RDG 370-01W Reading and Literacy II

COURSE SYLLABUS: Summer I 2025

INSTRUCTOR INFORMATION

Instructor: Dr. Shannon Manley
Office Location: EdSouth
Office Hours: By appointment
University Email Address: Shannon.Manley@tamuc.edu
Preferred Form of Communication: email, zoom and in person meetings by request
Communication Response Time: 24-48 hrs on weekdays

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

The 2 required textbooks for this class can be found as e-books with unlimited user access within the East Texas A&M Library. You do not need to purchase these textbooks unless you want a physical copy.

Textbook(s) Required:
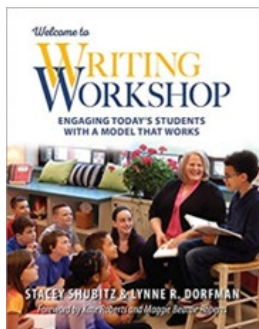
 Dorfman, L.R. & Shubitz, S. (2019*). Welcome to Writing Workshop: Engaging Today's Students with a Model That Works*. Stenhouse Publishing.
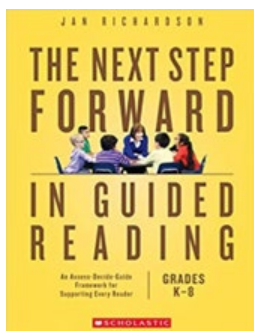
ISBN-13: 978-1625311665

ISBN-10: 1625311664

Ebook: https://ebookcentral.proquest.com/lib/tamu/detail.action?docID=5742784

The *syllabus/schedule are subject to change.*

Textbook(s) Required:

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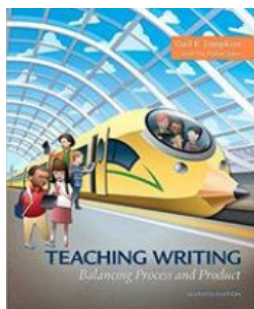
(Spiral-Bound). Scholastic.

ISBN-13: 978-1338161113

ISBN-10: 1338161113

Ebook: [The next step forward in guided reading : an assess-decide-guide framework for supporting every reader / Jan Richardson., New York :, Scholastic,, 2016, 9781338126808, EISBN](#)

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

The syllabus/schedule are subject to change.

Course Description

RDG 370 - Reading & Literacy II
Course Description
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. **Standards and Framework Items Addressed by the course as a whole: Prekindergarten Guidelines:** III.D.1-4**; EC:PK-3 Standards:** (c) ELAR**; PPR Standards:** 3.4k, 3.4-3.6s; **EC:PK-3 Test Framework**[V.010.A-H; **STR Standards:** (b) 8-10, (c) 1-4 **STR Test Framework**: I.001.A, C, D, E, F, J-N; I.002.A-D, G, H; II.008.A, B, E, F, J; III.009.K; III.010.A-E, G-M; III.011.A, B, D, E-H; III.012.A-H, J; IV.013.A-C, E-G

Performance Assessment Description
Students will design clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for diverse learners and encourage higher-order thinking, persistence, and achievement in literacy concepts and skills (listening, speaking, reading, and writing). Students will utilize a technology platform to depict the components of their lessons and literacy environment. Specifically, students will demonstrate understanding of foundational principles, concepts, and methods of ELAR domains of the TEKS and Texas Prekindergarten Guidelines to teach skills and concepts including the instructional implications of children's varied levels of writing development. The context for learning will first be created to represent an authentic school setting through data and analysis of chosen prekindergarten-third grade classes in a specific Texas school and district. Information from the context for learning will connect ELAR concepts and skills and children's everyday lives to build on children's interests creating meaningful, authentic learning experiences through real-world application. The students completed a picture of the literacy environment that will promote children's enjoyment and development of ELAR concepts and skills through developmentally appropriate, research-based, and evidence-based practices.

The syllabus/schedule are subject to change.

Curriculum Standard	Test Framework - Domain & Competency	Performance Assessment for Mastery
Prekindergarten Guidelines: III.D.1, III.D.2, III.D.3, III.D.4 **EC:PK-3 Standards:** (c) English Language Arts and Reading **PPR Standards:** 3.4k, 3.4s, 3.5s, 3.6s	**EC:PK-3 Test Framework**: V.010.A, V.010.B, V.010.C, V.010.D, V.010.E, V.010.F, V.010.G, V.101.H **STR Test Framework:** I.001.C, I.001.E, I.001.J, I.001.K, I.001.L, I.001.M, I.001.N	Creating a picture of your literacy environment

