



RDG 360.51E & WORD ANALYSIS SKILLS

COURSE SYLLABUS: SPRING 2025

INSTRUCTOR INFORMATION

Instructor: Tami Morton, PhD
Office Location: Sowers Education South 216
Office Hours: Thursday 1-4 pm
Office Phone: 903.886.5537 (C&I office)
University Email Address: Tami.Morton@tamuc.edu
Preferred Form of Communication: **email**
Communication Response Time: 24 hours

COURSE INFORMATION

- ⇒ *THURSDAY 5:00P-7:40P*
- ⇒ *CAMPUS: COLLIN HIGH ED CENTER/MCKINNEY BUILDING: CHEC*
- ⇒ *ROOM: 110*

Materials – Textbooks, Readings,

Textbook(s) Required:

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2019). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. 7th edition, Englewood Cliffs, NJ: Merrill. ISBN-13: 978-0-13-703510-6

COURSE DESCRIPTION

Student Learning Outcomes (SLOs)

Upon completion of this course, students will know the following:

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1. Demonstrate knowledge of basic linguistic terminology and concepts used in reading and writing instruction. *(STR Standards)*
2. Demonstrate knowledge and use of EC-6 English Language Arts TEKS and Texas Prekindergarten Guidelines for vertical alignment and lesson planning. *(TEKS, PK Guidelines, STR Standards)*
3. Demonstrate understanding that decoding and encoding skills are reciprocal and develop synchronously as part of a recursive model of literacy instruction that involves the interconnected skills of listening, speaking, reading, writing, and thinking. *(PK Guidelines, STR Standards)*
4. Prepare effective, research-based teaching activities that support the study of word identification skills within the framework of developmental reading and spelling stages. *(TEKS, PK Guidelines, STR Standards)*
5. Identify characteristics of students at various stages of spelling and reading development and explain effective, research-based teaching strategies and activities for fostering a child's progress through these stages. *(PK Guidelines, STR Standards)*
6. Demonstrate an understanding of how student and class assessment data can be analyzed and used to make differentiated instructional decisions. *(PK Guidelines, STR Standards)*
7. Demonstrate an understanding of how language assets emergent bilingual and multilingual students bring to the classroom facilitate word knowledge development in English. *(STR Standards)*
8. Demonstrate familiarity with evidence-based instructional strategies and best practices that general education teachers in can use to help support the literacy development of students with dyslexia. *(STR Standards)*

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Knowledge and familiarity with Microsoft Word and D2L Brightspace.

Instructional Methods

This course will be offered in person during the spring semester by the Curriculum and Instruction Department. The course includes: modeling instruction, videos, word sorting

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activities for guided practice and implementation of course content, and, as appropriate, lecture type instruction. There will also be a online component that consists of guided modules that are designed to build background knowledge in order to facilitate comprehension of the text content. Students' questions and reflections upon their study are encouraged. The course text was selected because of the strong match between text and course content. It is informative and a very useful resource. Students are expected to read carefully and study the required text.

This course also includes 20 hours of field based experiences. The hours include 5 hours of observation and 15 hours of student engagement opportunities. These hours must be documented in TK20.

Student Responsibilities or Tips for Success in the Course

Congratulations for your progress in your education! This is an exciting opportunity. You are preparing for an important profession and certain expectations for your continued success are listed here.

1. **Read the required text** and any other assigned material and complete assigned modules in D2L Brightspace. You are expected to complete all modules and assignments in this course. (STR Standard 19 TAC §235.101(c) Reading Pedagogy (b)2, 3, 4, 5, 6; Tech Standards 2.2s-2.10s, 5.3k, 5.3s)

It is your responsibility to contact your instructor if at any time you need support or assistance with accessing course content.

2. Sharing Activities & Presentations (5 sharing activities and presentations, 15% of total grade): At the end of each of chapters 4, 5, 6, 7, & 8 are activities for teaching skills needed at each of the developmental stages. Construct **one** of these from each of the chapters (hardcopy). More details will be discussed in class and can be found in D2L. (STR Standard 19 TAC §235.101(c) Reading Pedagogy; Tech Standards 2.1k, 2.2k, 2.5s, 2.8s)

3. Reflection Papers (5 reflections, 15% of total grade):

After teach sharing activity, students will provide a reflective paper providing the:

1. decision making in selecting the activity, **why did you select this activity?**
2. process of creating and/or planning the activity, **how did you plan or make this activity?**
3. explanation, **How did it go?**
4. Talk about 2-3 group members sharing activities, **what did you learn from your peers?**

Reflections must be one typed page long, 12 pt. font, double spaced. In the reflection, provide responses to each of the questions.

