



RDG 370.51E: READING & LITERACY II

COURSE SYLLABUS: SPRING 2025

INSTRUCTOR INFORMATION

Instructor: Dr. Laura Slay

Course Classroom: Collin Higher Education Center, CHEC Room 100

Office Hours: I will be available by appointment.

University Email Address: Laura.Slay@tamuc.edu

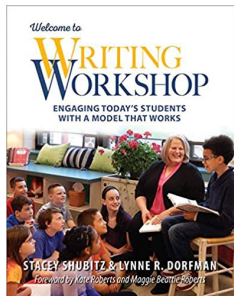
Preferred Form of Communication: email

Communication Response Time: 48 hours maximum (Monday-Friday)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

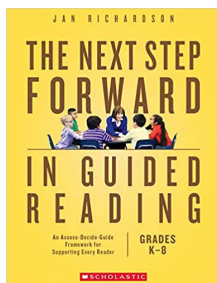
Textbook(s) Required:



Dorfman, L.R. & Shubitz, S. (2019). ***Welcome to Writing Workshop: Engaging Today's Students with a Model That Works***. Stenhouse Publishing.

ISBN-13: 978-1625311665

ISBN-10: 1625311664



Richardson, J. (2016). ***The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader***

(Spiral-Bound). Scholastic.

ISBN-13: 978-1338161113

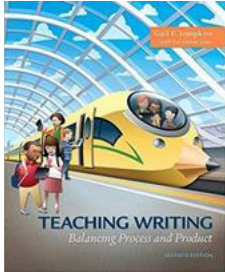
ISBN-10: 1338161113

The syllabus/schedule are subject to change.

Software Required:

Tk20 by Watermark

Optional Texts and/or Materials:



Tompkins, G. (2018). Teaching writing: Balancing product and process (7th Edition). Pearson.
ISBN-13: 978-0134509679
ISBN-10: 0134509676

Online Resources

TEKS for Prekindergarten Level available online at <https://tea.texas.gov/pkg.aspx>

TEKS for Language Arts and Reading available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>

English Language Arts and Reading Curriculum Standards from the Texas Education Agency available online at http://www.tea.state.tx.us/index4.aspx?id=4434&menu_id=720

English Language Proficiency Standards(ELPS) available on-line at <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

Dyslexia Handbook

[https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook Approved Accomodated 12 11 2018.pdf](https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook%20Approved%20Accommodated%2012%2011%202018.pdf)

Course Description

Hours: 3. This course builds upon the foundations of reading presented in RDG 350. The teacher candidates will explore the science of teaching reading and writing, with a particular focus on comprehension. The course is designed to deepen candidates' knowledge and skill in the science of teaching reading and deals with cognition, writing workshop, books from multiple genres, basal readers, and summative and formative assessments. The course emphasizes strategies for developing comprehension and the

teacher's role in helping the K-12 student utilize the five components of reading.
Prerequisites: RDG 350 and ELED 300; Minimum overall GPA of 2.75.

Student Learning Outcomes

By the end of this course, students will be able to:

1. Select and plan appropriate reading and writing lessons of the essential components for the diverse backgrounds of elementary students, to also include emergent bilingual learners.
2. Students will understand through lesson planning how implementing diverse texts impacts the culture of the classroom and be exposed to texts of authors of various backgrounds that reflect the current society.
3. Observe and analyze experienced teachers' methods for ensuring comprehension and assess student learning.
4. Develop a variety of comprehension strategies to use for a variety of reading difficulties.
5. Deliver effective oral presentations in a variety of settings.
6. Learn how to use culturally relevant teaching practices to enhance literacy development.
7. Use inquiry, current research, and current issues to determine how access and equity in literacy impacts diverse populations.