Student Learning Outcomes

1. Analyze the Foundations of Reading and Literacy Development: Students will explain how cognitive, linguistic, and literacy processes develop, applying the science of teaching reading to emergent literacy instruction.
2. Implement TEKS-Aligned Literacy Instructional Strategies: Students will design and evaluate developmentally appropriate, research-based, and evidence-based literacy activities that align with Texas Essential Knowledge and Skills (TEKS) for reading and writing.
3. Apply Knowledge of Emergent Literacy to Case Studies: Using authentic case studies, students will assess kindergarten and first-grade students' literacy strengths and needs and develop scaffolded instructional plans to support literacy acquisition.
4. Integrate Digital Literacy Tools in Reading Instruction: Students will demonstrate the legal and appropriate use of technology by incorporating digital literacy tools and resources to enhance reading and writing instruction.
5. Synthesize Learning into a Professional Case Study Presentation: Students will create a final multimedia presentation that showcases their analysis of case study data, instructional decision-making, and application of reading science principles to support young learners.

Minimal Technical Skills Needed

Students will need the following technical skills: Use of the learning management system (D2L), Microsoft Word and PowerPoint, presentation and graphics programs, formation of a beginner level blog website, and the use of research databases.

Instructional Methods

Students will be exposed to Cooperative Groups, Online Meetings/conferencing/breakout room meetings and partner activities in an effort to provide instructional practice examples and models of teaching appropriate for the EC-6 grade levels.

Student Responsibilities or Tips for Success in the Course

1. **REQUIRED READING:** Students are <u>required</u> to read the chapters in the syllabus. In doing so, students will be more prepared to engage in the content and assignments covered in the course.
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 all online meetings/classes (when possible), if they cannot attend, a recording of live class sessions will be provided. Students are also expected to participate in class discussions, 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!

How the Course is Organized

There are online resources for each major assignment in D2L--there are links to supplementary readings and handouts for class activities. Students should print these out or have access to them when needed. Google Slides or PowerPoint will cover the main points of the assigned reading chapters and interactive activities and videos are also provided for each week of class. Links to these can be found by going to "Content" and "Chapter/Course Notes" in D2L.

Find each Assignment link by clicking on the appropriate link on the left navigation bar, which will then reveal the Assignment link below it. The online instructions provide step by step directions for how to accomplish the assignment, links to sample papers and other resources such as report templates, and links to rubrics and checklists that will be used to assess the assignment. Please review these instructions and all associated documents carefully before beginning your assignments. **Complete instructions for all written assignments are included in D2L, also with the scheduled for the date the assignment is due**. Also check weekly agendas and the Course Calendar for due dates.

The syllabus/schedule are subject to change.

GRADING

Grading Assignments

*Literacy Experience/Personal Reflection	100
*Ideal Literacy Classroom/Choose A Scenario	100
*Research/Inquiry Logs (2)	100
*Literacy Assessment Project	100
*Lesson Plan Swap Assignment	100
*Blog Assignments 4@ 25 points each	100
*Final Exam (Final Written Reflection)	100

Total   700

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

Performance Assessment Description
Students will design clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for diverse learners and encourage higher-order thinking, persistence, and achievement in literacy concepts and skills (listening, speaking, reading, and writing). Students will utilize a technology platform to depict the components of their lessons and literacy environment. Specifically, students will demonstrate understanding of foundational principles, concepts, and methods of ELAR domains of the TEKS and Texas Prekindergarten Guidelines to teach skills and concepts including the instructional implications of children's varied levels of writing development. The context for learning will first be created to represent an authentic school setting through data and analysis of chosen prekindergarten-third grade classes in a specific Texas school and district. Information from the context for learning will connect ELAR concepts and skills and children's everyday lives to build on children's interests creating meaningful, authentic learning experiences through real-world application. The students completed a picture of the literacy environment that will promote children's enjoyment and development of ELAR concepts and skills through developmentally appropriate, research-based, and evidence-based practices.

