



RDG 360.01W Word Analysis Skills

COURSE SYLLABUS: Spring 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Melanie Loewenstein, Associate Professor, Early Childhood/Reading

Office Hours: Wednesdays (by Appointment)

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Preferred Form of Communication: Email

COURSE INFORMATION

Dates and Times:

Meets 1/12/2026 through 5/8/2026

Most learning will occur asynchronously online. However, students will be required to meet synchronously throughout the semester during the first week of each new unit. More information regarding the required synchronous meetings will be shared at the beginning of the semester. Synchronous Learning Sessions are usually from **5:30 pm-6:30 pm Wednesdays**.

Additionally, students will need to fulfill their FBE (Field-Based Education Requirements), TEA requirements, which will involve observing and implementing literacy lessons or content area literacy lessons with children on a school campus.

Important Dates:

Academic Calendar 2025-2026

<https://inside.tamuc.edu/admissions/registrar/documents/2526%20Academic%20Calendar%208062025.pdf> Pay close attention to university course drop dates.

The syllabus/schedule are subject to change.

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. **The majority of the resources can be found within the Unit Resource Section of each unit within D2L and/or provided by the instructor.**

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

Science of Teaching Reading Standards:
<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
[texas-dyslexia-handbook-draft-2024.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

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. Note: This course includes 5 observation hours and 15 interactive hours of early field experience.

Student Learning Outcomes

- 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.
- 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.

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- **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.
- **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.
- **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.

Additional Learning Outcomes:

Upon completion of this course, the students should be able to:

1. Demonstrate knowledge of basic linguistic terminology and concepts used in reading and writing instruction. (*STR Standards*)
2. Demonstrate knowledge and use of EC-6 English Language Arts TEKS and Texas Prekindergarten Guidelines for vertical alignment and lesson planning. (*TEKS, PK Guidelines, STR Standards*)
3. Demonstrate understanding that decoding and encoding skills are reciprocal and develop synchronously as part of a recursive model of literacy instruction that involves the interconnected skills of listening, speaking, reading, writing, and thinking. (*PK Guidelines, STR Standards*)
4. Prepare effective, research-based teaching activities that support the study of word identification skills within the framework of developmental reading and spelling stages. (*TEKS, PK Guidelines, STR Standards*)
5. Identify characteristics of students at various stages of spelling and reading development and explain effective, research-based teaching strategies and activities for fostering a child's progress through these stages. (*PK Guidelines, STR Standards*)
6. Demonstrate an understanding of how student and class assessment data can be analyzed and used to make differentiated instructional decisions. (*PK Guidelines, STR Standards*)
7. Demonstrate an understanding of how language assets emergent bilingual and multilingual students bring to the classroom facilitate word knowledge development in English. (*STR Standards*)
8. Demonstrate familiarity with evidence-based instructional strategies and best practices that general education teachers in can use to help support the literacy development of students with dyslexia. (*STR Standards*)

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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](#).