COURSE REQUIREMENTS

Objectives:

Conceptual Objectives:(Supported through TEKS and TExES Standards) This course will focus on the teacher knowledge and applications as supported by the following Standards:

All teacher candidates should be familiar with the Texas Teacher Standards in Chapter 149 which can be found at <https://tea.texas.gov/sites/default/files/ch149aa.pdf>

ELA/Reading Standards:

Standard 1. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard 2. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard 3. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard 4. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard 6. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard 7. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard 8. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard 9. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard 10. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard 11. Reading, Research, and Inquiry Skills: Teachers understand the importance of research and inquiry skills to students' academic success that provides students with instruction that promotes their acquisition.

Standard 12. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

Pedagogy and Professional Responsibilities Standards:

Standard I. Domain I.

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);

1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;

1.10k how lesson content and skills connect with other disciplines and within the discipline;

1.11k current research on best pedagogical practices.

1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;

1.13k the importance of developing instructional goals and objectives that can be assessed

1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and

1.15k the importance of aligning instructional goals with campus and district goals.

1.16k the use of appropriate materials and resources for preparing instruction, presenting

The syllabus/schedule are subject to change.

lessons, and assessing learning;

1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;

1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.

1.25k the role of assessment in guiding instructional planning;

1.26k the importance of creating assessments that are congruent with instructional goals and objectives;

1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and

1.31k how to analyze data from local, state, and other assessments using common statistical measures.

1.4s plan instruction that motivates students to want to learn and achieve; and

1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.

1.7s exhibit appropriate knowledge of a subject to promote student learning;

1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;

1.9s plan instruction that reflects an understanding of important prerequisites relationships;

1.11s use a variety of pedagogical techniques to convey information and teach skills.

1.16s use various types of materials and other resources to aid in preparing and implementing instruction;

1.17s use technological tools to promote learning and expand instructional options; and

1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities

1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;

1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;

1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and

1.23s provide students with opportunities to explore content from many perspectives

Standard II. Domain II.

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and

2.4k the importance of communicating enthusiasm for learning; and

2.5k the necessity of communicating teacher expectations for student learning

2.6k how classroom routines and procedures affect student learning and achievement;

2.7k how to organize student groups to facilitate cooperation and productivity;

2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;

2.22k physical accessibility as a potential issue in student learning; and

2.23k students' emotional needs and ways to address needs.

2.1s interact with students in ways that reflect support and show respect for all students;

2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.

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2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and
2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.
2.8s schedule activities and manage class time in ways that maximize student learning;
2.9s manage transitions to maximize instructional time;
2.18s organize the physical environment to facilitate learning;
2.20s use effective strategies for creating and maintaining a positive classroom environment; and

Standard III. Domain III.

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

3.1k the importance of clear, accurate communication in the teaching and learning process;
3.3k spoken and written language that is appropriate to students' age, interests, and background; and
3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions
3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding;
3.12k characteristics of effective feedback for students;
3.13k the role of timely feedback in the learning process; and
3.14k how to use constructive feedback to guide each student's learning.
3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and
3.16k situations in which teacher flexibility can enhance student learning.
3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds;
3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;
3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and
3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;
3.19s adjust instruction based on ongoing assessment of student understanding; and
3.20s use alternative instructional approaches to ensure that all students learn and succeed.

Standard IV. Domain IV.

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession

4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;

- 4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);
- 4.17k the importance of adhering to required procedures for administering state-and district-mandated assessments; and
- 4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.
- 4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and
- 4.5s maintain supportive and cooperative relationships with colleagues;
- 4.8s communicate effectively and appropriately with other educators in varied contexts;
- 4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);
- 4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and
- 4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.
- 4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;
- 4.17s serve as an advocate for students and the profession;
- 4.18s maintain accurate records; and
- 4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

Technology Applications for All Teachers Standards

Standard I: All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

Standard II: All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.

Standard III: All teachers acquire, analyze, and manage content from digital resources.

Standard IV: All teachers make informed decisions by applying critical-thinking and problem-solving skills.

Standard V: All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.