The *syllabus/schedule are subject to change.*

Literacy Assessment *(100 points)*
Since informal literacy assessment is an integral part of a teacher's responsibility and one way to guide and plan instruction—you will learn about some of the following topics as well as learn well know literacy assessment instruments: determining the "instructional/independent/frustration" levels, assessing phonemic awareness, phonics, fluency, comprehension, Dyslexia, and spelling. You will get to analyze data, and discuss instructional plans and modifications due to specific data and classroom scenarios. You will become the experts on a single instrument or method of assessment and virtually present your ideas to the class. Your knowledge gained will be applied to classroom and student scenarios with a class check- in, scavenger hunt, or discussion. ELA/Reading Standards 1-12) (PPR Standards 2.2k, 2.4k, 2.5k, 2.6k, 2.7k, 2.16k, 2.22k, 2.23k, 2.1s, 2.3s, 2.4s, 2.5s, 2.8s, 2.9s, 2.18s, and 2.20s 3.1k, 3.3k, 3.4k, 3.7k, 3.8k, 3.12k, 3.13k, 3.14k, 3.15k, 3.16k, 3.3s, 3.4s, 3.5s, 3.9s, 3.19s, and 3.20s) Texas Law (38.003 Screening and Treatment for Dyslexia and Related Disorders, §74.28. Students with Dyslexia and Related Disorders (Technology Standards 1.1s, 2.2s, 2.9s, 3.1k, 4.3s, 6.2s, 6.6s-6.9s, 6.12s-6.17s, 6.21s, 7.11s) (STR: **Competency 008 Reading Fluency F-J; Competency 010 Comprehension Development A-M; Competency 011 Comprehension of Literary Texts E-F)**

Lesson Plan Swap Assignment *(100 points)* Planning well structured, integrated, and aligned lessons is an important part of a literacy classroom, and a large part of a teacher's obligations. Not only must teachers plan lessons, but they must collaborate with other teachers when planning. This assignment will allow students to individually plan a reading and writing lesson, and then receive feedback from peers online or via phone conference to improve their lessons. Using the Discussion Board feature in their online platform (D2L) they will also "swap" and give feedback using a lesson evaluation form so that they will have the opportunity to see various manners in which they could plan certain topics and skills. This collaborative process will simulate grade level team planning in the school systems. Students will chose to do either one reading lesson or one writing lesson. (ELA/Reading Standards 4, 10) (PPR Standards 1.13k, 1.14k, 1.15k, 1.16k, 1.16s, 1.21k) (Technology Standards 2.1k-2.4k; 2.2s-2.7s, 2.10s, 4.10s, 6.2s, 6.6s-6.9s, 6.12s-6.17s, 7.4s) (STR: **Competency 008 Reading Fluency F-J; Competency 010 Comprehension Development A-M; Competency 011 Comprehension of Literary Texts E-F)**

Blog Assignment/How To *(4 @ 25points= 100 points)* – *Will vary by Professor and Semester (Time permitting)*
Since we will spend the semester learning through inquiry, you will demonstrate your learning about culturally responsive teaching practices by writing a blog post as to how to implement practices related to representation, diversity and identity (as it relates to literacy). This means that you need to use library and internet resources, as well as keep notes --- you will need to collect all of your information regarding your Inquiry Logs, and notes from throughout the semester to help you with this. You will have some time to discuss this as a class, but do not count on that being the only time needed to work. Once you have been successful in finding a variety of sources, you will need to determine what information is the most appropriate to capture this particular topic. You will present your post in a "gallery" format in class or online. More info TBA (ELA/Reading Standards 4, 8) (PPR Standards 2, 3) (Technology Standards 1.1k, 1.2k, 1.1s, 1.5s, 2.8s, 2.9s, **2.10s**, 2.2s, 2.3s, 2.8s,2.10s, 4.7s, 5.3k, 6.2s, 6.6s-6.9s, 6.12s-6.17s, 6.21s, 7.10s)

The *syllabus/schedule are subject to change.*

The instructor will be doing regular checks with each of you to determine how you are doing with assignment. Be prepared to share with the instructor your progress. You should be prepared to individually share at least 2 times over the course of the semester. (STR: **Competency 013 Analysis and Response)**

Test (100 points).
To measure the knowledge you have acquired this semester, you will formally assessed two times. The first assessment will focus on guided reading, literacy development and practice. The second quiz will focus on the writing process, writing conventions, and the development of written communications. The Final Exam/ Written Reflection will focus on promoting effective literacy practices, comprehension, and fluency using Guided Reading as an instructional approach, Assessment, and reflecting upon what was taught in the semester. (ELA/Reading Competencies 1-12) (PPR Standards 1, 2, 3, 4)

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

The *syllabus/schedule are subject to change.*

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:

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

Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Students are expected to review all provided resources in D2L, course emails and course announcements to be aware of due dates, required readings and assignments. Students should reach out by email with any questions they have. Please remember there is a 24-48 hour response time on weekdays for this course. Students should begin looking at assignment requirements prior to the due date so they have time to ask clarifying questions as needed.

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

The *syllabus/schedule are subject to change.*

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 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
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

The *syllabus/schedule are subject to change.*

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

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.

East Texas A&M University 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,

The *syllabus/schedule are subject to change.*

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

The *syllabus/schedule are subject to change.*

COURSE OUTLINE / CALENDAR

The syllabus/schedule are subject to change.