Student Learning Outcome (SLO)	Curriculum Standards	Certification Domains / Competencies
1. Analyze the English Phonological System and Its Role in Literacy Development	STR Standards: (b)2–7; (c)1–4 Pre-K Guidelines: IV.A.1–2; IV.B.1–3; IV.C.1–5 ELPS: (b)1–4; (c)4.A–K TAC 228: §228.30(d)(2) (Reading Instruction); §228.35(b)(2)(B) (Data Use)	STR Domain I: I.001.A–F, H–O, Q; I.002.A–C, E–G STR Domain II: II.003.F–H; II.004.A–J; II.005.A–K; II.006.A–M; II.007.A–J STR Domain III: III.009.A–J, L–M
2. Implement TEKS-Aligned Word Analysis Instructional Strategies	TEKS/TAC: §228.57(d)(1),(3) (TEKS intent & vertical alignment) Teacher Preparation Standards: 1.A.i–iii; 1.B.i–iii Pre-K Guidelines: IV.B.1–3; IV.C.1–5 STR Standards: (b)2–7; (c)1–4	STR Domain II: II.004.A–J; II.005.A–K; II.006.A–M; II.007.A–J; II.008.A, C, E–J STR Domain III: III.010.C
3. Develop Differentiated Literacy Lessons for Diverse Learners	ELPS: (b)1–4; (c)4.A–K; (c)5.A–G Pre-K Guidelines: IV.A–C Teacher Prep Standards: 5.A.i–ii; 5.B.i–iii; 5.C.i–ii TAC: §228.35(b)(2)(B)	STR Domain II: II.006.A–M; II.007.A–J STR Domain III: III.009.A–M; III.012.I
4. Create a Literacy Environment That Promotes Engagement and Achievement	Pre-K Guidelines: IV.A–C; IV.E ELPS: (c)4.A–K; (c)5.A–G Teacher Prep Standards: 1.F.i–iii; 5.D.i–ii TAC: §228.30(d)(3) (Pre-K Reading)	STR Domain III: III.009.A–M; III.010.C; III.012.I PPR: III.007–III.010
5. Synthesize Learning into a Multimedia Presentation of a Literacy Environment	Technology Applications 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 TAC: §228.30(c)(8) Digital Literacy Training Pre-K Guidelines: IV.A–C	STR Domain II: II.006.A–M; II.008.A, C, E–J STR Domain III: III.010.C; III.012.I PPR: IV.013.A–D

Referenced Standards Key

- STR Standards: (b)2–7; (c)1–4
- STR Test Framework: I.001.A–F, H–O, Q; I.002.A–C, E–G; II.003.F–H; II.004.A–J; II.005.A–K; II.006.A–M; II.007.A–J; II.008.A, C, E–J; III.009.A–J, L, M; III.010.C; III.012.I
- ELPS: 19 TAC §74.4 (b)1–4; (c)4.A–K; (c)5.A–G
- Pre-K Guidelines: IV.A.1–2; IV.B.1–3; IV.C.1–5; IV.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)(2–3); TEKS Requirements §228.57(d)(1),(3)
- PPR Standards: Domains III & IV (III.007–III.010; IV.013.A–D)

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ENGLISH LANGUAGE ARTS AND READING GENERALIST EC-6 STANDARDS

Standard II. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard IX. Writing Conventions: Teachers understand conventions of writing in English and provide instruction that helps students develop proficiency in applying writing conventions.

RDG 360 course content is aligned with the Texas Essential Knowledge and Skills for Language Arts and Reading for grades EC-6. The specific TEKS headings are:

READING/ Beginning Reading Skills/ Print Awareness/ Phonological Awareness/ Phonics/ Vocabulary Development

ORAL AND WRITTEN CONVENTIONS/ Conventions/ Handwriting, Capitalization, and Punctuation/ Spelling

The critical components of THE STANDARDS that can be measured with an examination are known as the TExES COMPETENCIES. While Competencies 001 Oral Language, 004 Literacy Development and Practice, 008 Writing Conventions, and 012 Assessment of Developing Literacy will be studied during this course the competencies that are aligned specifically and primarily with this course and the related Texas Essential Knowledge and Skills are:

Competency 002: (Phonological and Phonemic Awareness). The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.

Competency 003: (Alphabetic Principle). The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.

Competency 005: (Word analysis and identification skills). The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary, and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.

Reading/Vocabulary Development

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English Language Arts and Reading Essential Knowledge and Skills
Related to Competency 007 (Reading Comprehension And Applications)

The beginning teacher: B. Knows how to provide instruction to help students increase their reading vocabulary. C. Understands factors affecting students' reading comprehension (e.g., oral language development, word analysis skills, prior knowledge, language background, previous reading experiences, fluency, vocabulary development, ability to monitor understanding, characteristics of specific texts).

Pedagogy and Professional Responsibilities Standards:

Standard I. Domain I.

