



RDG 350.01E, Reading and Literacy I

COURSE SYLLABUS: Fall 2025

INSTRUCTOR INFORMATION

Instructor: **Dr. Bonnie Pearce, EdD.**

Office Location: **Ed South 225**

Office Hours: **Monday** 10am-12pm & 2pm-3pm, **Wednesday** 10am-12pm & 2pm-3pm

Office Phone: **903.886.5537**

University Email Address: **Bonnie.Pearce@etamu.edu**

Preferred Form of Communication: **email**

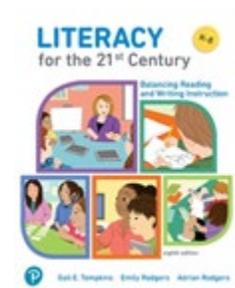
Communication Response Time: **24 hours** (excluding weekends)

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



The syllabus/schedule are subject to change.

Literature Circle Book Choices (select one of the following):

- Draper, S. M. (2012). *Out of my mind*. Altheum Books for Young Readers.
- Ellis, D. (2000). *The breadwinner*. Groundwood books.
- Gratz, A. (2017). *Refugee*. Scholastic Press.
- Rhodes, J.P. (2016). *Towers falling*. Little Brown Books for Young Readers.
- Warga, J. (2021) *Other Words for Home*
- Yang, K. (2019). *Front Desk*

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](#)

Course Description

RDG 350 - Reading and Literacy I

Course Description

This introductory course will emphasize the foundations of the science of teaching reading and literacy. Teacher candidates will explore how reading, literacy, and cognitive processes are developed. Ten hours of clinical observation will provide time observations of children and teachers in field settings to connect theory with actual practice. The focus of this course is an examination of how to implement TEKS when facilitating literacy acquisition and development. The course includes teaching approaches, text genres, writing, listening, speaking, linguistics, phonemic awareness, phonics, word recognition, vocabulary development, spelling, fluency, and instructional resources.

Standards and Framework Items Addressed by the course as a whole: Prekindergarten Guidelines: III.A.1-3, III.B.1-9, III.C.1-3, III.E.1-3; **Technology Application Standards:** 5.1-5.3k, 5.1-6s, 6.1-3k, 6.1-31s, 7.4-8k, 7.1-2s, 7.6s, 7.8-7.10s, 7.12s, 7.16-18s; **STR Standards:** (b) 2-6, 8-10, (c) 1-4; **STR Test Framework:** I.001.A-C, F-I, K, O, Q-S; I.002.B; II.003.G; II.004.D; II.004.C; II.005.C; II.006.D; II.008.C-J; III.009.C; III.010.C-H, J; III.011.C; III.012.C, E, F, G

Performance Assessment Description

The syllabus/schedule are subject to change.

Utilizing case studies to represent scenarios of children in kindergarten and first-grade classrooms, students will apply knowledge of emergent literacy by providing developmentally appropriate, research-based, and evidence-based ways to scaffold and sequence skills to support each child’s learning and development. Each case study represents an authentic school setting with information about a student in a specified kindergarten or first-grade classroom in an elementary school that is part of a Texas school district. Context for learning includes a detailed profile of school, classroom, and student information (community, cultural, and personal assets) to provide background information to support analysis of student interests, strengths, needs, and plan the next steps of instruction. Additionally, students will demonstrate knowledge gained during a separate course assignment of digital literacy training, including legal and appropriate utilization of technology tools and resources, by utilizing technological resources to enhance teaching and learning.

Curriculum Standard	Test Framework - Domain & Competency	Performance Assessment for Mastery
<p>Prekindergarten Guidelines: III.A.1, III.A.2, III.A.3, III.B.1, III.B.2, III.B.3, III.B.4, III.B.5, III.B.6, III.B.7, III.B.8, III.B.9, III.C.1, III.C.2, III.C.3, III.E.1, III.E.2, III.E.3</p> <p>Technology Application Standards: 5.1k, 5.2k, 5.3k, 5.1s, 5.2s, 7.4k, 7.5k, 7.6k, 7.1s, 7.2s, 7.6s, 7.8s, 7.9s, 7.10s, 7.12s</p> <p>STR Standards: (b)2, (b)3, (b)4, (b)5, (b)6, (c)1, (c)2, (c)3, (c)4</p>	<p>STR Test Framework: I.001.A, I.001.B, I.001.C, I.001.K, I.001.Q; I.002.B; II.004.C, D; II.006.D; II.008.C, II.008.D, II.008.E; III.009.C; III.010.C, III.010.D, III.010.E</p>	<p>Case Studies: Emergent Literacy-Reading</p>

The syllabus/schedule are subject to change.

