



## **RDG 350.01W Reading and Literacy I**

COURSE SYLLABUS: FALL 2025

### **INSTRUCTOR INFORMATION**

Instructor: Dr. Tami Morton

Office Location: Sowers Education South 216

Office Hours: Tuesday & Thursday 9:30-11:30; Friday-by appointment

Office Phone: (903) 886-5537(C&I office)

University Email Address: Tami.Morton@etamu.edu

Preferred Form of Communication: **email**

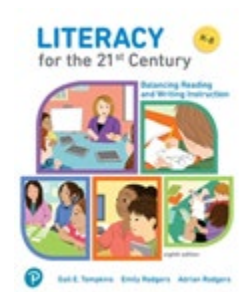
Communication Response Time: 24 hours

### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings**

*Textbook Required:* Tompkins, Gail. (2022). Literacy for the 21<sup>st</sup> Century: Balancing Reading and Writing Instruction. (8th Edition). New York, NY: Pearson. ISBN-13: 978-0134090191. ISBN-10: 0-13589349-6.

\*e-Textbook Available



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

*The syllabus/schedule are subject to change.*

- Draper, S. M. (2012). *Out of my mind*. Altheneum 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**

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

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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
<b>Prekindergarten Guidelines:</b> 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  <b>Technology Application Standards:</b> 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  <b>STR Standards:</b> (b)2, (b)3, (b)4, (b)5, (b)6, (c)1, (c)2, (c)3, (c)4	<b>STR Test Framework:</b> 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	Case Studies: Emergent Literacy-Reading

## 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.

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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 RDG 350**

List the standards and alignment, performance standards. The number is good.

#### **EXAMPLES**

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

## 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 RDG 350: 10 <u>observation</u> 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

### Minimal Technology Skills Needed

Students will need the following technical skills: use of the learning management system, Microsoft Word and PowerPoint, presentation and graphics programs, and research databases.

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## Instructional Methods

Welcome to our 100% online class! Throughout this course, you can look forward to engaging lectures, interactive small group activities, lively discussion boards, and individual assignments that will enhance your learning experience.

## Student Responsibilities or Tips for Success in the Course

1. **REQUIRED READING:** Students are required to read the chapters on the syllabus before the engaging in the module exercises.
2. **EXPECTED HOURS OF OUTSIDE WORK:** For each 3-hour course, expect to spend 3-6 hours per week in reading, assignments, and projects. Students must also complete 10 hours of observation for this class too. Plan accordingly.
3. **WRITTEN WORK:** All work turned in must be typed, 12 pt. font, double spaced when turned in. All references must be cited using APA 7th format.
4. **MAINTAIN TK20:** All students must maintain their TK20 accounts with important assignments from RDG 350. During this semester, students must upload completed and signed log in sheets for observation and teaching time in the schools and well as complete a Performance Based Assessment (PBA) at the end of the semester.

## GRADING

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

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

## Assessments

PBA	Case Studies: Emergent Literacy-Reading <a href="#">RDG 350 PBA</a>
	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

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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.

#### 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

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

**Project 1: Teacher Interview** (100 points) **Due** - Students will interview a teacher on their reading assessment practices. Teacher selected instructs grades K-2 grade. [SLO 3, 5,6]

**Project 2: Five Essential Components of Reading Instruction** (100 points) **Due** – Students will identify and explain five essential components of reading instruction: phonemic awareness, phonics, vocabulary, fluency, and reading comprehension through an analysis of five case studies. [SLO 5, 6, 7] [ISTE 1c, 1d, 3b]

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

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**Project 4: Digital Literacy Training Modules** (100 points) **Due** - Students will complete three digital literacy modules posted in D2L. Module 1: includes an overview of digital literacy and a pretest; Module 2: provides training on digital literacy standards and evaluating sources with 13 units of study; Module 3: covers digital citizenship and safety, also included in this module is a post-test and reflection activity. [SLO 8] [ISTE 1c, 1d, 3b, 3c]

## **ASSIGNMENTS** (350 points)

**Multimodal Literacy History**) Due September 2nd -. The primary goal of this assignment is for you to explore your own literacy development and connect your experiences to theory.

