



RDG 520.01W Literacy and Instruction I: Literacy Foundations in Emergent and Early Readers

COURSE SYLLABUS: Fall 2026

Instructor: Kay HongNam, Ph.D., Professor

Office Location: Sowers Education South #229

Office Hours: Mondays, Tuesday, and Wednesdays (10:00am-1:00pm)

via Zoom, <https://etamu-edu.zoom.us/j/4304010144?omn=91077362966>

University Email Address: Kay.Hongnam@etamu.edu

Preferred Form of Communication: Email

Communication Response Time: Max. response time of 48 hours; typically, faster

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Gentry, J. R., & Ouellette, G. P. (2025). ***Brain words: How the science of reading informs teaching.*** (2nd ed.). Stenhouse Publishers. ISBN-13: 978-1040119754 ISBN-10: 1040119751

Burkins, J. & Yates, K. (2021). ***Shifting the Balance: 6 ways to bring the science of reading into the balanced literacy classroom.*** ISBN-13: 978-1625315106 ISBN-10: 1625315104

These two textbooks are available online for free from the Waters Library. You just need to access it digitally. Please see below the direction:

- Click the [ETAMU Library](#) link to open the library website and type the title of the book into the search box.
- Click the link that says “**Available Online.**”
- Then, click the green link that says “**Online access**”.
- Then on the book page, there is a blue link in the middle of the page that says “**Ebook Central.**” Click the link.
- 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 download the PDF files or bookmark this page for quick access to the text.

Young, C., Paige, D. & Rasinski. T. (2022). ***Artfully Teaching the Science of Reading.*** Routledge. ISBN: 978-1-032-08086-4 (Paperback)

Optional Texts and/or Materials:

Publication Manual of the American Psychological Association (7th ed.)

COURSE DESCRIPTION

Literacy and Instruction I. Three semester hours. This course addresses foundational literacy concepts and evidence-based strategies for teaching and assessing oral language, phonological awareness, decoding, and fluency in early literacy learners. It examines principles and research related to the Science of Teaching Reading and other theoretical instructional frameworks. This course explores developmentally appropriate curriculum, materials, interventions, and assessments that support culturally and linguistically diverse students and those with reading difficulties or dyslexia.

Student Learning Outcomes (SLO)

At the completion of the course, students should be able to:

1. Applies knowledge of the interrelated components of reading across all developmental stages of oral and written language, including spelling and word knowledge stages.
2. Demonstrates understanding of the role of oral language, phonological and phonemic awareness, alphabetic principle, and concepts of print through systemic instruction that uses a variety of instructional methods at all levels of early childhood through grade 12.
3. Plans, implements, and monitors reading instruction in word identification, fluency, and comprehension skills/ strategies that is responsive to individual students' strengths, needs, culture, and interests at all levels of early childhood through grade 12.
4. Designs and uses a developmentally appropriate, culturally diverse, and research-based reading/literacy curriculum with a variety of appropriate reading materials at all levels of early childhood through grade 12.
5. Makes connections between reading and writing development including the physical and cognitive processes involved in forming standard representations of text.
6. Demonstrates an understanding of how to assess and provide targeted foundational literacy instruction to students at, above, or below grade level based on their assessment needs.
7. Demonstrates an understanding of Dyslexia characteristics and other reading and writing behaviors or patterns, which may impact a student's ability to develop phonemic awareness, the alphabetic principle/phonics, word identification, and fluency.

COURSE REQUIREMENTS

Minimal Technical Skills Needed: Students should be prepared to use the learning management system (D2L Brightspace), Microsoft Office software, presentation and graphics programs, and chat programs such as Adobe Connect and Zoom, and VoiceThread.

Instructional Methods: This course is delivered 100% online. It includes lectures, inquiry-based discussions, an ongoing learning log, and individual assignments. Expect to spend an

average of 14-16 hours per module completing readings and assignments.

