



RDG 370, SECTION 01W, 21419 Reading and Literacy II (Online)

COURSE SYLLABUS: SPRING 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Kamshia Childs

Office Location: Virtual

Office Hours: BY Appointment or on Thursdays 3:30-4:30pm

Office Phone: 903.886.5537 (Curriculum & Instruction Office)

University Email Address: Kamshia.Childs@etamu.edu

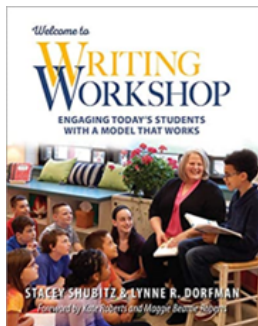
Preferred Form of Communication: Email

Communication Response Time: Please allow at least 24 hours turnaround time for a response.

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

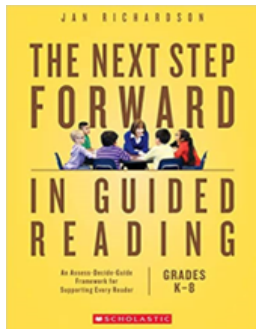
ISBN-10: 1625311664

Ebook (FREE Access through ETAMU Library):

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

The syllabus/schedule are subject to change.

Textbook(s) Required:



Richardson, J. (2016). *The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader*

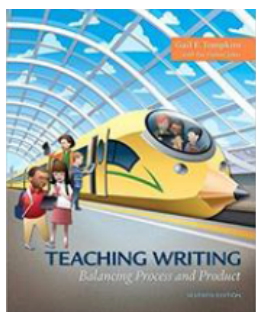
(Spiral-Bound). Scholastic.

ISBN-13: 978-1338161113

ISBN-10: 1338161113

Ebook (FREE Access through ETAMU Library): [The next step forward in guided reading : an assess-decide-guide framework for supporting every reader / Jan Richardson., New York :, Scholastic., 2016, 9781338126808, EISBN](#)

OPTIONAL Texts and/or Materials:



Tompkins, G. (2018). *Teaching writing: Balancing product and process* (7th Edition). Pearson.

ISBN-13: 978-0134509679

ISBN-10: 0134509676

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](https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook%20Approved%20Accommodated%2012%2011%202018.pdf)

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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. This course includes a Performance Assessment as detailed in the Grading section of the syllabus.

Student Learning Outcomes

1. Analyze the Foundations of Reading and Literacy Development: Students will explain how cognitive, linguistic, and literacy processes develop, applying the science of teaching reading to emergent literacy instruction.
2. Implement TEKS-Aligned Literacy Instructional Strategies: Students will design and evaluate developmentally appropriate, research-based, and evidence-based literacy activities that align with Texas Essential Knowledge and Skills (TEKS) for reading and writing.
3. Apply Knowledge of Emergent Literacy to Case Studies: Using authentic case studies, students will assess kindergarten and first-grade students' literacy strengths and needs and develop scaffolded instructional plans to support literacy acquisition.
4. Integrate Digital Literacy Tools in Reading Instruction: Students will demonstrate the legal and appropriate use of technology by incorporating digital literacy tools and resources to enhance reading and writing instruction.
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.

The syllabus/schedule are subject to change.