Standard VI: All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

Standard VII: All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Dyslexia and other language disorders:

-Pre-service teachers will be familiar with the recommendation and assessment process for dyslexia and other language disorders and how they relate to RTI and 504.

-Pre-service teachers will develop an understanding for "related disorders"

like developmental auditory imperception, dysgraphia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

-Students will understand that characteristics of dyslexia are typically exhibited as a deficit in the phonological components of language and that it is often unexpected in relation to other cognitive abilities and educational level.

-Pre-service teachers will be familiar with planning, delivering and accommodating multisensory instruction for students with dyslexia and other language disorders regardless of English language learners.

-Pre-service teachers will learn how to provide multisensory instruction to students who are having difficulty learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

-Pre-service teachers will be aware that evidenced-based identification materials are available

Science of Teaching Reading Competencies and Standards Covered

Competency 008 Reading Fluency

F. Demonstrate knowledge of research-based strategies and best practices for promoting students' accuracy in order to enhance reading fluency and comprehension (e.g., reteaching grade-level decoding skills or high-frequency words not yet mastered).

J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in reading fluency in order to address the assessed needs of all students.

Competency 010 Comprehension Development

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of vocabulary knowledge and skills in the context of authentic and meaningful reading.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension, including reading comprehension strategies and trends in student work that provide insights into possible misconceptions, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

C. Demonstrate knowledge of factors affecting reading comprehension (e.g., oral language development, including listening comprehension skills; academic language development, including vocabulary and grammatical knowledge and skills; decoding skills; reading fluency; ability to monitor for understanding; background knowledge relevant to a text's topic or setting; level of English language proficiency; prior literacy experiences with other texts of the same genre or text type; specific text characteristics

D. Demonstrate knowledge of the importance of and strategies for providing students with multiple opportunities to listen to, independently read, and respond to a wide range of appropriately complex literary and informational texts and to interact with others about texts in order to support and enhance their comprehension development and to gain, clarify, and

deepen their understanding of a given text, including providing young children with frequent opportunities to repeat key parts of predictable or patterned texts during read-alouds and to reenact stories using a variety of strategies (e.g., using puppets and character voices, using student illustrations, using digital applications).

E. Demonstrate knowledge of the challenges and supports in a text (e.g., pictures, predictability, decodability, text structure) and strategies for evaluating and sequencing texts for reading instruction according to text complexity (e.g., quantitative dimensions, qualitative dimensions, reader and task variables), including strategies that promote students' self-sustained reading of increasingly complex texts and their ability to self-select appropriately complex texts for independent reading, inquiry, and research.

F. Demonstrate knowledge of different levels of comprehension, including literal comprehension skills, inferential comprehension skills, and evaluative comprehension skills.

G. Recognize the essential role background knowledge (including vocabulary knowledge) plays in a reader's ability to make inferences from text, to make connections within and across texts, and to learn through reading; and apply knowledge of strategies for systematically supporting students in accumulating background knowledge through the reading of informational texts (e.g., reading aloud and discussing a wide range of informational texts with students, having students read and discuss multiple informational texts related to a given topic, helping English learners connect background knowledge from their home language and experiences to reading contexts in English, providing explicit explanations of content and Tier Three vocabulary relevant to a text, engaging students in hands-on learning and academic discussions related to a text's topic, encouraging and supporting students' independent reading of informational texts) to promote students' reading comprehension and deepen their understanding of appropriately complex texts.

H. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to apply metacognitive reading comprehension strategies to literary and informational texts in order to gain, clarify, and deepen their understanding of appropriately complex texts (e.g., establishing a purpose for reading assigned and self-selected texts; generating questions about a text before, during, and after reading; making predictions about a text and then confirming or correcting the predictions; creating mental images; making connections to personal experiences, ideas in other texts, and society; monitoring comprehension and making adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down).

