RDG 380.01W
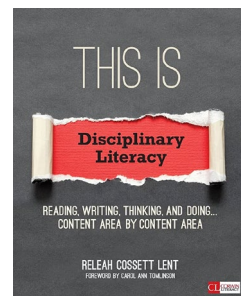**COMPREHESION AND VOCABULARY in MLED & HS**
COURSE SYLLABUS: Spring 2026

Instructor: Dr. Carol Revelle, Ph.D., Associate Professor
Office Location: Sowers Education South Office #231
Office Hours: Tuesdays 9:00AM – 3:00, Wednesdays 10:00PM – 3:00PM
University Email Address: carol.revelle@etamu.edu
Course Hour & Classroom: Web Based Class
Faculty Website: https://www.etamu.edu/people/carol-revelle/

COURSE INFORMATION

Materials

Textbook(s) Required:

Lent, R. C. (2015). *This is disciplinary literacy: Reading, writing, thinking, and doing… content area by content area.* New York: Corwin Literacy.

Print ISBN-13: **978-1506306698**.

e-Text Available for FREE through ETAMU library

- Open ETAMU Libraries and type the title of the book into the search box. Click the green link that says "Available Online." Then on the book page, there is a blue link in the middle of the page that says "Ebook Central." You may be prompted to log in, but then it will open. You may read it online and choose the section or chapter you need from this page. **I highly recommend that you bookmark this page for quick access to the text.**

- *Textbook Readings*. Given the vast amount of information that is available in the area of content area literacy for teachers, we will not have enough time to "cover" all of the readings in the assigned books and articles—chapter by chapter or article by article. Consequently, we will depend on you to **COMPLETE ALL ASSIGNED READINGS,** and be prepared to discuss them in class in a timely manner. Please note that all assigned readings are critically important for successfully completing quizzes and class projects.

Online Resources:

TEKS for your content area available on-line at

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https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/texas-administrative-code-title-19-part-2

English Language Proficiency Standards available on-line at
https://docs.google.com/document/d/1NbPZRNO3xjExShzOq7VeLeZjnkRpDKQB/edit?usp=sharing&ouid=109861710341343224585&rtpof=true&sd=true

The Dyslexia Handbook
http://dyslexiahelp.umich.edu/professionals/dyslexia-school/strategies-for-teachers

International Society for Technology in Education (ISTE) Per TEA, students seeking certification must be informed of technology-readiness skills. ISTE provides standards for
https://www.iste.org/standards/iste-standards-for-teachers.

Technology apps in digital literacy modules:
https://docs.google.com/document/d/17caTuURcgcBTsbZLd0ZbMsz1JWqVV3zA/edit?usp=sharing&ouid=109861710341343224585&rtpof=true&sd=true

Science of Teaching Reading (STR) Competency 008—(Reading Fluency): Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.

4-8 ELAR & Social Studies/History – Science of Teaching Reading Competencies in alternative Module 4.

§228.30(c)(2) include information on: characteristics of dyslexia, identification of dyslexia, effective multisensory strategies for teaching students with dyslexia.

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 builds upon the theoretical foundations of reading and literacy. The preservice teacher will explore ways to integrate reading and writing instruction into content areas. The focus of the course is an examination of the application of learning strategies to various disciplines and grade levels. Attention will be given to the use of textbooks and applicable learning materials. The course deals also with cognition, reading comprehension, comprehension strategies, vocabulary strategies, formal assessments, and informal assessment strategies.

Student Learning Outcomes/Objectives:

Objective	EPP	ISTE
1. Support learners with pre, during, and post reading strategies with a variety of content areas texts.	2D	
2. Understand the rationale behind the integration of reading, writing, listening, and thinking experiences in the school curriculum in all content areas.		IC
3. Learn to use appropriate literacy approaches to meet the	2A	

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needs of unique learners including students with special needs, emergent bilinguals, and students that read below grade level.		
4. Collaborate with in a small team to locate and incorporate content area and digital texts into a multi-day planning unit that applies best practices with academic language.	2A	IA, IB, IIA, IIIA, IIIB, IIIC, IVA, VA, VB, VC, VIB,
5. Learn and employ a variety of methods for evaluation of student learning such as questioning, written response, and performance-based assessments.	2B	
6. Review and be knowledgeable of local, state, and national mandates governing dyslexia and other language disorders and learn how to provide multisensory instruction to students with dyslexia.	2A	
7. Analyze text selections for diverse representation to assure all students are interacting with texts that represent the demographics of the population.	2A, 2G, 2I	IIC,

