



## **RDG 360.01E, & Word Analysis Skills**

COURSE SYLLABUS: SPRING 2026

### **INSTRUCTOR INFORMATION**

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

Office Location: **Ed South 225**

Office Hours: **Monday & Wednesdays** 10am-12pm

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

#### **Materials**

This course has been designed using Open Educational Resources (OER) and/or materials that are available through the [Waters Library](#). All materials are embedded within the course or are accessible via the internet or accessible through the Waters Library resource portal. These resources can also be located by looking at the content list in D2L and then finding the course reading list. Students are encouraged to bookmark, download, or save materials provided via the internet for use with assignments in this class.

#### ***On-Line Resources:***

TEKS for Language Arts and Reading available on-line at

<http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>

English Language Arts and Reading Information from the Texas Education Agency available on-line at [http://www.tea.state.tx.us/index4.aspx?id=4434&menu\\_id=720](http://www.tea.state.tx.us/index4.aspx?id=4434&menu_id=720)

Science of Teaching Reading Standards:

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<https://tea.texas.gov/sites/default/files/ch235e.pdf>

English Language Proficiency Standards available on-line at  
<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

Dyslexia Handbook

[http://www.decodingdyslexiatx.org/wp-content/uploads/2014/05/TEA\\_DyslexiaHandbook\\_2014-DRAFT-5-12-14.pdf](http://www.decodingdyslexiatx.org/wp-content/uploads/2014/05/TEA_DyslexiaHandbook_2014-DRAFT-5-12-14.pdf)

All teacher candidates should be familiar with the Texas Teacher Standards in Chapter 149 which can be found at <https://tea.texas.gov/sites/default/files/ch149aa.pdf>

## Course Description

RDG 360 - Word Analysis Skills		
<b>Course Description</b> This course examines the English phonological system used in reading and writing. The focus of this course is an examination of the competencies and TEKS related to word analysis skills of all learners. Specific attention is given to phonics and phonemic awareness and strategies useful to readers and writers in the development and assessment of word knowledge and analysis. <b>Note: This course includes 5 observation hours and 15 interactive hours of early field experience.</b> <b>Standards and Framework Items Addressed by the course as a whole: Prekindergarten Guidelines:</b> IV.A.1-2, IV.B.1-3, IV.C.1-5; <b>STR Standards:</b> (b) 2-7, (c) 1-4; <b>STR Test Framework:</b> I.001.A-F, H-O, Q; I.002.A-C, E-G; II.003.F, G, H; II.004.A-J; II.005.A-K; II.006.A-M; II.007.A-J; II.008.A, C, E, F, G, H, I, J; III.009.A-J, L, M; III.010.C; III.012.I; IV.013.A-D		
<b>Performance Assessment Description</b> Students will plan a shared writing lesson plan. Students will demonstrate understanding of foundational principles, concepts, and methods of ELAR-writing 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 provide connections between writing and children's everyday lives to build on children's interests creating meaningful, authentic learning experiences through real-world application. An instructional plan aligned to grade-level TEKS or prekindergarten guideline for motivation to write, writing as a process, and conventions in writing will provide scaffolded support through planning how to model the writing concepts and skills while inviting student participation, provide guided and independent practice to promote children's enjoyment and development of writing through developmentally appropriate, research-based, and evidence-based practices.		
Curriculum Standard	Test Framework –	Performance Assessment for Mastery

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	Domain & Competency	
<b>Prekindergarten Guidelines:</b> IV.A.1, IV.A.2, IV.B.1, IV.B.2, IV.B.3, IV.C.1, IV.C.2, IV.C.3, IV.C.4, IV.C.5  <b>STR Standards:</b> (b)2	<b>STR Test Framework:</b> I.001.A, I.001.C; I.002.C; II.005.H; II.006.A, II.006.B, II.006.C	Enhancing emergent literacy skills through a shared writing lesson

## Student Learning Outcomes

1. Analyze the English Phonological System and Its Role in Literacy Development: Students will examine the phonological, phonemic awareness, and phonics components of the English language and their impact on reading and writing development.
2. Implement TEKS-Aligned Word Analysis Instructional Strategies: Students will design and evaluate research-based, developmentally appropriate strategies for teaching phonics, word recognition, and analysis skills in alignment with TEKS and Texas Prekindergarten Guidelines.
3. Develop Differentiated Literacy Lessons for Diverse Learners: Students will create sequential, engaging, and flexible lesson plans that reflect best practices in literacy instruction, supporting learners at varied levels of writing development.
4. Create a Literacy Environment That Promotes Engagement and Achievement: Students will design a classroom literacy environment that fosters children's listening, speaking, reading, and writing skills, integrating real-world connections and children's interests.
5. Synthesize Learning into a Multimedia Presentation of a Literacy Environment: Students will develop a technology-based presentation that illustrates their lesson designs, instructional strategies, and literacy environment, demonstrating their ability to create meaningful, authentic literacy experiences.

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## COURSE REQUIREMENTS

### Field Based Experience

Candidates complete hours of early field-based experiences integrated into coursework during RDG 360. See the chart below to see how many hours you will need to complete during RDG 360 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 observation <i>RDG 360: 5 observation/ 15 interactive</i>
4-8 ELAR	ELED 300: 10 observation/ 10 interactive <i>RDG 360: 5 observation/ 15 interactive</i> 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 Technical Skills Needed

### Instructional Methods

### Student Responsibilities or Tips for Success in the Course

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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

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

Example:

Assignments 20%

Discussions 20%

Midterm Exam 30%

Final Exam 30%

TOTAL 100%

## Assessments

PBA	Creating a picture of your literacy environment	<a href="#">RDG 360</a> <a href="#">(formally 370)</a> <a href="#">PBA</a>
	Students will design clear, well-organized, sequential, engaging, and flexible lessons that reflect best practices, 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 an 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	

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	<p>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 picture of the literacy environment will promote children's enjoyment and development of ELAR concepts and skills through developmentally appropriate, research-based, and evidence-based practices.</p>
Alignment	<p><b>Prekindergarten Guidelines:</b> IV.A.1-2, IV.B.1-3, IV.C.1-5  <b>STR Standards:</b> (b) 2-7, (c) 1-4  <b>STR Test Framework:</b> I.001.A-F, H-O, Q; I.002.A-C, E-G; II.003.F, G, H; II.004.A-J; II.005.A-K; II.006.A-M; II.007.A-J; III.008.A, C, E-J; III.009.A-J, L, M; III.010.C; III.012.I; IV.013.A-D  <b>19 TAC §228.30(d)</b></p> <ul style="list-style-type: none"> <li>• (2) Reading Instruction</li> <li>• (3) Prekindergarten Guidelines Writing</li> </ul> <p><b>19 TAC §228.35(b)(2)</b></p> <ul style="list-style-type: none"> <li>• A-preparing clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for all learners, and encourage higher-order thinking, persistence, and achievement</li> </ul>

## 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

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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).

**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.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

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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@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

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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.tamuc.edu/counseling-center](http://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**

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## COURSE OUTLINE / CALENDAR

*The syllabus/schedule are subject to change.*