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

- 1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
- 1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;
- 1.10k how lesson content and skills connect with other disciplines and within the discipline;
- 1.11k current research on best pedagogical practices.
- 1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
- 1.13k the importance of developing instructional goals and objectives that can be assessed
- 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and
- 1.15k the importance of aligning instructional goals with campus and district goals.
- 1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
- 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
- 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.
- 1.25k the role of assessment in guiding instructional planning;
- 1.26k the importance of creating assessments that are congruent with instructional goals and objectives;
- 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and
- 1.31k how to analyze data from local, state, and other assessments using common statistical measures.
- 1.4s plan instruction that motivates students to want to learn and achieve; and
- 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.
- 1.7s exhibit appropriate knowledge of a subject to promote student learning;
- 1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;
- 1.9s plan instruction that reflects an understanding of important prerequisites relationships;
- 1.11s use a variety of pedagogical techniques to convey information and teach skills.
- 1.16s use various types of materials and other resources to aid in preparing and implementing instruction;
- 1.17s use technological tools to promote learning and expand instructional options; and

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- 1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities
- 1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;
- 1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;
- 1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and
- 1.23s provide students with opportunities to explore content from many perspectives.

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

Please refer to the FBE Handbook.

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

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Assessments

PBA	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="flex: 1;"> <p>Creating a picture of your literacy environment</p> </div> <div style="text-align: right; flex: 0.5;"> RDG 360 (formally 370) PBA </div> </div> <p>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 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>Prekindergarten Guidelines: IV.A.1-2, IV.B.1-3, IV.C.1-5</p> <p>STR Standards: (b) 2-7, (c) 1-4</p> <p>STR Test Framework: 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</p> <p>19 TAC §228.30(d)</p> <ul style="list-style-type: none"> • (2) Reading Instruction • (3) Prekindergarten Guidelines Writing <p>19 TAC §228.35(b)(2)</p> <ul style="list-style-type: none"> • 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

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Knowledge and familiarity with Microsoft Word and D2L Brightspace.

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Instructional Methods

This 100% online course includes instructional videos, writing sample analysis experiences, word-sorting activities for guided practice, and authentic implementation of course content, and, as appropriate, lecture-type instruction. It also consists of guided modules that are designed to build background knowledge to facilitate comprehension of the unit content. Students are expected to read and review the course resources carefully and study the required resources. Required Synchronous Unit Check-Ins are scheduled throughout the semester to provide students with opportunities to discuss and ask questions about unit content and engage with targeted unit content.

Student Responsibilities

Congratulations on your progress in your education! This is an exciting opportunity. You are preparing for an important profession, and certain expectations for your continued success are listed below:

This course is divided into 7 Units, which address the developmental stages of children's knowledge of words and how to assess, and ways to assess and instruct students across the developmental stages. These units will open gradually throughout the semester, usually by the first day the unit begins. Refer to the course calendar unit dates.

Pay special attention to the word characteristics of each stage as well as the supporting stage concepts. You are encouraged to take notes as you review unit content and save handouts for future reference and study.

1. Read the required resources and any other assigned material and complete assigned modules in D2L Brightspace. **These resources include websites, OER resources, Instructor Videos/PPTs, book chapters, handouts, and articles.** You are expected to complete all modules and assignments in this course. Quizzes address the content covered in each unit. You are also advised to download and save resources from this course, as they can be used to help you study for the STR exam. (STR Standard 19 TAC §235.101(c) Reading Pedagogy (b)2, 3, 4, 5, 6; Tech Standards 2.2s-2.10s, 5.3k, 5.3s) **You will not need to purchase a textbook for this course.**

2. Unit Application Tasks. There are activities/tasks in this course to develop teaching understanding and skills needed for each of the developmental stages. More details regarding targeted understandings and skills can be found in D2L or will be shared in class (for students learning face-to-face). For students completing this course face-to-face, many tasks will be completed or partially completed during class meetings. (STR Standard 19 TAC §235.101(c) Reading Pedagogy; Tech Standards 2.1k, 2.2k, 2.5s, 2.8s)

3. Major Assignments

- Peer Introduction & Reflection
- Scarborough's Rope Model & Explanation Assignment