**Observation Hours Login Sheet** (50 points) This course includes a **10-hour observation requirement** that will acquaint you with public school reading instruction. Students are expected to observe and actively engage in person at their school. [SLO3] Documentation must be uploaded into TK20 for credit by November 21st.

**Chapter Activities** Varied activities pertinent to the content.

## **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](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](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](mailto:helpdesk@tamuc.edu).

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**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**

The instructor firmly believes students need feedback soon after an assignment is turned in. The instructor will make sure that all quizzes and assignments are graded immediately after the due date. Any items turned in early may not be graded until after the due date. For the projects, the instructor will need two weeks to complete the evaluations.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

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<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at 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

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Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto: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](http://www.tamuc.edu/counseling-center)

### **Mental Health and Well-Being**

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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.



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## 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 21<sup>st</sup> 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
<b>UNDERSTANDING AND TEACHING FOR LITERACY DEVELOPMENT</b>			
<b>Week 1:</b>	Review Course information in D2L (Syllabus, Course Schedule, FBE Handbook) <ul style="list-style-type: none"><li>• Purchase TK20 if not already done.</li></ul>	Syllabus, Schedule, Handbook	<a href="#">Introduce Multimodal Literacy History</a>
<b>Week 2:</b>	Becoming an Effective Literacy Teacher	Brain Research and Reading  Textbook Chapter 1	<b>Vocabulary &amp; Discussion</b> Chapter 1 Notes & Activity  Multimodal Literacy History Due
<b>Week 3:</b>	Examining Students Literacy Development	Textbook Ch 2	Ch. 2 Video Reflection
<b>LITERACY DEVELOPMENT</b>			

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<b>Week 4:</b>	Defining the Science of Teaching Reading Learning to Spell	Textbook Ch. 6	Introduce Teacher Interview Project
<b>Week 5:</b>	Developing Fluent Readers and Writers Implementing the Science of Teaching Reading	Textbook Ch. 5	
<b>Week 6:</b>	Assessing Students' Literacy Development	Textbook Ch. 3	Ch. 3 Assessment Videos-Reflection  Teacher Interview Due
<b>Week 7:</b>	Cracking the Alphabetic Code	Textbook Ch. 4	
<b>Week 8:</b>	Expanding Academic Vocabulary	Textbook Ch. 7	Introduce Project Five Essential Components of Reading Instruction
<b>Week 9:</b>	Teaching Comprehension: Reader Factors	Textbook Ch. 8	Introduce Literature Focus Unit assignment
<b>LITERACY</b>	<b>INSTRUCTION</b>		

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<b>Week 10:</b>	Teaching Comprehension: Text Factors	Textbook Ch. 9 Literature Circle Begins	Work on Literature Focus Unit
<b>Week 11:</b>	Scaffolding Students Reading Development	Textbook Ch. 10 Continue reading Literature Circle Book	Work on Literature Focus Unit & Five Essentials  Literature Circle Role 1
<b>Week 12:</b>	Scaffolding Students Writing Development	Textbook Ch. 11 Continue reading Literature Circle Book	Literature Focus Unit <b>(Due)</b>  Work on Five Essentials  Literature Circle Role 2
<b>Week 13:</b>	Reading and Writing Across the Curriculum	Textbook Ch. 12 Literature Circle Ends	Work on Five Essentials  Literature Circle Role 3 & Ref
<b>FIELD BASED OBSERVATIONS AND FINAL ASSIGNMENTS DUE</b>			
<b>Week 14:</b>	Establishing a Literacy Community Begin Digital Literacy	Digital Literacy TK20 Five Essentials Upload	Text Features & Five Essential Components of Reading Instruction <b>(Due)</b>
<b>Week 15:</b>	Digital Literacy	Digital Literacy TK20 FBE Upload	FBE Login Sheet uploaded in TK20 <b>(Due)</b>
<b>Week 16:</b>	Digital Literacy	Digital Literacy	Digital Literacy

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