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 Foundations of Reading and Literacy Development | STR Standards: (b)8–10; (c)1–4 Pre-K Guidelines: III.D.1–4 EC:PK–3 Standards: (c) ELAR ELPS: (b)1–4; (c)4.A–K; (c)5.A–G TAC: §228.30(d)(2) Reading Instruction | STR Domain I: I.001.A,C–F,J–N; I.002.A–D,G,H STR Domain II: II.008.A,B,E,F,J STR Domain III: III.009.K |
| 2. Implement TEKS-Aligned Literacy Instructional Strategies | TEKS/TAC: §228.57(d)(1),(3) (intent, alignment, verticality) EC:PK–3 Standards: (c) ELAR STR Standards: (b)8–10; (c)1–4 Teacher Prep Standards: 1.A.i–iii; 1.B.i–iii | EC:PK–3 Test Framework: V.010.A–H STR Domain III: III.010.A–E,G–M STR Domain III: III.011.A,B,D,E–H; III.012.A–H,J |
| 3. Apply Knowledge of Emergent Literacy to Case Studies | Pre-K Guidelines: III.D.1–4 EC:PK–3 Standards: (c) ELAR Teacher Prep Standards: 5.A.i–ii; 5.B.i–iii; 5.C.i–ii; 5.D.i–ii ELPS: (b)1–4; (c)4.A–K; (c)5.A–G | STR Domain III: III.010.A–M; III.011.A,B,D,E–H; III.012.A–H,J PPR: 3.4k; 3.4–3.6s |
| 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) Digital Literacy Training | STR Domain II: II.008.A,B,E,F,J STR Domain III: III.010.A–E,G–M PPR: IV.013.A–C,E–G |
| 5. Synthesize Learning into a Professional Case Study / Literacy Environment Presentation | Pre-K Guidelines: III.D.1–4 EC:PK–3 Standards: (c) ELAR Teacher Prep Standards: 6.D.i–iii ELPS: (c)4.A–K; (c)5.A–G TAC: §228.35(b)(2)(B) Data-based decisions | EC:PK–3 Test Framework: V.010.A–H STR Domain III: III.011.A,B,D,E–H; III.012.A–H,J PPR: III.007–III.010; IV.013.A–C,E–G |

Referenced Standards Key

- STR Standards: (b)8–10; (c)1–4
- STR Test Framework: I.001.A,C–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
- ELPS: 19 TAC §74.4 (b)1–4; (c)4.A–K; (c)5.A–G
- Pre-K Guidelines: III.D.1–4
- 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: 3.4k; 3.4–3.6s; Domains III & IV; IV.013.A–C,E–G
- EC:PK–3 Standards: (c) English Language Arts & Reading

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- EC:PK–3 Test Framework: V.010.A–H

COURSE REQUIREMENTS

Minimal Technical 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.

How the Course is Organized

The course meets at the required time, face to face, twice per week. There are online resources for each major assignment in D2L--there are links to supplementary readings and handouts for class activities. Students should print these out or have access to them when needed. Google Slides, PowerPoint or Prezi slides, will cover the main points of the assigned reading chapters and interactive activities and videos are also provided for each week of class. Links to these can be found by going to “Content” and “Chapter/Course Notes” in D2L.

Find each Assignment link by clicking on the appropriate link on the left navigation bar, which will then reveal the Assignment link below it. The online instructions provide step by step directions for how to accomplish the assignment, links to sample papers and other resources such as report templates, and links to rubrics and checklists that will be used to assess the assignment. Please review these instructions and all associated documents carefully before beginning your assignments. **Complete instructions for all written assignments are included in D2L, also with the scheduled for the date the assignment is due.** Also, check weekly agendas and the Course Calendar for due dates.

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

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% |

Electronic Gradebook:

All grades will be received and recorded in the online gradebook (D2L). This allows you to see how many points each assignment was awarded and what percentage score you have earned up to that point in time, 24 hours a day, seven days a week

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Assessments & Assignments

| Performance Assessment Description |
|---|
| <p>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.</p> |

| Curriculum Standard | Test Framework - Domain & Competency | Performance Assessment for Mastery |
|---|--|--|
| <p>Prekindergarten Guidelines: III.D.1, III.D.2, III.D.3, III.D.4</p> <p>EC:PK-3 Standards: (c) English Language Arts and Reading</p> <p>PPR Standards: 3.4k, 3.4s, 3.5s, 3.6s</p> | <p>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</p> <p>STR Test Framework: I.001.C, I.001.E, I.001.J, I.001.K, I.001.L, I.001.M, I.001.N</p> | <p>Creating a picture of your literacy environment</p> |