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- Writing Analysis & Report (Constructive Response) Assignments:
 - Analyzing & Reporting Emergent Stage (Pre-Alphabetic Phase) Writing Assignment
 - Analyzing & Reporting Letter Name Stage (Partial -Full Alphabetic Phase) Writing Assignment
 - Analyzing & Reporting Within Word Pattern Stage (Consolidated Alphabetic Phase) Writing Assignment
- Consonant Sound Wall Construction & Presentation/Lesson
- Vowel Sound Wall Construction & Presentation
- Explicit Teaching of A New Word Video Planning
- Vocabulary Assignment: (May be omitted)
 - **Part I:** Interpreting & Analyzing TEKS Vertical Alignment
 - **Part II:** Constructing An Explicit & Systematic TEKS-Aligned Lesson Plan
- Literacy Environment Lesson Plan TEA PBA- Planning Word Analysis Literacy Stations(4 Domains) (Planning Phonological Awareness & Phonics Learning Stations Supporting Listening, Speaking, Reading & Writing Domains)

4. Field-Based Experience (FBE)

Complete 20 hours of observation and active engagement in a classroom.

Submit Required FBE Documents

- FBE Cover Sheet
- FBE Hours Log
- FBE Reflection Form
- FBE Rating Form

Plan and Implement 3 Literacy Tasks (Gradual Release of Responsibility-GRR Framework)

- *Multisensory Phonemic Awareness or Phonics Lesson*
- *Shared Reading Lesson (Phonic Pattern Focus)*
- *Decodable Text Reading Lesson (Phonic Pattern Focus)*

5. Unit Quizzes

This course contains 5 multiple-choice unit quizzes that are designed to assess unit content: Videos, Instructor PPTs/Videos, Website, Chapter and Article Handouts, and other guides. The quizzes are timed. The quizzes are at the end of each unit. You will have up to two attempts to complete each quiz. The average of the two attempts determines the final quiz grade. **Opening the quiz will automatically count as an attempt.** Several of the questions on each quiz are formatted similarly to the Core Subjects EC-6 English Language Arts/Reading and the Science of Teaching Reading Certification exam so that you can see how the content from the course may be represented on the certification exams.

Tips for Success in the Course

*****This course is very time-intensive. It is designed to address several critical topics on the Science of Teaching (STR) Certification Exam and provide you with relevant and real-world learning opportunities and examples. Please give yourself ample time to review unit resources and to complete the unit application tasks, major assignments, and quizzes. Again, students completing this course**

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face-to-face will work on many of the assignments collaboratively during class meetings. Follow assignment directions *closely* and review assignment rubrics.

Monitor your grades throughout the semester. Contact the instructor *immediately* if you have a grade concern or if you are not able to see your grades or tentative grade totals. **Be aware that Major Assignments may take longer to grade and receive feedback.**

Assignment extensions may be requested by email. It is the Instructor's discretion to extend assignment deadlines. Make sure that the request is made *before* each assignment is due. Extra credit *is not* given in this course. Assignments submitted late may be deducted up to 30 points **or may not be graded if submitted after the deadline without making prior arrangements with the instructor.** If granted an extension, you will have up to 5 days (including weekends) to complete the assignment following the assignment deadline. Submissions that are more than 5 days late will not be accepted unless permitted by the instructor. A grade of zero will be entered into the gradebook after the 5th day.

DO NOT email assignment submissions unless directed by your instructor.

YOU are responsible for contacting your instructor if you need assistance, additional time to complete an assignment, or if you need support understanding and applying assignment content. You may request to meet with the Instructor virtually by appointment (office hours) if you are unable to meet during the check-in sessions.