Student Responsibilities or Tips for Success in the Course:

1. Read the syllabus and course schedule. Mark important dates on a calendar or planner. Know the policies and follow them. Read assignment details carefully and follow them exactly
2. Check announcements in D2L Brightspace regularly. I will post a new announcement at the beginning of each unit. The announcements will contain reminders and updates.
3. Email me for personal concerns. If you'd like to have a virtual discussion with me, I'm happy to schedule a time for us to meet using Zoom.
4. Get your textbooks right away and complete all assigned readings throughout the semester.
5. You are expected to use APA 7 style for documenting sources in this course and other graduate courses in the College of Education. There is an APA folder in D2L Brightspace. The documents in this folder will help you learn APA formatting rules if you use them. You should consult these documents to learn the correct style before submitting any work.
6. You will also need to use the virtual services of the [ETAMU Library](#). Get acquainted with their offerings.
7. All documents related to the course are posted in D2L Brightspace.
8. The course is divided into 7 modules with several due dates within each module. There is a major assignment that you will work on throughout the course of the semester.
9. Grades are posted in D2L Brightspace. You should expect grades to be posted within two weeks after assignments are due.
10. It is your responsibility to make sure your assignments are submitted correctly and on-time.

Assignment

Assignment	Point Value	SLO
Discussion Posts & Responses (5)	250 points (50 points for each discussion)	1, 2, 3, 5, 6, 7
Application Tasks (4)	400 points (100 points for each task)	1, 2, 3, 4, 5, 6, 7
Learning Journal (5)	500 points (100 points for each journal)	1, 2, 3, 6, 7
Literacy Station Portfolio Presentation	100 points	1, 2, 3, 4
Child Case Study	100 points	1, 2, 3, 5, 6, 7
Total	1350 points	

Grading: Final grades in this course will be based on the following scale;

A = 1350-1215	100% 90%
B = 1214-1080	89%-80%
C = 1079-945	79%-70%
D = 944-810	69%-60%
F = 809 or Below	59% or Below

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

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.

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 should expect responses to questions and concerns posted in my virtual office or sent by email within 48 hours. In most cases, I respond within 24 hours. **Please email me only for personal concerns.** Questions about the class should be posted in my virtual office for the benefit of the class. From time-to-time, I will make comments on the discussion board, but my role is to facilitate the discussion by asking thought-provoking questions.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

This course allows students to work through each module at their own pace. However, all assignments, quizzes, and discussion board posts must be submitted by the due date. **No late work will be accepted after the due date** except for in extenuating circumstances. Examples of extenuating circumstances include a verified illness, death in a student's immediate family, and obligation of a student at legal proceedings in fulfilling responsibility as a citizen. Documentation is required to be granted an exception to the late work policy. Make-up work, re-writes, and extra credit are not permitted.

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/13students/academic/13.99.99.R0.03.pdf>

[es/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf](http://www.etamu.edu/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/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/)

<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.

ETAMU Supports Students' Mental Health - Counseling Services

The Counseling Center at ETAMU, 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.

Schedule for Fall 2026:
Module topics/dates are tentative and subject to change.

Module 1: Getting Started (0.5 week)

August 20 – Module opens

August 23 – Module closes

Module 2: Science of Teaching Reading and Reading Foundation (3 weeks)

August 24 – Module opens

September 13 – Module closes

Module 3: Unpacking an Understanding of Words and How to Teach Them (3 weeks)

September 14 – Module opens

October 4 – Module closes

Module 4: Reconsidering How Children Learn Words (3 weeks)

October 5 – Module opens

October 25 – Module closes

Module 5: Examining Spelling and Reading Process (2 weeks)

October 26 – Module opens

November 8 – Module closes

Module 6: Learning Opportunities & Experience for All Students (2 weeks)

November 9 – Module opens

November 22– Module closes

Module 7: Final Week (2 weeks)

November 23 – Module opens

December 6 – Module close