1. Blog Assignments (4 @ 25points= 100 points) – You will demonstrate your learning about culturally responsive teaching practices by writing blog posts as to how to implement practices related to representation, diversity and identity (as it relates to literacy), classroom environment, and assessment. This means that you need to use library and internet resources, as well as keep notes from throughout the semester to help you with this. Once you have been successful in finding a variety of sources, you will need to determine what information is the most appropriate to capture this topic. You will present your post in a blog format online, in which this can be used to house other knowledge gained and serve as a reflective space as you are matriculating through the TAMUC education program. More info TBA (ELA/Reading Standards 4, 8) (PPR Standards 2, 3) (Technology Standards 1.1k,

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1.2k, 1.1s, 1.5s, 2.8s, 2.9s, **2.10s**, 2.2s, 2.3s, 2.8s, 2.10s, 4.7s, 5.3k, 6.2s, 6.6s-6.9s, 6.12s-6.17s, 6.21s, 7.10s)

2. Literacy Assessment Project (100 points)

Since informal literacy assessment is an integral part of a teacher's responsibility and one way to guide and plan instruction—you will learn about some of the following topics as well as learn well know literacy assessment instruments: determining the “instructional/independent/frustration” levels, assessing phonemic awareness, phonics, fluency, comprehension, Dyslexia, and spelling. You will discuss analyzing data and discuss instructional plans and modifications due to specific data and classroom scenarios. You will become the experts on a single instrument or method of assessment and virtually present your ideas to the class. Your knowledge gained will be applied to classroom and student scenarios with a class check- in, scavenger hunt, or discussion. ELA/Reading Standards 1-12) (PPR Standards 2.2k, 2.4k, 2.5k, 2.6k, 2.7k, 2.16k, 2.22k, 2.23k, 2.1s, 2.3s, 2.4s, 2.5s, 2.8s, 2.9s, 2.18s, and 2.20s 3.1k, 3.3k, 3.4k, 3.7k, 3.8k, 3.12k, 3.13k, 3.14k, 3.15k, 3.16k, 3.3s, 3.4s, 3.5s, 3.9s, 3.19s, and 3.20s) Texas Law (38.003 Screening and Treatment for Dyslexia and Related Disorders, §74.28. Students with Dyslexia and Related Disorders (Technology Standards 1.1s, 2.2s, 2.9s, 3.1k, 4.3s, 6.2s, 6.6s-6.9s, 6.12s-6.17s, 6.21s, 7.11s) (STR: **Competency 008 Reading Fluency F-J; Competency 010 Comprehension Development A-M; Competency 011 Comprehension of Literary Texts E-F)**

3. Reading Academies Modules: Will be assigned by our Reading Academies Specialists (More info TBA)

4. TEA Dyslexia Training- (Program Requirement) Website link will be provided in D2L RDG 370 course module--This is the training offered for free to classroom teachers and has now been extended to preservice teachers. This course consists of four modules. Module 1 includes a short course introduction, and each module ends with a Check for Understanding. You will complete all four modules:
Module 1: Understanding Dyslexia
Module 2: Meeting the Needs of Students with Dyslexia at the Schoolwide Level
Module 3: Meeting the Needs of Students with Dyslexia in the Classroom
Module 4: Taking Action

You will need to save a copy of your certificate, and it will be turned in for credit, and will serve as a part of one of your preservice teacher requirements.

5. Tests or Quizzes (300 points).

To measure the knowledge you have acquired this semester, you will be formally assessed two times. The first assessment will focus on guided reading, literacy development and practice. The second assessment will focus on the writing process, writing assessment, and the development of written communications. The Final Exam/ Written Reflection will focus on promoting effective literacy practices, comprehension, and fluency using Guided Reading as an instructional approach, Assessment, and reflecting upon what was taught in the semester. (ELA/Reading Competencies 1-12) (PPR Standards 1, 2, 3, 4)

The syllabus/schedule are subject to change.

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

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>

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Interaction with Instructor Statement

The instructor firmly believes students need feedback as soon possible after an assignment is turned in. The instructor will make sure to begin grading all quizzes and assignments and giving feedback as soon as possible after the due date. Any items turned in early will not be graded until after the due date. For the projects (presentations, demonstrations) the instructor will need two weeks to complete the evaluations. Please email your professor at any time if there are questions or concerns about grading.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

1. **LATE WORK** must be turned within a week of the student's return to daily activities from illness to earn credit. Check D2L for the weekly agenda to see what you have missed. If work is late and is unexcused, a late penalty will be deducted (10%) for each day (up to 5 days).
2. **MISSED QUIZZES/TESTS** Students will only be allowed to make up missed quizzes if they inform the instructor of the reason for their missed submission and have a written excuse. If a late submission is not submitted and is unexcused, students may take the quiz/test and earn a maximum of 70% (70 points out of 100).

