



RDG 350, Section, Reading and Literacy I

COURSE SYLLABUS: Spring 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Melanie Loewenstein

Office Location: Virtual

Office Hours: Wednesdays (By Appointment)

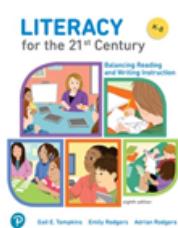
University Email Address: Melanie.Loewenstein@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: 24-48 hrs

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

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

The syllabus/schedule are subject to change.

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

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.

Student Learning Outcomes (SLOs)

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.

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COURSE-RELATED TEA EXPECTATIONS

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

Accreditation Standards Associated with this Class

Texas Educator Standards are included in this course. See below for the standards addressed (either partially or in full) in this course. The full text of these standards can be viewed [here](#).

SLO	Curriculum Standards	Certification Domains / Competencies
1. Analyze the Foundations of Reading and Literacy Development	STR Standards: (b)2–6; (c)1–4 ELPS: (b)1–4; (c)4.A–K; (c)5.A–G Pre-K Guidelines: III.A.1–3; III.B.1–9 TAC: §228.30(d)(2) (Reading Instruction)	STR Domain I: I.001.A–C, F–I, K, Q–S STR: I.002.B PPR: III.009.C

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2. Implement TEKS-Aligned Literacy Instructional Strategies	Teacher Prep Standards: 1.A.i–iii; 1.B.i–iii STR: (b)3–6; (c)1–4 TEKS/TAC: §228.57(d)(1),(3) Pre-K Guidelines: III.B.1–9; III.C.1–3 TAC: §228.35(b)(2)(B) (DDI)	STR Domain II: II.004.C–D; II.006.D; II.008.C–E PPR: III.010.C–E
3. Apply Knowledge of Emergent Literacy to Case Studies	STR Standards: (b)2–6; (c)1–4 ELPS: (b)1–4; (c)4.A–K; (c)5.A–G Pre-K Guidelines: III.A–E TAC: §228.30(d)(3) (Pre-K Reading); §228.35(b)(2)(B)	STR Domain III: III.009.C; III.010.C–H; III.012.C,E–G PPR: III.009.H; IV.013.A–F
4. Integrate Digital Literacy Tools in Reading Instruction	Technology Applications: 5.1–5.3k; 5.1–6s; 6.1–3k; 6.1–31s; 7.4–8k; 7.1–2s; 7.6s; 7.8–7.12s; 7.16–18s TAC: §228.30(c)(8)(A–C) (Digital Literacy Training)	STR Domain II: II.006.D; II.008.C–E PPR: IV.013.E
5. Synthesize Learning into a Professional Case Study Presentation	Teacher Prep Standards: 5.C.i–ii; 6.D.i–iii Tech Apps: §228.57(a); 7.4–12s TAC: §228.35(b)(2)(B) (DDI & Reflection)	STR Domain III: III.010.J; III.011.C PPR: IV.013.C–G

Referenced Standards Key

- **STR Standards:** (b)2–6, 8–10; (c)1–4
- **STR Test Framework:** I.001.A–C,F–I,K,Q–S; I.002.B; II.004.C–D; II.006.D; II.008.C–J; III.009.C; III.010.C–H,J; III.011.C; III.012.C,E–G
- **ELPS:** 19 TAC §74.4 (b)1–4; (c)4.A–K; (c)5.A–G; (d)3–6
- **Pre-K Guidelines:** III.A.1–3; III.B.1–9; III.C.1–3; III.E.1–3
- **Technology Applications:** 19 TAC §228.57(a); Standards 5.1–5.3k, 5.1–6s; 6.1–3k, 6.1–31s; 7.4–8k; 7.1–2s; 7.6s; 7.8–7.12s; 7.16–18s
- **Teacher Preparation Standards:** 19 TAC §228.35(b)(2)(B); §228.30(c)(8); §228.30(d)(1–3)
- **PPR Standards:** Domains III & IV (III.009–010; IV.013)

