RDG 516: Foundations of Reading
COURSE SYLLABUS: **Fall 2024**

Instructor: Kay Hong-Nam, Ph.D., Professor
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Office Hours: Zoom Meetings available Monday-Friday by appointment via email
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Course Hour & Classroom: Web Based Class
Faculty Website: http://faculty.tamuc.edu/khongnam/default.aspx

COURSE INFORMATION

Materials

This course has been designed using Open Educational Resources (OER) and/or materials that are available through the Waters Library. All materials are embedded within the course or are accessible via the internet or accessible through the Waters Library resource portal. After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use with assignments and projects in this class.

PROGRAM DESCRIPTION

The competency-based alternative certification program provides coursework preparing post-baccalaureate or graduate students for initial teacher education certification. The courses prepare students to be teacher leaders in a modern classroom and in their district by helping provide the knowledge and skills needed to be an effective teacher in their respective field. The 18-semester credit hour program will focus on evidenced-based learning, curricular and instructional design, and pedagogy for teaching in K-12 schools. Through rigorous and applicable curriculum, students will be supported to achieve the objective of earning teacher certification. This program provides opportunities for students to work at their own pace toward completion of their degree, and — because it is fully online — students can plan their study schedule around other responsibilities to complete the coursework.

COURSE DESCRIPTION

This course is designed for graduate students in the emergency permit or alternative certification program seeking initial teacher certification. The focus is on the reading process and the factors that condition its development. The importance of reading in school and in life serves as a background for critical evaluation of the methods and materials of reading instruction. Special consideration is given to the essential components of research-based programs and the features of classrooms that support effective beginning reading instruction.

The syllabus/schedule are subject to change.

STUDENT LEARNING OUTCOMES

Completion of this course provides the student with the knowledge to:

1. Identify and describe components of literacy including oral language development, print awareness and alphabetic knowledge, phonological and phonemic awareness, phonics, fluency, vocabulary, syllabication, morphemic analysis, and reading comprehension skills and strategies.
2. Implement, design, and execute developmentally appropriate, standards-driven instruction that reflect evidence-based best practices and is sequential and multimodal.
3. Implement both formal and informal methods of measuring student progress in early reading development.
4. Acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English learners.

Course SLO Standards

Science of Teaching Reading Standards: Standard 19 TAC §235.101(b) Reading Development. (1)-(10); Standard 19 TAC §235.101(c) Reading Pedagogy (1)-(4)

Prekindergarten Guidelines: II.A.1-II.A.3; II.B.1-II.B.6; II.C.1-II.C.3; II.D.1-II.D.6; II.E.1-II.E.8; III.A.1-3; III.B.1-9; III.C.1-3; III.D.1-4; III.E.1-3; IV.A.1-2; IV.B.-3; IV.C.1-5

ELPS Standards: 2(A-I); 3(A-J); 5(A-G)

REGULAR AND SUBSTANTIVE COURSE INTERACTION

As a general guide, students enrolled in a three-semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty to ensure that students are able to demonstrate competency.

COURSE REQUIREMENTS

Minimal Technical Skills Needed: Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

Instructional Methods: This course occurs in a digital learning environment designed in module format. Each module runs 1-3 weeks during which time 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. Each module opens and closes on a certain date and once a module closes it will not be opened again. Therefore, you need to demonstrate a level of time management that allows you to meet deadlines as posted.

Student Responsibilities or Tips for Success in the Course: To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

The syllabus/schedule are subject to change.

ASSESSMENT

Module Pre-tests

The purpose of the pre-test is to provide a baseline understanding of your knowledge in this content. Pre-tests are taken once and should be completed at the beginning of each module.

Learning Objective Reflections or Projects or Essays

A brief assessment at the end of each module is intended to emphasize key concepts, theories, processes, etc., introduced in the Learning Objective Module. Depending on the course, that can be done through reflections, projects, or essays. Essays are submitted to the instructor and do not require comments or "discussion" with other students in the course.

Culminating Project

The project assesses your knowledge of terms and the application of concepts presented in this course.

GRADING

A score of 80% or higher on both the Culminating Project or Posttest is required to demonstrate competency and receive credit for the course. The following items will be used to calculate the final grade in the course.

1. Module 1 Post-test (100 points)
2. Module 2 Literacy Plan (100 points)
3. Module 3 Student Assessment & Analysis (100 points)
4. Module 4 Dyslexia (100 points)
5. Culminating Project (100 points)

Total   500 Points

PERFORMANCE STANDARDS			
POINTS	**PERCENT**	**GRADE**	**STANDARD**
500-450	100%-90%	A	Superior
449-400	89% - 80%	B	Above Average
399-350	79% - 70%	C	Average Performance
349-300	69% - 60%	D	Below Average
299 and Below	Below 59%	F	Unsatisfactory

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 the technical requirements

Learning Management System (LMS) Requirements:
View the Learning Management System Requirements Webpage.

LMS Browser Support:
Learn more on the LMS Browser Support Webpage.