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. Changes made will also be to your benefit.

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).
<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>

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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>

2. **ATTENDANCE** is monitored by the instructor taking attendance during the face to face course, and by your viewing and completion of content in D2L (This can be monitored by your professor—we can see your login activity). **Participants are expected to participate actively and constructively. Your attendance and participation may impact your grade, particularly if you are on the borderline of a grade.** Contact the instructor (via email) if you anticipate any issues that will interfere with your attendance and participation in the course, and give the reason explaining the situation. This is a common courtesy that is expected by all professors. It is also part of forming that “community of learners” that we need in our environment. We are trying to encourage professional development and life-long learning skills. Remember: **Class activities and group discussions cannot be made up**; therefore, reinforcing the idea that participation and communication is important.

Confused on an assignment? CHECK THE WEEKLY AGENDA and D2L first. You are responsible for obtaining class materials/assignments/notes and being prepared for any meetings. If you are unable to make a class meeting, it is your responsibility to get the necessary materials and assignments from a designated class member. Select a buddy (or two) and exchange telephone numbers and e-mail with him/her. By exchanging information, your buddy agrees to “catch you up” and explain any class materials/assignments/notes. It is your responsibility to contact your buddy for this information.

| Name of Peer(s) | Phone Number | E-Mail Address |
|-----------------|--------------|----------------|
| | | |
| | | |

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](#)

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<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 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/>

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.

The syllabus/schedule are subject to change.

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 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.



The syllabus/schedule are subject to change.

COURSE OUTLINE / CALENDAR

Order of course outline will vary according to semester. A more detailed outline (with Chapter readings and Assignment due dates) be provided on weekly course

agendas. **This schedule is tentative and may be changed at any time by the instructor. If the schedule is changed at any point, it will be to your benefit.

| Week | Focuses/Topic | Assignment Due |
|---------|--|--|
| Week 1 | - Introduction to the Course Structure of Course Syllabus/Expectations/Questions Discussion Board Posts Course Outline & Assignment Descriptions Office Hours/ Workday Assignments | <ul style="list-style-type: none"> Reflection Literacy Journey Reflection Assignment due by end of week or next class period (Date will be specifically given by the professor) |
| Week 2 | -Begin Module 1 | |
| Week 3 | -Finish Module 1 | <ul style="list-style-type: none"> Module 1 Due at end of Week |
| Week 4 | -Begin Module 2 | |
| Week 5 | -Finish Module 2 | <ul style="list-style-type: none"> Module 2 Due at end of Week |
| Week 6 | - Begin Module 3 | <ul style="list-style-type: none"> <i>Start Dyslexia training if you have not already</i> |
| Week 7 | -Continue Module 3 | |
| Week 8 | -Finish Module 3 | <ul style="list-style-type: none"> Module 3 Due at end of Week |
| Week 9 | -SPRING BREAK | SPRING BREAK |
| Week 10 | -Begin Module 4 | |
| Week 11 | -Continue Module 4 | |
| Week 12 | - Finish Module 4 | <ul style="list-style-type: none"> Module 4 Due at end of Week |
| Week 13 | - Reading Academies Work | <ul style="list-style-type: none"> PBA due |
| Week 14 | - Reading Academies Work | <ul style="list-style-type: none"> Dyslexia Training Certificate due in 1 week -Module 5- Final Exam Module opened |
| Week 15 | Course Wrap Up | <ul style="list-style-type: none"> Final Reflection Assignment due in Week 16 |
| Week 16 | FINALS WEEK- Module 5: FINAL EXAM Reflection DUE | Final Exam due May 6, 2026 |

The syllabus/schedule are subject to change.