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.

COURSE-RELATED TEA EXPECTATIONS

Accreditation Standards Associated with this Class

Just list the standards and alignment, performance standards. The number is good.

EXAMPLES

- 228.47 (A): Lesson Plan
- PPR Standard Domain I

The syllabus/schedule are subject to change.

COURSE REQUIREMENTS

Field-Based Experience

Candidates complete hours of early field-based experiences integrated into coursework during RDG 350. See the chart below to see how many hours you will need to complete during RDG 350 based on your certification area.

Teacher Candidates must complete 50 Field Based Experience Hours after admission to EPP and prior to Clinical Teaching. At least 25 hours must be actively engaged (interactive) and up to 25 should be observation.	
Certification Area	Course Requirements
EC-6	ELED 300: 10 observation/ 10 interactive <i>RDG 350: 10 observation</i> RDG 360: 5 observation/ 15 interactive
4-8 ELAR	ELED 300: 10 observation/ 10 interactive RDG 360: 5 observation/ 15 interactive RDG 380: 5 observation/ 5 interactive
4-8 Math, Science, Math/Science	ELED 300: 15 observation/ 15 interactive RDG 380: 10 observation/10 interactive

The candidate will be completing experiences that include:

- (i) authentic school settings in a public school accredited by the TEA or other school approved by the TEA for this purpose;
- (ii) instruction by content-certified teachers;
- (iii) actual students in classrooms/instructional settings with identity-proof provisions;
- (iv) content or grade-level specific classrooms/instructional settings; and
- (v) written reflection of the observation

The syllabus/schedule are subject to change.

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

PBA	Case Studies: Emergent Literacy-Reading RDG 350 PBA
	<p>Utilizing case studies to represent scenarios of children in kindergarten and first-grade classrooms, students will apply knowledge of emergent literacy by providing developmentally appropriate, research-based, and evidence-based ways to scaffold and sequence skills to support each child's learning and development. Each case study represents an authentic school setting with information about a student in a specified kindergarten or first-grade classroom in an elementary school that is part of a Texas school district. The context for learning includes a detailed profile of the school, classroom, and student information (community, cultural, and personal assets) to provide background information to support analysis of student interests, strengths, and needs, and plan the next steps of instruction. Additionally, students will demonstrate knowledge gained during a separate course assignment of digital literacy training including legal, and appropriate utilization of technology tools and resources by utilizing technological resources to enhance teaching and learning.</p>

The syllabus/schedule are subject to change.

Alignment

Prekindergarten Guidelines: III.A.1-3, III.B.1-9, III.C.1-3, III.E.1-3
Technology Application Standards: 5.1-5.3k, 5.1-6s, 6.1-3k, 6.1-31s, 7.4-8k, 7.1-2s, 7.6s, 7.8-7.10s, 7.12s, 7.16-18s
STR Standards: (b) 2-6, 8-10, (c) 1-4
STR Test Framework: I.001.A-C, F-I, K, O, Q-S; I.002.B; II.003.G; II.004.C-D; II.005.C; II.006.D; II.008.C-J; III.009.C; III.010.C-H, J; III.011.C; III.012.C, E-G
19 TAC §228.30(c)(8)

- (A-C) Digital Literacy Training

19 TAC §228.30(d)

- (1) ELPS
- (2) Reading Instruction
- (3) Prekindergarten Guidelines Reading

19 TAC §228.35(b)(2)

- B-formally and informally collecting, analyzing, and using student progress data to inform instruction and make needed lesson adjustments

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

The syllabus/schedule are subject to change.

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:

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

Interaction with Instructor Statement

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.

