nam, Ph.D., Professor
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Office Hours: By appointment or online
Class Location: Online
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COURSE INFORMATION

Textbook Required:

Devries, B. A. (2019). *Literacy assessment and intervention for classroom teachers*. 5th Ed. New York: Routledge.

Optional:

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th Edition). ISBN: 13- 978-1433832161

Course Description: This course is designed to refine the diagnostic and remedial skills of the student through the study of clinical instruments, formal and informal measurements, and study of clinical cases.

Student Learning Outcomes:

Literacy Assessment	Reading Specialists Standards	TAC	K-12 ELAR Standards/Standards	TTESS	Alignment to Assessments
1. Understands and applies the use of multiple formal and informal literacy assessments used in educational settings including screening, in-depth assessment, continuous progress monitoring, and formative and summative assessment and how each are used to evaluate students' literacy development for each component of	2.2k, 2.1s, 2.3s		Foundational Skills	Planning Dimension 1.3 Knowledge of Students	Literacy Assessments

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reading.					
2. Understands the use of assessment in relation to developmental or grade levels and is able to respond appropriately when results warrant additional evaluation, potential diagnosis, or other intervention including state and federal requirements.	2.7k, 2.9k, 2.13k, 2.14s, 3.1k	19 TAC §228.30 (c)(4)		Instruction Dimension 2.5 Monitor and Adjust	Discussion Posts and Responses
3. Uses assessment data to meet the unique needs of students of all abilities and plans responsive instruction.	2.1k, 2.4s, 2.5s		Foundational Skills	Learning Environment Dimension 3.1 Classroom Environment, Routines and Procedures	Literacy Profile Literacy Assessments
4. Understands assessments used in educational settings by comparing and contrasting various literacy assessments, determining which literacy assessments are most appropriate for various situations through awareness of bias, reliability, validity, confidentiality, and limits of assessments within various contexts.	2.3k, 2.4k, 2.5k			Planning 1.2 Dimension Data and Assessment	Discussion Posts and Responses
5. Understands and demonstrates the use of various assessment instruments to evaluate, plan instruction, and report on the progress of students.	2.6s, 2.7s, 2.15k, 4.4s	19 TAC §228.30 (c)(8)	Foundational Skills	Planning 1.2 Dimension Data and Assessment	Literacy Assessments

Master Reading Specialist Certificate

Standard I states: Components of Reading: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

Standard II states: Assessment and Instruction: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

Standard III states: Strengths and Needs of Individual Students: The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

Standard IV states: Professional Knowledge and Leadership: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Since RDG 560 is a web-based course and utilizes D2L, intermediate level of experience using a computer is required. This includes the ability to receive and submit electronic course materials;

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ability to use a word processing program, PowerPoint, Prezi, etc; ability to send and receive e-mail; ability to upload and download files; ability to participate in online exams and discussions.

Instructional / Methods / Activities Assessments

This course occurs in a digital learning environment designed with a module format. You will be expected to read assigned materials, participate in discussions and group tasks, reflect on your knowledge growth and complete all assigned tasks/projects by the due date. **Late work will not be accepted.** Therefore, you need to demonstrate a level of time management that allows you to meet due dates as posted.

Participate in all online group/class discussions and complete all assignment.

Write: Completion of all discussions/reflections and projects should exhibit professionalism in appearance and content at an acceptable level of scholarship. Projects are to be completed and turned in according to the due date posted in D2L. Late work will not be accepted without an excused absence and/or extenuating circumstances as determined by the instructor with a late due date determined by the instructor. The campus library and/or computer labs are available for use in the event personal technology fails or supplies or assistance is needed.

Student Responsibilities or Tips for Success in the Course

Regularly logging into the course website, amount of weekly study and participation time expected, etc.

Assignments

Literacy Assessments (400 points): You will administer **8 literacy assessments** to your student (tutee). You will be assessing the student in the following areas: **interest/attitude toward reading and writing, concepts of print/phonics, word level skills, running record and miscue analysis, reading comprehension, spelling, and writing.** Specific details about the assessments you should use will be given in class. For each assessment, you will turn in the instruction plan, assessment you administered, any student work that was done as part of the assessment, summary of assessment results, and your own recommendations about the student's strengths and needs, as well as plans for future instruction, that are based on the information you learned from the assessment. Each assessment is worth 50 points.