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4. Spelling Inventory Assessment

You will work with a student in grades K-6 and have them complete the Spelling Inventory Assessment. This assessment will only be given to one student, (preferably not your own child,) during one short visit. You will only interact with the child in one visit, and the results will be considered in class. (More detailed information and instructions will be provided in D2L)(STR Standard 19 TAC §235.101(c) Reading Pedagogy (b)2, 3, 4, 5, 6; STR Standard 19 TAC §235.101(c) Reading Pedagogy; Tech Standards 4.3s, 4.9s)

5. Writing Stage Analysis and Instructional Decision-Making Assignments

Analyze writing samples provided by the instructor and complete individual intervention plans for each student sample. (Details found in D2L)(STR Standard 19 TAC §235.101(c) Reading Pedagogy; Tech Standards 4.3s, 4.9s)

6. Unit Quizzes and Final Reflection (3 quizzes, 1 final Reflection, 30% of grade)

There will be three (3) quizzes this semester. These quizzes will evaluate your understanding of the content. All quizzes are online (More detailed information and instructions will be provided in D2L).

7. FBE Observations and Student Engagement Hours Students must complete 20 hours of field-based instruction in RDG 360. Five hours will be observation hours and 15 hours include student engagement. After completing the hours, students must get all hours confirmed and signed by the observation teacher, write reflections, submit into TK20.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assessments

Elementary Spelling Inventory Project	15%
Project Based Assessments (PBA)	10%
Chapter activities & reflections	20%
Field Based Observations and Student Engagement Reflections	10%
Quizzes	30%
Final Reflection	15%

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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 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:

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<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Dr. Morton will have weekly office hours on Thursdays from 1-4pm at the Collin Campus. Please email in advance so a room can be selected. Email is the best way to contact Dr. Morton outside of Thursdays.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

You are expected to attend all class meetings and pay attention to the instructor or presenter, participate as appropriate in class discussions and be involved in group activities. Attendance is expected and does not earn extra points. **YOU WILL NOT BE ABLE TO PASS RDG 360 WITH MORE THAN 2 ABSENCES.** TAMU-Commerce considers 3 absences (for a biweekly class) to be excessive. The only excused absences are for (a) participation in a required university or school activity; (b) verified illness, (c) legal proceedings in fulfilling responsibility as a citizen (see Student's Guidebook). Excused absences are only allowed provided the student notifies the instructor prior to the absence. Students are encouraged to contact the instructor by e-mail if possible, when absent. Failure to contact the instructor could result in an unexcused absence.

I will not bring additional copies of handouts from previous classes, nor will I provide notes from a previous class. Please notify me if you anticipate an absence. Select a buddy, and exchange telephone numbers and email addresses with him or her. In the event of your buddy's absence, please pick up extra handouts and take notes for that person.

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.

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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>

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

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/rulesProcedures/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>

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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

East Texas A&M University

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

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University 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 East Texas A&M University, 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/counseling-center

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.



Department or Accrediting Agency Required Content

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COURSE OUTLINE / CALENDAR

Date	Class Topics	Readings (to be completed before class)	Assignment/Quizzes
01/16/2025	Introductions, Assessment, Class Purpose. and Rationale		Online Introductions
01/23/2025	How do you know where to begin? Spelling Inventory Project	WTW: Chapters 1 & 2	
01/30/2025	Sorting	WTW: Chapter 3	Spelling Inventory Test due for K-6 Student; bring ungraded spelling test to class
02/06/2025	Emergent Spelling	WTW: Chapter 4	Chapter 1 & 3 Sort due
02/13/2025			Chapter 4 Activity Share
02/20/2025	Letter Alphabetic Spelling Stage	WTW: Chapter 5	Chapter 4 Reflection due
02/27/2025			Chapter 5 Activity Share Quiz #1
03/06/2025	Special Populations: Dyslexia		Chapter 5 Reflection due PBA 1 & 2 due
03/13/2025	SPRING BREAK		
03/20/2025	Special Populations: Emergent Bilingual Students		PBA 3 & 4 due
03/27/2025	Transitional Spelling Stage	WTW: Chapter 6	
04/03/2025			Chapter 6 Activity Share
04/10/2025	Affixes and Suffixes Spelling Stage	WTW: Chapter 7	Chapter 6 Reflection due
04/17/2025			Chapter 7 Activity Share

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04/24/2025	Derivational Relations Spelling Stage	WTW: Chapter 8	Chapter 7 Reflection due Chapter 8 Activity Share Quiz #2
05/01/2025	Managing Classroom instruction		Chapter 8 Reflection due Observation hours and reflections due
05/08/2025			Exam: Reflective Essay

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