Attention will also be paid to the Pedagogy and Professional Responsibilities:
- **Standard I.** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- **Standard II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- **Standard III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

ESL Standards by TExES:
- **Competency 003:** The teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.
- **Competence 005:** The teacher understands how to promote ESL students' literacy development in English.
- **Competence 006:** The teacher understands how to promote ESL students' content-area learning, academic-language development and achievement across the curriculum.
- **Competence 009:** The teacher understands factors that affect ESL students' learning and implements strategies for creating effective multicultural and multilingual learning environment.

Technology Applications for All Teachers Standards:

- **Standard I**: All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.
- **Standard II**: All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.
- **Standard III**: All teachers acquire, analyze, and manage content from digital resources.
- **Standard IV**: All teachers make informed decisions by applying critical-thinking and problem-solving skills.
- **Standard V**: All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.
- **Standard VI**: All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

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- **Standard VII**: All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Since RDG 380 is an online course and utilizes **D2L (Brightspace)**, an intermediate level of experience using a computer is required. This includes the ability to receive and submit electronic course materials; ability to use a word processing program; ability to send and receive e-mail; ability to upload and download files; ability to participate in online quizzes and discussions.

Instructional Methods/Activities/Assessments

This course occurs in a digital learning environment designed in module format. Each module runs 3-4 weeks during which time you will be expected to read assigned materials, participate in discussions and group tasks, reflect on your knowledge growth and complete all assigned tasks/projects. Each module opens and closes on a certain date and once a module closes it will not be opened again. Therefore, you need to demonstrate a level of time management that allows you to meet deadlines as posted.

Student Responsibilities / Tips for Success in the Course

Great effort has been made to create a well-organized online experience that will provide high levels of engagement in an environment that is safe and supportive.

Additionally, the readings and assignments are distributed weekly, so students can produce assignments in increments that distribute the workload of larger assignments. Staying up-to-date on assignments will improve success in the course.

Online features such as the Class Lounge and Virtual Office will also provide opportunities to communicate with other students in the class and the instructor.

If a student has any questions or concerns, we encourage them to contact their instructor, so they can work together towards a solution.

Grading

PERFORMANCE STANDARDS			
POINTS	**PERCENT**	**GRADE**	**STANDARD**
500-460	100%-90%	A	Superior
459-420	89% - 80%	B	Above Average
419-380	79% - 70%	C	Average Performance
379-340	69% - 60%	D	Below Average
339 and Below	Below 59%	F	Unsatisfactory

Assessments

1. Class Contributions:

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- Throughout the semester, you will participate in individual or group activities, which are designed to help you increase your knowledge and experiences concerning content area literacy. Your contributions will consist of taking an active part in online activities (e.g., discussion of specific assigned readings, sharing relevant trends seen in schools, etc…).
- READ/VIEW/DISCUSS professional readings and SHARE with peers.
- Actively participate in online professional literature discussions.
- Participate as the discussion leader with your peers
  o Post your discussion answers to respond to the discussion

2. **Literacy Reflection (written and Zoom Conferences):**
   You will be assigned to write a reflection and participate in Zoom conferences either based on a prompt or in response to your lesson plan assignment. This is designed to encourage you to think about yourself as a teacher and a learner. The reflections are starting points for considering the educational experience.

3. **5 Quizzes: 100 points each**
   There will be quizzes in each module. Quizzes will include True/False and multiple choice questions. These quizzes will serve the dual function of assuring you are actively participating in all of the requirements of the course, and they will give you an opportunity to reflect on the quality of your work.

4. **Multi-Step Collaborative Performance Project:**
   You will have several opportunities to build lesson plans and teaching resources through performance tasks which will include the best practices in your content area. You may work as an individual, with a partner, or group of 3-4 members. Partners or groups should stay together (if possible) for the semester.

5. **Digital Literacy Modules:**
   REQUIRED TO COMPLETE THE COURSE! These digital literacy modules are required by the state for students seeking Texas Certification. Completing the modules and uploading a certificate of completion will earn the points for this course and provide the documentation needed to meet the state criteria.