The syllabus/schedule are subject to change.

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>

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

The syllabus/schedule are subject to change.

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>

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

The syllabus/schedule are subject to change.

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

The syllabus/schedule are subject to change.

COURSE OUTLINE / CALENDAR

RDG 350 COURSE SCHEDULE

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

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

Date	Topic (Content will update weekly on D2L)	Readings and Viewings	Assignments and Quizzes
UNDERSTANDING AND TEACHING FOR LITERACY DEVELOPMENT			
<p>Week 1:</p>	<p>Review Course information in D2L (Syllabus, Course Schedule, FBE Handbook)</p> <ul style="list-style-type: none"> ● Apply for Field placement. ● Purchase TK20 if not already done. <p>Register for TRA, GoReact Training, TRA Helpdesk, Coaching Session Requirement</p>	<p>Syllabus, Schedule, Handbook</p> <p>GoReact, Canvas</p>	<p>Introduce Literacy History</p> <p>Explore Canvas</p>
<p>Week 2:</p>	<p>Introduction to TRA</p> <p>Becoming an Effective Literacy Teacher</p>	<p>TRA Module 1, Ch 1</p> <p>Textbook Chapter 1</p>	<p>Vocabulary & Discussion</p> <p>Chapter 1 Notes & Activity</p> <p>Work on Literacy History</p>

The syllabus/schedule are subject to change.

Week 3:	Texas Reading Academies Learning Experience Examining Students Literacy Development	TRA Module 1, Ch 2 Textbook Ch 2	CFU Ch. 2 Video Reflection Work on Literacy History
LITERACY DEVELOPMENT			
Week 4:	Defining the Science of Teaching Reading Learning to Spell	TRA Module 2 Ch. 1 Textbook Ch. 6	Vocabulary, Pretest, 2 QuickChecks Literacy History (due)
Week 5:	Developing Fluent Readers and Writers Implementing the Science of Teaching Reading	Textbook Ch. 5 TRA Module 2 Ch. 2	Introduce Teacher Interview Project CFU, Discussion, Posttest
Week 6:	Assessing Students' Literacy Development	Textbook Ch. 3	Ch. 3 Assessment Videos-Reflection Introduce Field Based Activity Work on Teacher Interview

The syllabus/schedule are subject to change.

Week 7:	Cracking the Alphabetic Code	Textbook Ch. 4	PowerPoint Quizzes Phonemic Awareness Videos Work on Teacher Interview
Week 8:	Expanding Academic Vocabulary	Textbook Ch. 7	Introduce Project Five Essential Components of Reading Instruction Complete Ch. 7 Activity Work on Field Based Activity
Week 9:	Teaching Comprehension: Reader Factors	Textbook Ch. 8	Introduce Literature Focus Unit assignment Work on Field Based Activities
LITERACY	INSTRUCTION		
Week 10:	Teaching Comprehension: Text Factors	Textbook Ch. 9	Field Based Activities (Due) Work on Literature Focus Unit

The syllabus/schedule are subject to change.

Week 11:	Scaffolding Students Reading Development	Textbook Ch. 10	Work on Literature Focus Unit & Five Essentials
Week 12:	Scaffolding Students Writing Development	Textbook Ch. 11	Literature Focus Unit (Due) Work on Five Essentials
Week 13:	Reading and Writing Across the Curriculum	Textbook Ch. 12 Coaching Session Feedback	Teacher Interview (Due)
FIELD BASED OBSERVATIONS AND FINAL ASSIGNMENTS DUE			
Week 14:	Establishing a Literacy Community Begin Digital Literacy	TRA Module 3 Digital Literacy TK20 Five Essentials Upload Finish Coaching Session Feedback & Begin Paragraph	Text Features & Five Essential Components of Reading Instruction (Due)
Week 15:	Digital Literacy	Digital Literacy TK20 FBE Upload Complete Coaching Session Paragraph on Canvas	FBE Login Sheet uploaded in TK20 (Due) Coaching Session 1 (Due)
Week 16:	Digital Literacy	Digital Literacy	Digital Literacy

The syllabus/schedule are subject to change.

The syllabus/schedule are subject to change.