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RDG 350.01W-READING AND LITERACY I
 COURSE SYLLABUS: Fall 2022

Instructor: Dr. Laura Slay

Communication email
Response Time: 24 hours

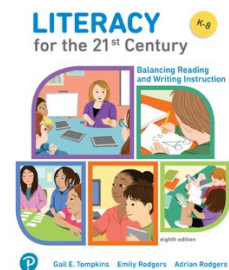
University Email Address: Laura.Slay@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook Required: Tompkins, Gail. (2022). Literacy for the 21st Century: Balancing Reading and Writing Instruction. (8th Edition). New York, NY: Pearson. ISBN-13: 978-0134090191. ISBN-10: 0-13589349-6.

*e-Textbook Available



Literature Circle Book Choices (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.
- 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](#)
- [English Language Arts and Reading Information](#) from the Texas Education Agency
- [English Language Proficiency Standards](#) (ELPS)

- [The Dyslexia Handbook](#)
- [International Society for Technology in Education \(ISTE\)](#) Per TEA, students seeking certification must be informed of technology-readiness skills.
- 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. [Prep Manual for STR](#)

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/participation 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 assessing 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.
7. Identify and explain five essential components of reading instruction: phonemic awareness, phonics, vocabulary, fluency, and reading comprehension.
8. Understand and develop strategies related to digital literacies that can be used in the elementary classroom.

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 may 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](#). Students should also consult the [Rules of Netiquette](#) for more information regarding how to interact with students in an online forum.

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/rulesProcedure/s/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/rulesProcedure/s/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](#)

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](#): 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 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/participation 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

This is an online course. Small groups, partner work, and individual activities will be used 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 the following scale:

90-100% = A

80-89% = B

70-79% = C

60-69% = D

59% and below = F

ASSESSMENT

1. **Projects** (600 points total) Students will apply knowledge of foundational skills and instruction in these projects:

Project 1: Teacher Interview (100 points) - Students will interview a teacher on their reading assessment practices. Teacher selected instructs in K-6 grade. [SLO 3, 5,6]

Project 2: Literature Focus Unit (200 points) Students will be asked to select three mentor texts. All 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 lesson plan for the grade level of their choice. [SLOs 1, 2, 3, 6]

Project 3: Literature Circle (100 points) Students will participate in a literature circle featuring a multicultural children's book. Three (3) virtual literature circle meetings will take place during the semester. The aim is to encourage thoughtful discussion, encourage critical thinking of texts, and "to allow students to practice and develop the skills and strategies of good readers" (DaLie, 2001). [SLOs 2, 4, 5]

Project 4: Five Essential Components of Reading Instruction (100 points) Students will create and record a digital presentation of the five essential components of reading instruction. [SLO 5, 6, 7] [ISTE 1c, 1d, 3b]

Project 5: Digital Literacy Training Modules (100 points) Students will complete three digital literacy modules posted in D2L. Module 1: includes an overview of digital literacy and a pretest; Module 2: provides training on digital literacy standards and evaluating sources with 13 units of study; Module 3: covers digital citizenship and safety, also included in this module is a post-test and reflection activity. [SLO 8] [ISTE 1c, 1d, 3b, 3c]

1. Assignments (500 points total)

Literacy History (100 points) -. The primary goal of this assignment is for you to explore your own literacy development and connect your experiences to theory.

Observation Hours Login 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 and actively engage in person at their school. [SLO3] Documentation must be uploaded into TK20 for credit by November 26.

Chapter Notes (120 points)