6. **Dyslexia Training Modules:**
   REQUIRED TO COMPLETE THE COURSE! These dyslexia modules were created by the Texas Education Agency for in-service teachers, and they are now sharing these with pre-service teachers as well to meet the dyslexia training required for certification in the state.

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

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YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

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 ETAMU 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

You have many different methods to communicate with me and with each other during this semester. Here are my expectations for electronic communication.

- o **E-mail:** Please use university email (carol.revelle@etamu.edu). I check my emails daily Monday through Friday.
- o **D2L**: Please keep your eyes on Announcements for the latest news for the course.
- o **Phone:** Students may call me at my cell number if there is a need to contact me **(214.435.2614).**

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Course Specific Procedures:

1. **Participation & Communication:**
   a. I expect each of you to be active and thoughtful participants within the learning environment (D2L) and your digital learning community. This includes successfully completing each module. Participate in all online group/class discussions. There will

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be opportunities to become an active member of a group to complete a project. You are expected to show a level of professionalism and be stay actively engaged with the group through communication and contributions to complete the project. If you are having difficulty, do not wait until the day before the module closes to contact me.

b. All course/content questions should be sent to my Preferred email address. I check it daily Monday - Friday. A reply will be sent within 24 hours depending upon the time your message was received. Please do not send me panicked last minute emails with the word HELP!!!!!!!! in the subject line.

c. Or if you want to talk via video conference call **Zoom.com** - a free internet conference service that you can use to chat live. I have a video camera and can also transmit my video via Zoom.com. To access the program, go to www.zoom.com and create an account.

d. Read required textbook. The student will be expected to read the required text and any supplemental materials. This is an online course that presents written information as an alternate mode of lecture. **Do not take this lightly**; as an online course you are expected to read/reflect for meaning.

e. **Reflections**: throughout the course, the student will be asked to consider ideas presented in articles and threaded discussions. Some of the reflections will be assigned and submitted for a grade, others will be for personal reflection and kept by the student.

f. **Written tasks:** Completion of all written tasks and projects should exhibit professionalism in appearance and content at an **acceptable level of scholarship.** Tasks/projects are to be completed and turned in according to the schedule posted in D2L. The campus library and/or computer labs are available for use in the event personal technology fails or supplies or assistance is needed.

g. **Late work**: Late work will be accepted with a 50% off penalty. You will have plenty of notification and time to complete course tasks/projects. If you know you are going to be out of town and unable to access a computer, please plan ahead.

h**. Citizenship:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Students Guide Handbook, Policies and Procedures, Conduct).

i**. Plagiarism:** Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Authenticate software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

j**. Attendance:** This is an online class therefore attendance is up to you! You may be required to work as a team via various tasks/projects. The quality of your contributions and regular participation activities will be considered attendance. It is strongly encouraged that you attempt to log into the course everyday and/or check Announcements or your email messages in order to not get behind.

k. **Scholarly Expectations:** All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical to make duplicate submissions of a single work for credit in multiple classes,

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unless specifically requested by the instructor. You are expected to submit documents that have been through drafts and edited.

I. All assignments should be typed, professionally written, and presented (i.e., free of errors in mechanics, grammar, and spelling). **Each assignment should include student's name, the course and section number, the title, and the date**. When citing or quoting an author, include appropriate citation information using **APA style (7th Edition)**. All work submitted should be your own work.

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.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

ETAMU Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form

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

Graduate Student Academic Dishonesty Form

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

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http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/under
graduates/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 Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmpl
oyeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE / CALENDAR

Schedule for Summer II: Module topics/dates are tentative and subject to change.

Module 1: Getting Started & Digital Literacy Modules
        Module opens January 12
        Module closes January 26

Module 2: Literacy in the Diverse Classroom
        Module opens January 27 (Zoom conferencing)
        Module closes February 16

Module 3: Vocabulary and Comprehension (3 weeks)
        Module opens February 17 (Zoom conferencing)
         Module closes March 23

Module 4: Planning and Assessment
        Module opens March 24 (Zoom conferencing)
        Module closes April 13

Module 5: Dyslexia Training & Writing Across the Curriculum
        Module opens April 14

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Semester At-A-Glance

Coming Soon