I. Demonstrate knowledge of the importance of developing students' ability to comprehend increasingly complex literary and informational texts by engaging students in focused readings of complex grade-level texts and applying research-based best practices to support their understanding of the texts (e.g., using text-dependent questions; demonstrating how to use annotation to help construct meaning from and clarify ideas about a text; supporting students in deconstructing grammatically complex sentences; rereading the text with students for different levels of meaning; engaging students in collaborative conversations about and written responses to the text

J. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in independent self-sustained reading with comprehension for

increasing periods of time (e.g., by explicitly teaching students self-monitoring skills, comprehension repair strategies, and strategies for self-selecting appropriate texts).

K. Demonstrate knowledge of research-based strategies and best practices for teaching students how to vary approaches to reading a text according to the purpose for reading (e.g., skimming for gist, scanning for specific information, focused reading and rereading for deep understanding).

L. Demonstrate knowledge of the importance of structuring students' exposure to and reading of multiple genres of literary and informational texts and strategies for selecting and using multiple texts for reading instruction that reflect a diversity of genres, cultures, perspectives, and time periods, including the diversity of the classroom, school community, and society

M. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in text comprehension in order to address the assessed needs of all students.

Competency 011 Comprehension of Literary Texts

E. Demonstrate understanding of the importance of reading aloud high-quality, culturally relevant, and appropriately complex literary texts on a regular basis to develop young children's familiarity with literary texts and basic story structures, and apply knowledge of research-based strategies and best practices related to using read-alouds for this purpose (e.g., asking questions about a story as it is being read aloud; providing props for children to use while acting out the story; helping children construct a story map with a clear beginning, middle, and end; providing story cards to assist children in sequencing retellings of the story; encouraging children to provide sound effects through musical instruments or environmental noises that fit what is happening in the story; extending the story into centers for children to continue to explore the story in other ways).

F. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to comprehend and analyze a range of appropriately complex literary texts, including identifying a text's key ideas and details; analyzing an author's purpose for writing; identifying story elements, such as characters, plot, setting, and theme; analyzing an author's craft, such as word choice and use of imagery and figurative language; and using evidence from a literary text to support responses.

Competency 013 Analysis and Response

E. Demonstrate the ability to identify a significant need that a student demonstrates related to reading comprehension (e.g., vocabulary knowledge; knowledge of sentence and grammatical structures; application of literal, inferential, or evaluative comprehension skills; use of comprehension strategies; application of text analysis skills to a literary or informational text) and to support the analysis with specific, appropriate examples from the student's reading performance.

F. Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy or intervention to address a student's identified need in reading comprehension

G. Using sound reasoning and knowledge of reading comprehension, demonstrate the ability to explain the effectiveness of the selected instructional strategy or intervention to address a student's identified need in reading comprehension.

Minimal Technical Skills Needed

Access to a computer with:

- Internet access
- Microsoft Office Software, including Word Processing and PowerPoint
- Google Suite of office tools and apps
- Beginner level blog website
- Zoom video conferencing software
- Adobe or Foxit Reader to open PDF File
- Padlet

Instructional Methods

This course will meet face-to-face at the CHEC Center every Tuesday from 5:00 – 7:40 pm (see course schedule). It uses a flipped classroom model where students are expected to complete readings, activities, and assignments before each in-person meeting. Course content will be organized in D2L in weekly modules.

To provide instructional models and practice of teaching appropriate for the EC-6 grade levels, instructional methods include lectures, instructor and student led discussions, cooperative groups, partner activities, student presentations, and writing assignments.

Student Responsibilities or Tips for Success in the Course

1. **Required Reading:** Students are *required* to read the course texts and material posted in D2L.
2. **Expected Hours of Outside Work:** For each 3-hour course, expect to spend 3-6 hours per week in reading, assignments, and projects.
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 edition format.
4. **Participation and Professionalism:** Students are expected to attend and actively engage in class meetings. Students are also expected to communicate with the instructor, attend online office hours when help is needed, and collaborate with peers

on group assignments. Students should represent themselves in a professional manner and treat their peers and instructor with respect. Remember, your work/assignments and interactions with others represent you!

