



RDG 350.01E-READING AND LITERACY I
 COURSE SYLLABUS: Spring 2025

Instructor:	Tami Morton, Ph.D.
Course Time:	Monday & Wednesday, 12:30-1:45
Course Room:	EDS 131
Office Location:	Sowers Education (EDS) 216
Office Hours:	Monday & Wednesday, 2-4 pm or by appointment
Office Phone:	(Main campus) 903-886-5529
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Communication	Email
Response Time:	24 hours
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COURSE INFORMATION

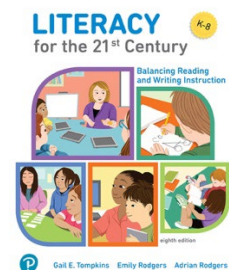
Materials – Textbooks, Readings, Supplementary Readings:

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

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](#)



Textbook Rental

https://www.pearson.com/en-us/subject-catalog/p/literacy-for-the-21st-century-balancing-reading-and-writing-instruction/P200000001951/9780135893494?creative=&keyword=&matchtype=&network=x&device=c&gclid=Cj0KCQjwz7C2BhDkARIsAA_SZK

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 10-hour observation/participation requirement that will acquaint you with public school reading instruction.* Prerequisites: Minimum GPA 2.5. These requirements align with the NCLB Act of 2001 which states that all teachers will be highly qualified and knowledgeable.

Course Expectations: This class a core course for the teacher education program. All students must pass with a C or better for credit. It is face-to-face, and attendance is required and accounted for. Classes are held in person on Tuesdays and Thursdays from 12:30-1:45. Students must be on time and remain for the entire class period for credit.

Learning Outcomes

1. Identify and explain five essential components of reading instruction: phonemic awareness, phonics, vocabulary, fluency, and reading comprehension.
2. Select and plan appropriate reading lessons of the essential components for diverse elementary students to include ESL learners.
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. 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/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/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/undergr aduates/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.

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 Texas A&M University-Commerce

TAMUC 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.

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 class will be organized in a variety of learning modalities including lectures, small groups, partner work, and individual activities will be used to provide instructional practice examples and models of effective 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 using APA 7th format.
4. **MAINTAIN TK20:** All students must maintain their TK20 accounts with important assignments from RDG 350. During this semester, students must upload completed and signed log in sheets for observation and teaching time in the schools and well as complete a Performance Based Assessment (PBA) at the end of the semester.

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

ASSESSMENTS

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

Project 1: Teacher Interview (50 points) **Due** - 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** – Students will identify and explain five essential components of reading instruction: phonemic awareness, phonics, vocabulary, fluency, and reading comprehension through an analysis of five case studies. [SLO 5, 6, 7] [ISTE 1c, 1d, 3b]

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

Project 4: Literature Circles (50 points)- Students will participate in a digital literacy circle reading a upper elementary multicultural book with a small group. Students will identify a variety of diverse perspectives while reading the selected book. The selected book will be offered as a digital text. [SLOs 4, 6, 7]

Project 5: Digital Literacy Training Modules (100 points) **Due** - 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]

ASSIGNMENTS (350 points)

Multimodal Literacy History (50 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 **10-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.

Chapter Activities (100 points) Varied activities pertinent to the content.

In-Class Assignments (50 points) Students are provided assignments and practice in class, often done collaboratively.

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 (read by Tuesday's class)	Assignments and Quizzes
Week 1: Jan. 13 &15	Review Course information in D2L (Syllabus & Course Schedule) <ul style="list-style-type: none"> Apply for Field placement. 	Chapter 1 – Chapter 1 Notes	
Jan. 15	12: 30-12:50 Meet in room 122 Reading and the Brain Science of Teaching Reading Exam Introduce Multimodal Literacy History	Frey & Fisher (2010). Reading and the Brain: What Early Childhood Educators Need to Know.	Chapter 1 Notes due online
UNDERSTANDING AND TEACHING FOR LITERACY DEVELOPMENT			
Week 2: Jan 20 (Dr. Martin Luther King Day, School Closed)			
Jan. 22	Share literacy histories Assessment of literacy histories	Read Chapter 2; Burnt at High Stakes by Alfie Kohn	Assignment: Multimodal Literacy History (Bring to class)
Week 3: Jan. 27	Emergent Readers & Writers Oral Language Concepts About the Alphabet Concepts About words Concepts About Writing	Read Chapter 3	
Jan. 29	Assessing Students' Literacy Development: Reading Levels Introduce Teacher Interview Assignment		PBA #1; PBA #2 due; Submit to tk20
LITERACY DEVELOPMENT			
Week 4: Feb. 3	Alphabetic principle Phonemic Awareness	Read Chapter 4	Project 1: Teacher Interview Assignment (Due)
Feb. 5	Phonics		PBA #3; PBA #4 due; Submit to tk20

Week 5: Feb. 10	Developing Fluent Readers and Writers	Read Chapter 5	
Feb. 12	Reading Fluency		
Week 6: Feb. 10	Spelling Process	Read Chapter 6	
Feb.12	Spelling & Writing		
Week 7: Feb. 17	Expanding Academic Vocabulary	Read Chapter 7	
Feb. 19			Project 2: Five Essential Components of Reading Instruction (Due)
Week 8: Feb. 24	Teaching Comprehension: Reading Factors	Read Chapter 8	
Feb. 26	Mentor Texts Introduce Literature Focus Unit assignment		
Week 9: March 3	Teaching Comprehension: Stories Introduce Literature Circles	Read Chapter 9	
March 5	Expository Texts Poetry Introduce Literature circles; select literature circle book		Project 3: Literature Focus Unit (Due)
LITERACY	INSTRUCTION		
Week 10: March 10-14 SPRING BREAK			
Week 11: March 17	Critical Reading	Read Chapter 10	
March 19	Scaffolding Students Reading Development Differentiation		Literature Circle-First Meeting (Role Sheet #1 due)
Week 12: March 24	Scaffolding Students Writing Development	Read Chapter 11 Literature Circle book	
March 26			Literature Circle Second Meeting (Role Sheet #2 due)

Week 13: March 31	Reading Across the Curriculum Writing Process in Action	Read Chapter 12	
April 2			Project #4 due Final Literature Circle Presentation Due
FIELD BASED OBSERVATIONS AND FINAL ASSIGNMENTS DUE			
Week 14: April 7	Digital Literacy Project 5	Begin working on Digital Literacy Modules found in D2L	
April 9	Digital Literacy Project 5	Continue working on Digital Literacy Modules	
Week 15: April 14	Digital Literacy Project 5	Continue working on Digital Literacy Modules	
April 16	Digital Literacy Project 5	Digital Literacy Modules due	Project 5 (Due)
Week 15: April 28	Class Reflection & Takeaways		
April 30			<i>EFE Login Sheet uploaded in TK20 (Due)</i>

References

- Burkins, J. & Yates, K. (2021). *Shifting the balance: 6 ways to bring the science of reading into the balanced literacy classroom*. Stenhouse Publishers.
- Frey, N. & Fisher, D. (2010). Reading and the Brain: What Early Childhood Educators Need to Know. *Early Childhood Education*, 38:103–110 DOI 10.1007/s10643-010-0387-z
- 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.