Assignments and Projects

1. **Multiple Choice Quizzes.** Complete multiple choice chapter assessments.
2. **Literacy History Narrative Essay.**
3. **Literacy Instructional Strategy Expert (Demonstration & Explanation)**
4. **Literacy Curriculum Program Exploration, Teaching Interview & Demonstration Lesson**
5. **Literacy Differentiation Discussion**
6. **Author's Study Text Set Project & Read Aloud Video.**
7. **Text Complexity Analyzing Text/Printed Discourse**
8. **Digital Literacy Module Completion**
9. **Case Study: Emergent Literacy Reading (Final PBA)**

Minimal Technology Skills Needed

Students need to be comfortable:

- Navigating and using the D2L platform,
- Accessing linked resources and readings on the internet,
- Conducting internet searches/browsing,
- Using basic office suite software such as word processing,
- Creating basic multi-media presentations such as short videos, slide presentations, and informational flyers with images,
- Viewing, downloading, and electronically printing PDF documents as needed

Instructional Methods

This course consists of several kinds of tasks that are designed to help you apply content to the real work of teaching. Students will be expected to demonstrate their understanding through their work products. Within each unit you will have several tasks. The tasks for each week are listed in the course outline/calendar at the end of this syllabus. The final grade will be calculated from these assignments using the percentages listed in the “Grading” section of this syllabus.

The *syllabus/schedule* are subject to change.

Student Responsibilities or Tips for Success in the Course

Professionalism and Ethical Behavior

As a future educator, you are expected to interact with your instructor and peers in a professional manner. Please be courteous to classmates in online discussions, even when giving constructive feedback. Adhering to the [Educators' Code of Ethics](#) and university policies related to academic honesty is a baseline expectation for behavior.

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	<u>RDG 350 PBA</u>
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.		

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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.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

The *syllabus/schedule* are subject to change.

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@etamu.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.

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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.etamu.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>

Attendance

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

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

<http://www.etamu.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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.etamu.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

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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@etamu.edu
Website: [Office of Student Disability Resources and Services](http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)
<http://www.etamu.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.etamu.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

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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.etamu.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

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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.

Date	Topic (Content will update weekly on D2L)	Readings and Viewings	Assignments and Quizzes (TBD)
UNDERSTANDING AND TEACHING FOR LITERACY DEVELOPMENT			
Week 1:	Review Course information in D2L (Syllabus, Course Schedule, FBE Handbook) <ul style="list-style-type: none">● Purchase TK20 if not already done.	Syllabus, Schedule, Handbook	
Week 2:	Becoming an Effective Literacy Teacher	Textbook Chapter 1	
Week 3:	Examining Students Literacy Development	Textbook Ch 2	

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LITERACY DEVELOPMENT

Week 4:	Learning to Spell	Textbook Ch. 6	
Week 5:	Developing Fluent Readers and Writers Implementing the Science of Teaching Reading	Textbook Ch. 5	
Week 6:	Assessing Students' Literacy Development	Textbook Ch. 3	
Week 7:	Cracking the Alphabetic Code	Textbook Ch. 4	
Week 8:	Expanding Academic Vocabulary	Textbook Ch. 7	

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Week 9:	Teaching Comprehension: Reader Factors	Textbook Ch. 8	
LITERACY INSTRUCTION			

Week 10:	Teaching Comprehension: Text Factors	Textbook Ch. 9	
Week 11:	Scaffolding Students Reading Development	Textbook Ch. 10	
Week 12:	Scaffolding Students Writing Development	Textbook Ch. 11	
Week 13:	Reading and Writing Across the Curriculum	Textbook Ch. 12	
FIELD BASED OBSERVATIONS AND FINAL ASSIGNMENTS DUE			

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Week 14:	Begin Digital Literacy	Digital Literacy TK20 Five Essentials Upload	
Week 15:	Digital Literacy	Digital Literacy TK20 FBE Upload	
Week 16:	Digital Literacy	Digital Literacy	

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