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

The assignments for the course are listed below along with its weighted value towards the final grade. Specific instructions for each assignment are included in detail in D2L (see assignments for each module).

- **Attendance, Participation & Discussion (20%):** Actively engage in seminar-style discussions based on course content and resources.
- **Writing Process Engagement (20%):** Use the writing process to compose weekly reflections and blog posts of writing across the genres.
 - Intro Assignment: Personal Reflection/Literacy Journey
 - Weekly Discussion/Reflections (10 reflections)
 - Blog Assignments (4 published blog posts)
- **Group Activities (20%):** Collaborate to develop guided reading and writing workshop lessons.
 - Guided Reading Presentation
 - Writing Workshop Lesson Demonstration
 - Assessment Project
 - Peer Writing Conferences
- **Individual Assignments & Performance Based Assessment (PBA) (20%):** Complete individual assignments for submission to D2L, Tk20, or TEA for ETAM Educator Preparation Program compliance.
 - Extensive Writing Lesson Plan (based on context for learning, TEKS, ABCD learning objective)

- TEA Dyslexia Training Modules
- Literacy Assessment Presentation
- **Exams (20%):**
 - 2 Objective Tests
 - Final Reflective Written Exam

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

The instructor firmly believes students need feedback as soon possible after an assignment is turned in. The instructor will make sure to begin grading all quizzes and

assignments and giving feedback as soon as possible after the due date. Any items turned in early will not be graded until after the due date. For the projects (presentations, demonstrations) the instructor will need two weeks to complete the evaluations. Please email your professor at any time if there are questions or concerns about grading. *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

You should expect responses to questions and concerns posted in my virtual office or sent by email within 48 hours. In most cases, I respond within 24 hours. Please email me only for personal concerns. Questions about the class should be posted in my virtual office for the benefit of the class.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

- 1. ATTENDANCE is monitored by your participation in class and/or timely submissions to D2L. Participants are expected to participate actively and constructively. Your attendance and participation will impact your grade, particularly if you are on the borderline of a grade. Contact the instructor (via email) if you anticipate any issues that will interfere with your participation in this face-to-face course and give the reason explaining the situation. This is a common courtesy that is expected by all teachers. Remember: *Participation, Preparation & Professionalism are minimal expectations.* It is expected that students will attend or respond to prompts related class meetings, as well as actively engage in discussions and activities throughout the course. **Class activities and group discussions cannot be made up. Lack of preparation and late discussion submissions may result in a lower grade.****

Confused on an assignment? CHECK THE WEEKLY AGENDA and D2L first. You are responsible for obtaining class materials/assignments/notes and being prepared for any class meetings. If you are unable to attend class, it is your responsibility to get the necessary materials and assignments from a designated class member. Select a buddy (or two) and exchange telephone numbers and e-mail with him/her. By exchanging information,

your buddy agrees to “catch you up” and explain any class materials/assignments/notes. It is your responsibility to contact your buddy for this information.

Name of Peer	Phone Number	E-Mail Address

2. **LATE WORK** must be turned within a week of the student’s return to daily activities from illness to earn credit. Check D2L for the weekly agenda to see what you have missed. If work is late and is unexcused, a late penalty will be deducted (10%) for each day (up to 5 days). **Course work submitted more than 5 days late may earn up to of 50%.**

3. **MISSED QUIZZES/TESTS** Students will only be allowed to make up missed quizzes if they inform the instructor of the reason for their missed submission and have a written excuse. If a late submission is not submitted and is unexcused, students may take the quiz/test and earn a maximum of 70% (70 points out of 100).

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>

ETAMU 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 East Texas A&M University 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>

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

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<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>

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.

ETAMU 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

COURSE OUTLINE / CALENDAR

This course outline is an overview of the weekly content. Details (with Chapter readings and Assignment due dates) be provided on weekly course agendas.