ONLINE Courses: Only course sections that require synchronous meetings will be recorded. Participation grade points will be deducted for every absence. **Your video must be turned on for all synchronous meetings in order to receive full participation points.**

Face-to-Face Courses: Students are only allowed to miss one face-to-face class meeting in cases of personal illness or family emergency. All other absences must be discussed with the course instructor. Official documentation will be required. **Students missing more than two classes without discussing and making arrangements with the course instructor may be administratively dropped from the course.**

Be mindful of course drop deadlines. Please reach out if you feel that you need to drop the course for any reason. **The Instructor can request an "administrative drop" if there is evidence that the student is not participating in online course learning.**

*****Make sure that ALL completed assignments are submitted as PDFs, WORD Documents or PPTs/Prezi, or YOUTUBE Video LINKS (Depending on the assignment). The instructor IS NOT able to open Apple Documents (such as Pages). Therefore, assignments submitted using PAGES or similar Apple applications will not be graded.**

GRADING

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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

Assignments will be weighted using the following scale in determining the final grade.

Grading Weights

- | | |
|--|-----|
| • Unit Application Activities | 15% |
| • Required Synchronous Learning Session Participation | 15% |
| • Unit Quizzes | 40% |
| • Major STR Implementation Assignments (Including Final PBA) | 30% |

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

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Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	<p>The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the iOS browser.</p>
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

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- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required courses are heavily video-intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

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@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all coursework 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 TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support Need Help? Student 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 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Emails will be answered within 48 hours; all emails sent after 5:00pm on Fridays will be answered on Monday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Assignment Policy: All assignments are due on or before the date they are assigned which can be found in the Course Calendar, unless otherwise approved by the instructor. Contact the instructor as soon as possible regarding the need for assignment extensions. Assignments will be submitted through D2L in the appropriate links and **must be** in .doc or .docx format (Word or PDF). **All assignments that are late will have points deducted, up to 30 pts.** Late means they are not submitted by the calendar/D2L deadline. ***Late assignments (with instructor approval) may not be turned***

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in or submitted more than five days beyond the due date unless prior arrangements have been made with the course instructor.

(Face-to-Face Course Sections)

You are expected to attend all class meetings and pay attention to the instructor or presenter, participate as appropriate in class discussions, and be involved in group activities. Attendance is expected and does not earn extra points. **YOU WILL NOT BE ABLE TO PASS RDG 360 WITH MORE THAN 2 ABSENCES.** TAMU-Commerce considers 3 absences (for a biweekly class) to be excessive. The only excused absences are for (a) participation in a required university or school activity; (b) verified illness, (c) legal proceedings in fulfilling responsibility as a citizen (see Student's Guidebook). Excused absences are only allowed provided the student notifies the instructor prior to the absence. Students are encouraged to contact the instructor by email if possible when absent. Failure to contact the instructor could result in an unexcused absence.

I will not bring additional copies of handouts from previous classes, nor will I provide notes from a previous class. Please notify me if you anticipate an absence. Select a buddy, and exchange telephone numbers and email addresses with him or her. In the event of your buddy's absence, please pick up extra handouts and take notes for that person.

(Online Course Sections)

You are expected to check D2L regularly for updated announcements and to **attend required synchronous learning sessions** as scheduled throughout the semester.

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).
<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: [Netiquette](http://www.albion.com/netiquette/corerules.html)
<http://www.albion.com/netiquette/corerules.html>

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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 Texas A&M University-Commerce 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](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

AI Use in Course

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. **If no instructions are provided the student should assume that the use of such software is disallowed.**

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

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ADA Statement

Students with Disabilities

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

Texas A&M University-Commerce

Gee Library- Room 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/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce 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 Texas A&M University-Commerce 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 A&M-Commerce 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 A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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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.



The Counseling Center at A&M-Commerce, 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/counsel

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COURSE OUTLINE / CALENDAR

** Calendar Weeks Adjusted By Semester. Required Synchronous Learning Sessions Scheduled First Week of Each Unit (after 5:00 PM)