Literacy Profile (300 points): You will complete a literacy profile of your student (tutee). The profile will also include a description of the student, an evaluation of the student's strengths and needs, your recommendations for further work the student should do, and a final reflection from you about the assessment process. More specific instructions will be given in class.

Discussion posts and responses (120 points): Together, class members will engage in a dialogue about the course readings and activities. For each module, you will be expected to write a post in response to the instructor's prompt and **also** to reply to someone else's post. Each initial post is worth 15 points, and each response is worth 5 points. Each post and response should be thoughtful and professional.

Quizzes (250 points): You will take a total of 5 quizzes over the assigned readings throughout the course of the semester. Each quiz will be worth 50 points.

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Grading

Final grades in this course will be based on the following scale:

A = 1,070-963 100%-90%

B = 962-856 89%-80%

C = 854-749 79%-70%

D = 748-642 69%-60%

F = Below 641 59% or Below

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

You have many different methods to communicate with me and with each other during this semester. Here are my expectations for electronic communication.

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- **E-mail:** Please use university email (kay.hongnam@tamuc.edu). I check my emails daily Monday through Friday.
- **D2L:** Please keep your eyes on Announcements for the latest news for the course and leave your questions in my virtual office in D2L if you have any.
- **Phone:** Students may call me at my office number if there is a need to contact me (903-885-5581).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

University Specific Procedures

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.

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>
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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/GraduateStudentAcademicDishonestyForm.pdf>

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<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/)

<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.

Counseling Center

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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Course Specific Procedures/Policies

Attendance

Attendance online is expected; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (less than 6 hours a week logged in to D2L, or 5 days without logging into D2L) may prompt an administrative withdrawal.

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

We suggest these web resources to students for reference regarding what constitutes plagiarism and how to avoid it: <http://www.plagiarism.org/> or <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> or <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Disciplinary action for these offenses may include any combination of the following:

1. Point deduction on an assignment.
2. Failure for an assignment.
3. A grade of zero for an assignment.
4. Failure for the course.
5. Referral to the Academic Integrity Committee or department head for further action.
6. Referral to the Dean of the College of Education and Human Services as appropriate. Referral to the University Discipline Committee.
7. Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

Drop a Course <http://www.tamuc.edu/home/registrar/dropadd.asp>

Students who wish to drop a course are responsible for initiating this action. Students may drop a class with a full refund (if remaining enrolled) until the census day of the particular term. Census date is the 12th University class day of Fall or Spring, 4th university class day of summer or 2nd university class day of a mini term. After census date, eligible students may use their MyLeo to process drops online. The student must obtain approval from the department/instructor to drop after census date.

Administrative Withdrawal <http://www.tamuc.edu/home/registrar/dropadd.asp>

It is the prerogative of the faculty to drop students from courses in which they have accrued excessive absences as defined in the course syllabus. In such cases, faculty recommend through the department head to the appropriate college dean that a student be dropped from a class. The faculty member will document absences and will make a reasonable effort to communicate with the student prior to recommending the drop. If approved, the college dean will forward the recommendation to the Registrar's Office.

COURSE OUTLINE / CALENDAR

Note: Schedule for Spring 2022: Module topics/dates are tentative and subject to change.

Module 1: Getting Started (1 week)

January 31 – Module opens

February 6 – Module closes

Module 2: An overview of literacy and assessment (2 Weeks)

February 7 – Module opens

February 20 – Module closes

Module 3: Understanding letters and words (2 Weeks)

February 21 – Modules opens

March 6 – Module closes

Module 4: Beginning assessment (4 weeks)

March 7 – Module opens

April 3 – Module closes

Module 5: Reading fluency and comprehension (2 Weeks)

April 4 – Module opens

April 17 – Module closes

Module 6: Spelling, Vocabulary, and Writing (2 Weeks)

April 18 – Module opens

May 1 – Module closes

Module 7: Putting it all together (1 Week)

May 2 – Module opens

May 8 – Module closes