This schedule is tentative and may be changed at any time by the instructor. If the schedule is changed at any point, it will be to your benefit.

Week: Class Day /Readings	Essential Questions/Topics/Tasks	Assignments/Due Dates
Week 1: Jan 14	Reading/Writing Workshop: Establishing Routines & Getting Acquainted	
Getting Organized	<ul style="list-style-type: none"> Review Syllabus/Assignments Review D2L Layout/Technology Requirements Introductions/Course Overview Essential Questions Learning through Inquiry 	<ul style="list-style-type: none"> Post Introductions & picture collage. Syllabus Discussion D2L profile & notifications
Week 2: Jan 21	What does a reading/writing workshop look like?	
Writing Workshop <u>Shubitz & Dorfman</u> <ul style="list-style-type: none"> Introduction: p. xxvii – xxx Ch 1: What is Writing Workshop? Ch 2: The “Write” Environment 	<ul style="list-style-type: none"> Organize Writing Groups Mini-Lesson: Writing Topics/Writer’s Notebook Quick Write: Write about a memorable writing/creative experience Concept Map #1 Poetry <ul style="list-style-type: none"> Introduce <i>Where I’m From</i> Poem Model Reading Response Log Telling Back Writing Conferences: <i>Where I’m From</i> 	In Class Zoom: <i>Where I’m From</i> 1 st Draft Telling Back Conference <ul style="list-style-type: none"> Support Group/Mini Lesson Sign Up Discussion 1: Writing Experiences & Burning Questions
Week 3: Jan 28	How do I build community in the Reading/Writing Workshop? How do mini lessons fit into the workshop environment?	
Writing Workshop <u>Shubitz & Dorfman</u> <ul style="list-style-type: none"> Ch 3: A Community of Writers Ch 4: Classroom Management 	Poetry Introduce Lesson Planning Essentials <ul style="list-style-type: none"> TEKS (ELA/Comprehension) Objectives Alignment Learning Units Lesson planning review: <ul style="list-style-type: none"> Syntax Discourse Mini Lesson Explore Blogs 	<ul style="list-style-type: none"> Reading Response #1 Discussion 2: Blogs exploration
Week 4: Feb 4	How do I manage my reading/writing workshop?	

<p>Writing Workshop <u>Shubitz & Dorfman</u></p> <ul style="list-style-type: none"> Ch 5: Classroom Whole-Class Instruction Ch 6: Independent Writing Time 	<p>Narrative/Memoir Writing</p> <ul style="list-style-type: none"> Quick Write: Pick a memory Peer Conferences 	<p>In Class Zoom: Mini-Lesson Presentations (2)</p> <ul style="list-style-type: none"> Brainstorming Narrative Writing <p>Post final <i>Where I'm From</i> poem to blog</p>
<p>Week 5: Feb 11 What is so important about writing conferences?</p>		
<p>Writing Workshop <u>Shubitz & Dorfman</u></p> <ul style="list-style-type: none"> Ch 7: Conferencing Ch 8: Small-Group Instruction 	<p>Narrative /Memoir Writing Literacy Strategies</p> <ul style="list-style-type: none"> Strategies vs skills Grouping for instruction 	<p>Reading Response #2</p>
<p>Week 6: Feb 18 How do you teach grammar and writing conventions? How do you get kids excited about revising their writing?</p>		
<p>Writing Workshop <u>Shubitz & Dorfman</u></p> <ul style="list-style-type: none"> Ch 9: Share Sessions Ch 10: Strategic Instruction in Grammar, Conventions, & Spelling 	<p>Narrative /Memoir Writing The Writer's Craft</p> <ul style="list-style-type: none"> Writing Revisions Teaching grammar, writing conventions and spelling 	<p>Mini-Lesson Presentations (2)</p> <ul style="list-style-type: none"> Narrowing the focus Revision <p>Post final Narrative Writing</p>
<p>Week 7: Feb 25 What is differentiation? How can grouping for instruction facilitate differentiation?</p>		
<p>Guided Reading <u>Richardson</u></p> <ul style="list-style-type: none"> Introduction: p. 7-12 Ch 1: Guided Reading Essentials 	<p>Informational/Expository Writing</p> <ul style="list-style-type: none"> Introduce Assessment Project Formative & summative assessment Kid watching <p>Guided Reading</p> <ul style="list-style-type: none"> Review Five Pillars Explore Guided Reading Science of Teaching Reading (STR) 	<ul style="list-style-type: none"> Reading Response #3 Quiz 1 <p><i>Start Dyslexia training if you have not already</i></p>
<p>Week 8: Mar 4 How do you teach for diversity and inclusion? What is culturally relevant literacy instruction?</p>		
<p>Diversity & Inclusion Handouts</p> <p>Guided Reading <u>Richardson</u></p> <ul style="list-style-type: none"> Ch 1: Guided Reading Essentials Ch 2: The Pre-A Reader 	<p>Informational/Expository Writing Culturally relevant literacy instruction</p> <ul style="list-style-type: none"> Introduce Diversity & Inclusion Inquiry Paper <p>Multicultural Children's Literature</p> <ul style="list-style-type: none"> Incorporate Multicultural Literature in Literacy Units 	<p>Mini-Lesson Presentations (2)</p> <ul style="list-style-type: none"> Discussion 3: Cultural competency & literacy