Unit Topics		Date	Assignments
Unit 1	<p>Course Introduction and FBE Instructions and Expectations</p> <p><i>Science of Teaching Reading</i></p> <p><i>UFLI Foundational Literacy Curriculum (Unpacking)</i></p>	Week 1	<p>Review Course Syllabus, Course Calendar, FBE Requirement Review, Student Information Survey</p> <p>Peer Introduction & Self-Reflection Discussion Assignment</p> <p><i>“Can We Afford To Ignore The Science of Reading”</i></p>
Unit 2	<p><i>Balanced vs. Structured Literacy Learning</i></p> <p><i>Science of Reading Theories and Models</i></p> <p><i>Explicit and Systematic Teaching and Gradual Release of Responsibility Instructional Framework</i></p> <p><i>Science of Learning Words (Linking The Reading Brain and Four-Part Processing Model)</i></p>	Week 2	<p>Unit Application Tasks</p> <p>Quiz# 1</p> <p>Major Assignments:</p> <p>3-D Scarborough’s Rope Diagram Construction & Explanation</p> <p>Four Part Processing Model and the Brain Diagram and & Explanation Video</p>
		Week 3	
Unit 3	<p>Emergent Stage</p> <p>Erhi’s Pre-Alphabetic Phase</p> <p>Alphabet Knowledge</p> <p>Concepts About Print</p> <p>Alphabetic Principle</p> <p>Phonemic Awareness Multisensory Learning</p>	Week 4	<p>Unit Application Tasks & Writing Analysis</p> <p>Quiz# 2</p> <p>Major Assignment:</p> <p>Analyzing Student Writing (Emergent Literacy Lens)</p> <p>Creating Video Explanation & Demonstration of Phonemic Awareness Understanding</p> <p>Synchronous Learning Session:</p> <p>UFLI Lesson Demonstration Observation and Small Group Implementation Practice</p>
		Week 5	
Unit 4	<p>Letter Name Stage</p> <p>Ehri’s Partial to Full Alphabetic Phase</p> <p><i>Decodable Reading Instruction</i></p> <p><i>Consonant Sound Wall: Place and Manner of Articulation</i></p> <p><i>Dyslexia and Other Language-Based Disabilities</i></p>	Week 6	<p>Unit Application Tasks & Writing Analysis</p> <p>Quiz# 3</p> <p>Major Assignment(s): Consonant Sound Wall Construction & Explanation</p> <p>Synchronous Learning Session:</p> <p>UFLI Lesson Demonstration Observation and Small Group Implementation Practice</p> <p>Field-Based Experience (FBE) Documents Mid-Semester Check-In Submission</p>
		Week 7	
		Week 8	

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Unit 5	<p>Within Word Stage</p> <p>Ehri's Consolidated Phase</p> <p><i>Spelling Rules</i> <i>Vowel Types</i> <i>Place and Manner of Articulation</i> <i>Exploring Letter and Word Knowledge Assessments</i></p>	Week 10	<p>Unit Application Tasks & Writing Analysis</p> <p>Quiz# 4</p> <p>Major Assignments: Vowel Sound Wall Construction & Explanation</p> <p>Within Word Pattern Stage/Consolidated Phase Writing Sample Analysis</p> <p>Synchronous Learning Session: UFLI Lesson Demonstration Observation and Small Group Implementation Practice</p>
		Week 11	
		Week 12	
Unit 6	<p>Syllable Affix & Derivational Relations</p> <p>Ehri's Automatic Phase</p> <p>Vocabulary Instruction and Learning</p> <p>"Chunking" Syllable Types Morphology/Multisyllabic Words Affixes (Prefixes & Suffixes) Greek & Latin Roots</p>	Week 13	<p>Unit Application Tasks</p> <p>Quiz #5</p> <p>Major Assignments: Identifying and Analyzing Instructional Supports Within Literacy/Vocabulary Lessons</p> <p>Explicit Teaching of A New Vocabulary Word (Planning & Implementation)</p> <p>FINAL Field-Based Experience (FBE) Documents & Three Field-Based Literacy Tasks Due</p> <p>Final Synchronous Learning Session: Discuss Final PBA Assignment</p>
		Week 14	
Unit 7	FINAL Major PBA Assignment	Week 15	Final TEA PBA Word Analysis Developmental Learning Lessons
FINALS WEEK		Week 16	

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