RDG 521.01W
# Literacy and Instruction II: Comprehension Processes and Strategies in Later Elem., MS, and HS Readers
COURSE SYLLABUS: SPRING 2023

INSTRUCTOR INFORMATION

Instructor: Dr. Laura Slay, Assistant Professor
Office Location: Online and Zoom
Office Hours: Upon request
Office Phone:
Office Fax:
University Email Address: Laura.Slay@tamuc.edu
Preferred Form of Communication**: email**
Communication Response Time: Monday – Friday; 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings
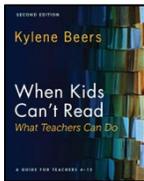
Beers, K. (2023). *When kids can't read-What teachers can do, Second Edition: A Guide for Teachers 4-12*. Heinemann.
ISBN 13: 978-0325144597
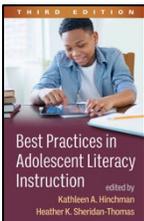
Alvermann, D. E. (2022). *Best practices in adolescent literacy instruction*. Guilford Publications.
ISBN: 9781462548262

Online Access at TAMUC Waters Library
https://ebookcentral.proquest.com/lib/tamu/detail.action?docID=6841347

The *syllabus/schedule are subject to change.*
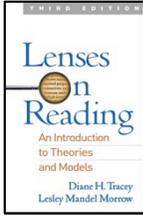
Tracey, D. H., & Morrow, L. M. (2017). *Lenses on reading: An introduction to theories and models*. Guilford Publications.
ISBN: 978-1462530649

Online Access at TAMUC Waters Library

Course Description

This course examines research and evidence-based strategies that promote academic vocabulary development and comprehension of a variety of literary and expository texts. Students will explore and learn how to select and utilize appropriate books and other materials that build comprehension processes in later Elementary, Middle School, and High School literacy learners.

Student Learning Outcomes

RDG 521: Literacy & Instruction II		Reading Special Standards	Texas Administrative Standards (TAC)	K-12 ELAR Standards/ Strands (TEKS)	Texas Teacher Evaluation (T-TESS)	Aligned Assessment
521.1	Explores and understands a variety of comprehension theories and models.	1.15k		Comprehension Skills	Instruction Dimension 2.2 Content Knowledge and Expertise	Module 1 *Introduction to Literacy* - Assignments, Discussions, & Quizzes
521.2	Explores, understands, and plans instruction using research-proven reading strategies in response to student factors, textual factors, and contextual factors that affect reading comprehension at the literal, inferential, critical and evaluative levels.	1.20k, 1.21k, 1.22k, 1.23k, 1.26k, 1.27s, 4.2k, 4.3k, 4.7k, 4.8k, 4.2s	19 TAC §228.30(c)(5)	Comprehension Skills	Learning Environment Dimension 3.2 Managing Student Behavior	Module 2 *Vocabulary, Reading Comprehension, & Fluency* - Assignments, Discussions, Quiz & Midterm Project
521.3	Investigates and applies the concepts of reading as it is connected to listening, speaking, viewing and representing, and writing with the focus on the reader, the writer, differing genres, and the transaction between writer and reader.	1.27s, 1.28s, 2.12k		Multiple Genres	Instruction Dimension 2.2 Content knowledge and Expertise	Module 3 *Writing* - Assignments, Discussions, & Quizzes

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521.4	Surveys research in writing in an effort to understand the dynamic in writing fully and explains student development to stakeholders.	1.50s, 1.51s			Instruction Dimension 2.3 Communication	Module 3 - *Writing* - Assignments, Discussions, & Quizzes
521.5	Demonstrates understanding of the role of oral language, phonological and phonemic awareness, alphabetic principle, and concepts of print through systemic instruction that uses a variety of instructional methods, at all levels of early childhood through grade 12.	1.5k, 1.6s, 1.11k, 1.11s, 1.14k, 1.15k, 1.17k 1.15s, 1.25k		Foundational Skills	Instruction Dimension 2.5 Monitor and Adjust	Module 1 *Introduction to Literacy* - Assignments, Discussions, & Quizzes

COURSE REQUIREMENTS

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

Class will be organized into modules. Within each module, students will be exposed to asynchronous classes, small groups, partner work, and individual activities in an effort to provide instructional practice examples and models of literacy research appropriate for the K-12 grade levels.

Student Responsibilities or Tips for Success in the Course

1. **REQUIRED ONLINE ENGAGEMENT:** Students must engage with the class on a regular basis. Check in to the modules and engage in the discussions.
2. **CHECK EMAIL:** Check email on a regular basis. Instructor will often send updates or additional assignment guidelines.
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:

Total points corresponding to the final letter grades

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A = 451- 500 Points
B = 401- 450 Points
C = 351- 400 Points
D = 301- 350 Points
F = 300 & > Points

Assessments

1. **Assignments** Assignments will be assigned each module to check understanding. All assignments are due by the end of the module.

2. **Reflection and Discussion** Reflection and discussion is a vital part of learning and growing. Each module will provide the opportunity for social learning through conversation.

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.

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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 after the end of the module. Any items turned in early will not be graded until after the due date. For the projects, the instructor will need two weeks after the module closes to complete the evaluations.

Please know that the instructor welcomes your questions and concerns. Please communicate with the instructor for all responses. The best way to reach her is through email: Kathryn.Dixon@tamuc.edu.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Written Assignments: All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Letters/materials written by you as a professional and sent to parents/administrators MUST BE PERFECT. Therefore, if you need extra help, the writing center can assist you. You can get assistance on line at http://faculty.tamu-commerce.edu/scarter/rfwOWL.htm

Written Assignments should be:

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*Use APA 7th edition style
*double spaced
*1" top and left side margins, 1" bottom and right-side margins
*12-point font size
*Times New Roman or Arial
*revised for clarity and meaning
*edited for accuracy in grammar and mechanics
*saved on computer disk or copied on paper for your records

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).
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

The Master of Reading Program has an attendance policy of 90% participation. Since this course is online, missing assignments are counted as absences. Failure to participate in 90% of the assignments will result in an automatic failure of the course.

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](#)

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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.

The syllabus/schedule are subject to change.

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

Module 1 – Lenses on Reading *(3 weeks)*
- Make introductions.
- Define reading.
- Explore the nature and ways to teach the struggling reader.
- Explore reading theories and models.
- Create reading and writing theories comparison table.

Module opens January 29
Module closes February 18

Module 2 – Digging into the Science of Reading *(3 weeks)*
- Revisit what constitutes the science of reading instruction.
- Understand the relationship between brain science and reading.
- Write belief Statement about literacy instruction.

Module opens February 19
Module closes March 3

Module 3 – All about Comprehension *(3 weeks)*
- Explore and understand research-proven reading comprehension strategies.
- Make connections between reading theory, research, and practice.
- Create reading comprehension synthesis table.

Module opens March 4
Spring Break March 11 - 15
Module closes March 31

Module 4 – All about Writing *(3 weeks)*
- Understand the connection between reading and writing.
- Analyze how writing supports reading proficiency and the adolescent learner.

Module opens April 1
Module closes April 21

Module 5 – Case Study Analysis and Curriculum Literacy (3 weeks)

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- Explore high quality instructional materials.
- Report case study of adolescent struggling reading and recommendations for intervention.
- Revise literacy belief statement.

Module opens April 22
Module closes May 10