YouSeeU Virtual Classroom Requirements:

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Visit the [Virtual Classroom Requirements Webpage.](#)

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 on the [Brightspace Support Webpage.](#)

Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. Correspondence will always be through university email (your "myLeo" mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

All emails from students should include:
- Course name and subject in the subject line (ex. ORGL 3322 – Posttest) ● Salutation
- Proper email etiquette (no "text" emails – use proper grammar and punctuation) ● Student name and CWID after the body of the email

COURSE AND UNIVERSITY 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.

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 online in the [Student Guidebook.](#)

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

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TAMUC Attendance

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

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 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](#)
[Graduate Student Academic Dishonesty Form](#)
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.

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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.

A&M-Commerce Supports Students' Mental Health - Counseling Services

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.

Mental Health and Well-Being: The University aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

AI use policy [Draft 2, May 25, 2023]

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.
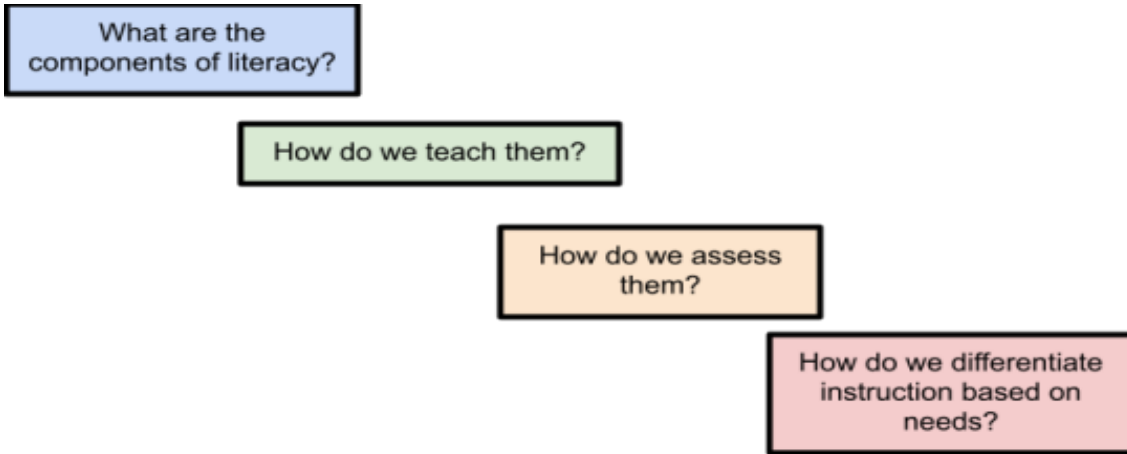
In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.
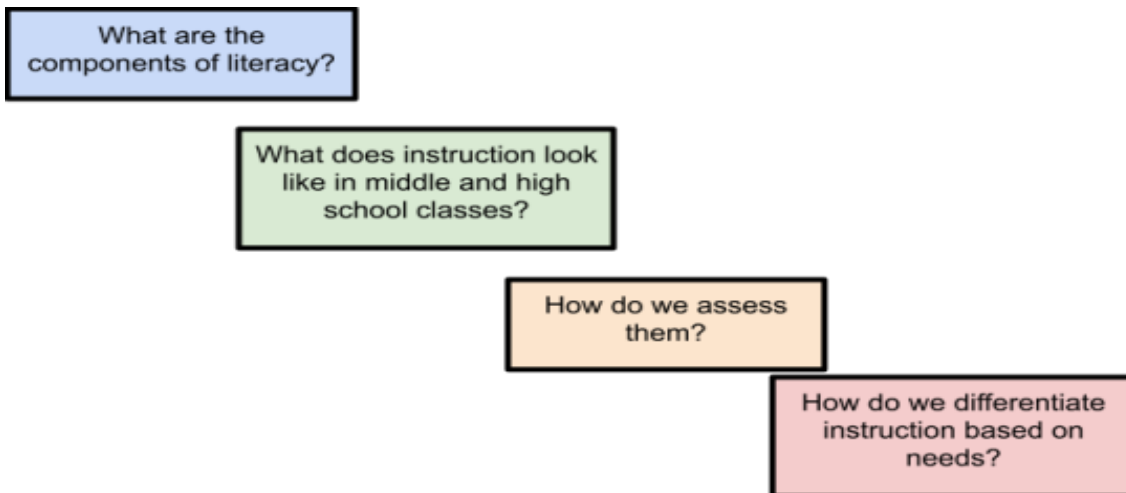
13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

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COURSE OUTLINE / CALENDAR

- **EC-6 Certification**

What are the components of literacy?

How do we teach them?

How do we assess them?

How do we differentiate instruction based on needs?

- **4-8 and 7-12 Certification**

What are the components of literacy?

What does instruction look like in middle and high school classes?

How do we assess them?

How do we differentiate instruction based on needs?

The syllabus/schedule are subject to change.

Schedule for Fall 2024: Module topics/dates are tentative and subject to change.

Module 1: Getting started (1 week)
    August 26 – Module opens
    September 1 – Module closes

Module 2: How do we teach components of literacy (4 weeks)
    September 2 – Module opens
    September 29 – Module closes

Module 3: How do we assess components of literacy (4 weeks)
    September 30 – Module opens
    October 27 – Module closes

Module 4: Differentiation (3 weeks)
    October 28 – Module opens
    November 17 – Module closes

Module 5: Culminating Project (3 weeks)
    November 18 – Module opens
    December 7 – Module closes

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