March 10 – 14, 2025 ETAM Spring Break

Week 9: Mar 18	How does writing relate to reading comprehension?	
Guided Reading <u>Richardson</u> <ul style="list-style-type: none"> Ch 3: The Emergent Reader Ch 4: The Early Reader 	Informational/Expository Writing <ul style="list-style-type: none"> Reading Comprehension Comprehension TEKS Introduce Guided Reading Presentation Assignment 	Reading Response #4 Dyslexia Training Certificate due
Week 10: Mar 25	How is writing to learn different from learning to write?	
Guided Reading <u>Richardson</u> <ul style="list-style-type: none"> Ch 5: The Transitional Reader Ch 6: The Fluent Reader 	Informational/Expository Writing <ul style="list-style-type: none"> Writing conferences and revision Writing to Learn Writing Genres 	Mini-Lesson Presentations (2)
Week 11: Apr 1		
Guided Reading <u>Richardson</u> <ul style="list-style-type: none"> Ch 7: Moving Forward with Comprehension Instruction: Pre-A to Fluent 	Work on Guided Reading Presentations	<ul style="list-style-type: none"> Reading Response #5 Quiz #2 Assessment Project Due
Week 12: Apr 8		
Writing Workshop	Revision/Author's Craft <ul style="list-style-type: none"> Creating Rubrics & Writing Assessment Revise blog portfolio pieces Introduce PBA 	Mini-Lesson Presentations (2) <ul style="list-style-type: none"> Post Guided Reading Presentations
Week 13: Apr 15		
Writing Workshop	Revision/Author's Craft Revise concept maps	<ul style="list-style-type: none"> Reading Response #6
Week 14: Apr 22		
Writing Workshop	Publishing Semester Review & Blog Sharing Balanced Literacy: Synthesize and Reflect Work on PBA	Mini-Lesson Presentations (1) Publishing <ul style="list-style-type: none"> Blog Revisions & Cultural Relevancy Blog Post Due Discussion #4: Conditions for Writing Instruction
Week 15: Apr 29	Synthesis: What does literacy instruction look like in my ideal classroom? How do students celebrate and publish their writing?	

Work Week	Celebrations: Blog/Assessment Project Presentations Introduce Final Exam: My Ideal Literacy Classroom & Concept Maps	<ul style="list-style-type: none"> • PBA Due Respond to Guided Reading Presentations/Blogs
Finals Week: May 5-9	Final Exam	

Personal Writing & Inquiry Assignments will be comprised of 10 reflections/discussions that will be used to prepare students for the Final Exam (with various topics).