



RDG 350.02W, Foundations of Literacy Instruction

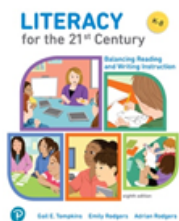
COURSE SYLLABUS: Fall 2026

INSTRUCTOR INFORMATION

Instructor: Amber Woodard
Office Location: Ed South, Room 223
Office Hours: Thursday 8AM-1PM; Friday 8AM-1PM
Office Phone: N/A
University Email Address: amber.woodard@etamu.edu
Preferred Form of Communication: **email**
Communication Response Time: within 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings



Textbook Required: Tompkins, Gail. (2022). *Literacy for the 21st Century: Balancing Reading and Writing Instruction*. (8th Edition). New York, NY: Pearson. ISBN-13: 978-0134090191. ISBN-10: 0-13589349-6.

*e-Textbook Available

Literature Circle Book Choices (select one of the following):

- Draper, S. M. (2012). *Out of my mind*. Altheneum Books for Young Readers.
- Ellis, D. (2000). *The breadwinner*. Groundwood books.
- Gratz, A. (2017). *Refugee*. Scholastic Press.
- Rhodes, J.P. (2016). *Towers falling*. Little Brown Books for Young Readers.
- Warga, J. (2021) *Other Words for Home*
- Yang, K. (2019). *Front Desk*

The syllabus/schedule are subject to change.

Online Resources:

- [TEKS for Language Arts and Reading](#)
- [English Language Arts and Reading Information](#) from the Texas Education Agency
- [English Language Proficiency Standards](#) (ELPS)
- [The Dyslexia Handbook](#)
- [International Society for Technology in Education \(ISTE\)](#) Per TEA, students seeking certification must be informed of technology-readiness skills.
- 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. [Prep Manual for STR](#)

Course Description

This introductory course examines the foundations of the Science of Teaching Reading (STR) and evidence-based literacy instruction for early childhood and elementary learners. Teacher candidates will explore the cognitive, linguistic, developmental, and sociocultural processes involved in literacy acquisition while applying the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), Texas Administrative Code (TAC), and other Texas educator preparation standards. Emphasis is placed on oral language, phonological and phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, spelling, and multimodal literacy practices. Through coursework and field experience, candidates will connect literacy theory and assessment to authentic classroom instruction using differentiated and technology-integrated teaching practices to support all learners.

OLD Student Learning Outcomes (SLOs)

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.

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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.

NEW Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Analyze Literacy Development and the Science of Teaching Reading

Analyze Literacy Development and the Science of Teaching Reading
Examine the cognitive, linguistic, developmental, and literacy processes involved in reading acquisition and apply principles of the Science of Teaching Reading (STR) to support emergent literacy development.

2. Design and Implement Standards-Aligned Literacy Instruction

Design and Implement Standards-Aligned Literacy Instruction
Develop and evaluate evidence-based literacy instruction aligned with Texas standards for reading, writing, listening, speaking, and language development.

3. Differentiate Literacy Instruction Using Assessment Data

Differentiate Literacy Instruction Using Assessment Data
Analyze literacy assessment data to identify student strengths and instructional needs and develop scaffolded instructional plans to support

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literacy acquisition and reading achievement.

4. Integrate Technology and Multimodal Literacy Practices

Integrate Technology and Digital Literacy Practices

Demonstrate ethical and effective integration of digital tools and instructional technologies to enhance literacy instruction, communication, and student engagement.

5. Apply Professional Practices Through Clinical Experiences and Reflection

Apply Professional Literacy Practices Through Clinical Experiences

Synthesize literacy theory, assessment, instructional planning, and clinical observations into professional analyses and presentations demonstrating reflective practice and evidence-based literacy instruction.

COURSE-RELATED TEA EXPECTATIONS

Field-Based Experience

As part of the Educator Preparation Program's performance-based assessment requirements, candidates will complete field-based experiences in authentic school settings aligned with their intended certification area. Candidates will apply concepts and practices introduced in this course to observations, interactions, and instructional activities completed during their field experiences. Through guided reflection, candidates will analyze connections between theory and practice, professional responsibilities, instructional decision-making, and student learning. Documentation and reflections will be completed in accordance with the Field-Based Experience (FBE) Handbook and any course-specific requirements established by the instructor.

