RDG 350.02W-READING AND LITERACY I
COURSE SYLLABUS: Spring 2024

Instructor: Dr. Lindsay Morgan
Office Location: Ed South
Office Hours: By appointment as needed.
University Email Address: lindsay.morgan@tamuc.edu
Preferred Form of Communication: Email / Zoom
Communication Response Time: within 24-48 hours
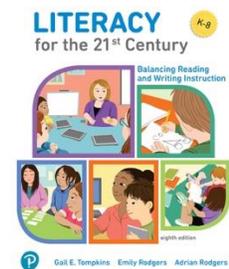
COURSE INFORMATION

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.* 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*
- Yang, K. (2019). *Front Desk*

Required On-Line Data Collection Assessment Tool: Tk20
 Tk20 – Must be purchased to successfully complete ELED 300 (more information given in class)
          Cost: $139 (directly from Tk20) & $35 T.E.A. Fee

What is TK20? Tk20 is an online data collection assessment tool that houses information/documents/assessments/etc. for our teacher education students. Be sure you purchase the education not nursing version of TK-20 for TAMUC. You only buy TK-20 once – if you have already purchased this for another course, you will be able to access it for RDG350, as well. If you have purchased this at a previous institution, please contact Jill.Woodruff@tamuc.edu and she can transfer your account at no cost.
Where can I buy TK20?

You can purchase TK20 either through the campus bookstore or directly from the vendor. For pricing contact the bookstore or visit the TK20 vendor link. If you plan to purchase TK20 directly from the vendor visit www.tamuc.edu/teacher and then click on the Tk20 link. Otherwise, purchase it at our local campus bookstore. You can reach the bookstore at 903-886-5830.

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

There is NO extra credit awarded for this class. There are several assessment opportunities.
You are responsible for initiating communication regarding attendance, lateness, late work, and missed exams/quizzes.

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

Use of Artificial Intelligence
Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

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, visit:

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/studentDisabilityResourcesAndServ ices/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.

A&M-Commerce Supports Students' Mental Health

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

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, TK20, 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** (400 points total) Students will apply knowledge of foundational skills and instruction in these projects:

Project 1: Teacher Interview (100 points) **Due March 29th** Students will interview a teacher on their reading assessment practices. Teacher selected instructs grades K-2 grade. [SLO 3, 5,6]

Project 2: Five Essential Components of Reading Instruction (100 points) **Due March 8th**– 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 3: Literature Focus Unit (100 points) All components **Due April 24th** - Students will be asked to select five mentor texts that are based on a theme. The mentor texts will be used to write five mini-lesson plans that demonstrate different comprehension strategies. [SLOs 1, 2, 4, 6, 8]

Project 4: Digital Literacy Training Modules (100 points) **Due May 3rd** - 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** (350 points)

Literacy History (100 points) **Due January 26th** -. 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 April 19th.**

Chapter Activities (200 points)

COURSE SCHEDULE

****This schedule is tentative and may be changed at any time by the instructor.****

Date	Topic (Content will update weekly on D2L)	Readings and Viewings	Assignments and Quizzes
UNDERSTANDING AND TEACHING FOR LITERACY DEVELOPMENT			
Week 1: Jan 10	Review Course information in D2L (Syllabus & Course Schedule) • Apply for Field placement. • Purchase TK20 if not already done. • Introduce Literacy History	• Chapter 1 – Chapter 1 Notes (chapter activity – Due January 19) • Syllabus Review (Google Form)	
Week 2: Jan 15	Examining Students' Literacy Development	• Read Chapter 2 • Complete Video Reflection (chapter activity) (linked in D2L) after reading the chapter (Due Feb 2)	**Assignment:** Literacy History (Due January 19)
Week 3: Jan 22	Assessing Students' Literacy Development Introduce Teacher Interview Assignment	• Read Chapter 3 and • Watch assessment videos and reflect (chapter activity) (Due Feb 2) • Begin working on Teacher Interview Project	
LITERACY DEVELOPMENT			

Week 4: Jan 29	Cracking the Alphabetic Code	• Read Chapter 4 and • Watch Phonemic Awareness Videos • PowerPoint Quizzes (Due Feb 29)	**Project 1:** Teacher Interview Assignment (Due March 29th)
Week 5: Feb 5	Developing Fluent Readers and Writers	• Read Chapter 5 and • Complete the Chapter 5 Field-Based activity (Due Feb 29)	
Week 6: Feb 12	Learning to Spell	• Read Chapter 6 and • Complete the Chapter 6 Field-Based Activity (Due Feb 29)	
Week 7: Feb 19	Expanding Academic Vocabulary Introduce Project – Five Essential Components of Reading Instruction (Due March 5th)	• Read Chapter 7 and • Complete the Chapter 7 activity (Due Feb 29)	**Project 2:** Five Essential Components of Reading Instruction (Due March 5th)
Week 8: Feb 26	Teaching Comprehension: Reading Factors Introduce Literature Focus Unit assignment	• Read Chapter 8 • Begin working on Project 3	**Project 3:** Literature Focus Unit (Due April 24th)
Week 9: March 4	Teaching Comprehension: Text Factors	• Read Chapter 9 • Continue working on Project 3 • Text Features (Due March 8)	
LITERACY	**INSTRUCTION**		
Week 10: March 18	Scaffolding Students Reading Development	• Read Chapter 10 • Chapter Activity (Due April 12)	
Week 11: March 25	Scaffolding Students Writing Development	• Read Chapter 11 • Continue working on Project 4	
Week 12: April 1	Reading and Writing Across the Curriculum	• Read Chapter 12 • Complete Chapter 12 activity (Due April 12) • Continue working on Project 4	

			Quiz 3
Week 13: April 8	Digital Literacy Project 5	• Begin working on Digital Literacy Modules found in D2L	EFE Login Sheet uploaded in TK20 (Due April 19)
FIELD BASED OBSERVATIONS AND FINAL ASSIGNMENTS DUE			
Week 14: April 15	Digital Literacy Project 5	• Continue working on Digital Literacy Modules	**Project 4** (Due May 3rd)
Week 15: April 22			

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.