COURSE SCHEDULE

****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.

Date	Topic (Content will update	Readings and Viewings	Assignments,
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	weekly on D2L)		Projects, & Quizzes
UNDERSTANDING AND TEACHING FOR LITERACY DEVELOPMENT			
Week 1: Aug 29	Review Course information in D2L (Syllabus & Course Schedule) <ul style="list-style-type: none"> Apply for Field placement Purchase TK20 if not already done Introduce Literacy History 	<ul style="list-style-type: none"> Chapter 1 – Chapter 1 Notes Syllabus Review Watch Brain Research and Reading video 	
Week 2: Sept 5	Examining Students' Literacy Development	<ul style="list-style-type: none"> Read Chapter 2 and complete Chapter 2 notes Complete Video Reflection (linked in D2L) after reading the chapter (Due Sept 12) 	Assignment: Literacy History (Due Sept 5)
Week 3: Sept 12	Assessing Students' Literacy Development Introduce Project 1: Teacher Interview	<ul style="list-style-type: none"> Read Chapter 3 and complete Chapter 3 notes Watch assessment videos Begin working on Teacher Interview Project 	
LITERACY DEVELOPMENT			
Week 4: Sept 19	Cracking the Alphabetic Code	<ul style="list-style-type: none"> Read Chapter 4 and complete Chapter 4 notes Watch Phonemic Awareness Videos Flip Grid Quick Activity (Due Sept 26) 	Project 1: Teacher Interview Assignment – Due Sept 26
Week 5: Sept 26	Developing Fluent Readers and Writers Introduce Project 2: Literature Focus Unit	<ul style="list-style-type: none"> Read Chapter 5 and complete Chapter 5 notes Complete the Chapter 5 Field-Based activity (Due Oct 3) Begin Literature Focus Unit 	
Week 6: Oct 3	Learning to Spell	<ul style="list-style-type: none"> Read Chapter 6 and Complete Chapter 6 notes Complete the Chapter 6 Field-Based Activity (Due Oct 10) Continue working on Literature Focus Unit 	Quiz 1
Week 7: Oct 10	Expanding Academic Vocabulary	<ul style="list-style-type: none"> Read Chapter 7 and Complete Chapter 7 notes Complete the Chapter 7 activity (Due Oct 17) Finish up working on Literature Focus Unit <i>Review book trailers and select two books you are</i> 	

		<i>interested in reading for Literature Circles</i>	
Week 8: Oct 17	Teaching Comprehension: Reading Factors Culturally Relevant Pedagogy Introduce Project 3 – Literature Circles	<ul style="list-style-type: none"> • Read Chapter 8 and complete Chapter 8 Notes • Begin working on Project 3 • Introduction meeting with Literature Circle group 	
Week 9: Oct 24	Teaching Comprehension: Text Factors	<ul style="list-style-type: none"> • Read Chapter 9 and complete Chapter 9 notes • Continue working on Project 3 • Literature Circle Meeting 1 	Project 2: Literature Focus Unit (Due Oct 31)
LITERACY	INSTRUCTION OF SPECIAL POPULATIONS		
Week 10: Oct 31	Scaffolding Students Reading Development Dyslexia Introduce Project 4 – Five Pillars of Reading Instruction	<ul style="list-style-type: none"> • Read Chapter 10 and complete Chapter 10 notes • Read Dyslexia article • Complete Dyslexia activity. • Literature Circle Meeting 2 • Begin Project 4 	
Week 11: Nov 7	Scaffolding Students Writing Development Gifted and Talented Students	<ul style="list-style-type: none"> • Read Chapter 11 and complete Chapter 11 notes • Read “Using creativity to address dyslexia, dysgraphia, and dyscalculia: Assessments and techniques” • Complete gifted and talented activity. • Literature Circle Meeting 3 • Continue working on Project 4 	
Week 12: Nov 14	Reading and Writing Across the Curriculum	<ul style="list-style-type: none"> • Read Chapter 12 and complete Chapter 12 notes • Complete Chapter 12 activity (Due Nov 27) • Continue working on Project 4 	Quiz 2 Project 3: Literature Circles (Due November 21)
Week 13: Nov 21	Digital Literacy Project 5	<ul style="list-style-type: none"> • Begin working on Digital Literacy Modules found in D2L 	Project 4: Five Pillars of Reading Instruction (Due Nov 27) EFE Login Sheet uploaded in TK20 (Due Nov 27)
FIELD BASED OBSERVATIONS AND FINAL ASSIGNMENTS DUE			

Week 14: Nov 28	Continue working on Digital Literacy Project 5	<ul style="list-style-type: none"> • Continue working on Digital Literacy Modules • Print a copy of Digital Modules certificate and Mail to Mitzi.hughes@tamuc.edu 	Project 5 (Due December 5)
Week 15: Dec 5	Final Reflection		Final Reflection (Due December 9)

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.

Gay, G. (2018). *Culturally responsive teaching: Theory, Research, and Practice*. (3rd edition). Teachers College Press.

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.