RDG 370, SECTION, Reading and Literacy II
COURSE SYLLABUS: Fall 2025

INSTRUCTOR INFORMATION

Instructor: Amber Woodard M.ED
Office Location: Ed South, Rm 223
Office Hours: Monday, Wednesday, Thursday 10 AM-4PM
University Email Address: Amber.Woodard@etamu.edu
Preferred Form of Communication: email
Communication Response Time: 24-48 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

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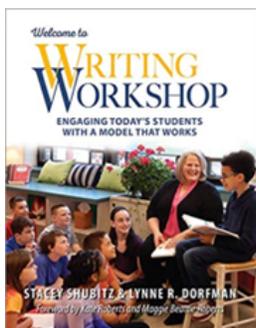
Dorfman, L.R. & Shubitz, S. (2019). *Welcome to Writing Workshop: Engaging Today's Students with a Model That Works*. Stenhouse Publishing.
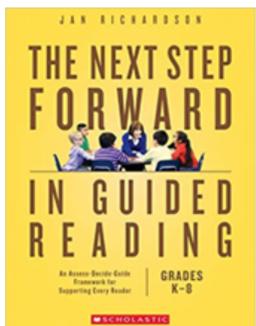
ISBN-13: 978-1625311665

ISBN-10: 1625311664

Ebook:

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

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

The *syllabus/schedule are subject to change.*

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](#)

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

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

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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.

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.

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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 REQUIREMENTS

Minimal Technical Skills Needed

Students will need to use: The learning management system (D2L), Google Apps for Education, web navigation, Microsoft Word, PowerPoint, or other presentation software, etc.

Instructional Methods

Instructional delivery for this course will be face-to-face. The learning management system (D2L) will be used at times throughout the semester. Coursework will include readings from the assigned textbook, quizzes, and class discussions related to the textbook content. Additionally, various assignments sourced from web-based materials will be included. Regular online engagement is crucial for the following purposes: (1) staying updated with announcements, (2) checking MyLeo-Mail, (3) reviewing assignments, (4) referring to the course outline, (5) accessing returned documents and feedback on graded assignments, and (6) communicating with the instructor and fellow classmates as required.

Student Responsibilities

Written Assignments: Completion of all written assignments and projects should exhibit professionalism in appearance and content at an **acceptable level of scholarship.** All written assignments are to be typed in a legible 12 pt. font with 1" margins are expected to exhibit professional quality. *Written assignments should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics). Excessive grammar, spelling, and vocabulary errors will result in a reduction of the score according to grading rubric and at the instructor's discretion.*

Assignment Due Dates: assignments are expected to be completed and turned in on time according to the schedule in the syllabus**.** Required assignments submitted **after** the printed and discussed deadline will receive a reduction of 10 grade points per

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missing or late assignment/day. **No assignments will be accepted or graded after Session 15.**

Active Participation: 20% of your grade will be awarded for **successful class participation**, including, but not limited to, the following: attendance, appropriately responding to class discussion questions and individual comments; on-time submission of all required course assignments; verbal and written contributions to assigned session discussion topics; active participation in group activities; sharing of ideas, theories, and concepts related to the teaching profession, and other session or content related topics.

Attendance: **Procedure Statement**

At East Texas A&M University, students (1) and faculty (2) are expected to be present for **all** face-to-face classes in which they are enrolled. **Students are responsible for providing faculty members with reason(s) for their absences and are responsible for requesting makeup information for any missed work and/or quizzes, projects, or assessments.** For detailed information regarding the ETAMU Attendance Policy, reference the *ETAMU Attendance* section of this syllabus.

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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

Total points corresponding to the final letter grades
A = 451- 500 Points
B = 401- 450 Points
C = 351- 400 Points
D = 301- 350 Points
F = 300 & > Points

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Weights of the assessments in the calculation of the final letter grade.

Assignments	30%
Active Participation	20%
Midterm Exam	25%
Final Exam	25%
TOTAL	100%

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.

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

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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.

ARTIFICIAL INTELLIGENCE USE

AI is allowed **with attribution**: Use of AI tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, **students must cite any AI-generated material that informed their work** (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty.

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

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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

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

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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
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.

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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, 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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