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OLD Accreditation Standards Associated with this Class

Standards & Test Framework Competencies Addressed in RDG 350	
Commissioner's Teacher Standards	None
TExES 160 Crosswalk / Framework	I.001.M
Pedagogy & Professional Responsibility Standards (Aligned with TExES 160)	None
Classroom Teacher Standards (TAC 235)	(b) 2B, (b) 3B, (b) 6C, (c) 1E, 1H (c) 4D, (d) 1B, 1E (d) 3F, (f) 1A, 1B, (f) 2B
Technology Applications for All Teachers	5.1k-5.3k, 5.1s-5.6s, 6.1k-6.3k, 6.1s-6.31s, 7.4k-7.8k, 7.1s, 7.2s, 7.6s, 7.8s-7.13s, 7.15s-7.18s
Texas Essential Knowledge & Skills (TEKS) Standards Alignment	None
English Language Proficiency Standards	(b)(1)-(4) (c)(4)(A)-(K) (c)(5)(A)-(G) (d)(3) (d)(4) (d)(5) (d)(6)

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Pre-K Guidelines	III.A.1, III.A.2, III.A.3, III.B.1, III.B.2, III.B.3, III.B.4, III.B.5, III.B.6, III.B.7, III.B.8, III.B.9 III.C.1, III.C.2, III.C.3, III.E.1, III.E.2, III.E.3,
Science of Teaching Reading Standards	(b)(2), (b)(3), (b)(4), (b)(5), (b)(6), (b)(8), (b)(9), (b)(10), (c)(1), (c)(2), (c)(3), (c)(4)
TExES 293 Science of Teaching Reading Crosswalk / Framework	I.001A-C, I.001.F-I, I.001.K, I.001.O, I.001.Q-S I.002.B, II.004.C-D, II.005.C, II.006.D, II.008.C-J III.009.C, III.010.C-H, III.010.J III.011.C, III.012.C, III.012.E-G
Core Subjects EC-6 Standards	English Language Arts & Reading 1.1k-1.3k, 1.1s-1.2s, 2.1k-2.3k, 2.3s, 3.1k, 3.2k, 3.4k, 3.1s, 4.1k-4.7k, 4.1s, 4.3s, 4.4s, 4.12s, 5.2k, 5.3k, 5.6k, 5.9k, 6.1k-6.3k, 6.1s, 6.2s 7.5k, 7.9k, 7.19k, 7.23k, 7.1s, 7.2s, 7.9s, 7.12s, 8.5k, 8.1s-8.5s, 8.10s, 10.1k-10.2k, 10.7k, 10.8k, 10.1s, 10.2s, 12.1k, 12.4k, 12.2s-12.5s, 12.7s, 12.8s

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TExES 391 Core Subjects EC-6 Crosswalk/Framework	English Language Arts & Reading I.001.A-B, I.001.D, I.003.A-E, I.003.G-I, I.004.A-B, I.004.D-F, I.004.I-K, I.005.A, I.005.C, I.010.A-F, I.010.H-I, I.010.M
Early Childhood:PK-3 Standards	None
TExES 292 Early Childhood: Prekindergarten-Grade 3 Crosswalk/Framework	None
TAC 228.57 Curriculum Requirements for Teacher Certification	§228.57(c)(9) – Students with Disabilities & Proactive Instruction (instructional adjustments) §228.57(c)(10) – Open Education Resources (OER) §228.57(d)(1) – Relevant TEKS / ELPS §228.57(d)(2) – Reading Instruction §228.57(d)(3) – PreK Guidelines §228.57(d)(4) – Ch. 235 Skills & Competencies
Program Required Performance Task(s) §228.41(2)(A-L)	§228.41(2)(B)

New: update the chart

Accreditation Standards Associated with RDG 350

1. Commissioner's Teacher Standards

None specified

2. TExES 160 Crosswalk / Framework

I.001.M

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3. Pedagogy & Professional Responsibility (PPR)

Aligned with TExES 160: None specified

4. Classroom Teacher Standards (TAC 235)

(b)2B, (b)3B, (b)6C (c)1E, (c)1H, (c)4D (d)1B, (d)1E, (d)3F (f)1A, (f)1B, (f)2B

5. Technology Applications for All Teachers

5.1k–5.3k 5.1s–5.6s 6.1k–6.3k 6.1s–6.31s 7.4k–7.8k 7.1s, 7.2s, 7.6s, 7.8s–7.13s, 7.15s–7.18s

6. Texas Essential Knowledge & Skills (TEKS)

Aligned throughout ELAR, Foundational Skills, Comprehension, Composition, and Inquiry standards

7. English Language Proficiency Standards (ELPS)

(b)(1)–(4) (c)(4)(A)–(K) (c)(5)(A)–(G) (d)(3)–(6)

8. Pre-K Guidelines

III.A.1–III.A.3 III.B.1–III.B.9 III.C.1–III.C.3 III.E.1–III.E.3

9. Science of Teaching Reading (STR Standards)

(b)(2)–(6), (b)(8)–(10) (c)(1)–(4)

10. TExES 293 STR Framework

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I.001A–C, I.001F–I, I.001K, I.001O, I.001Q–S I.002B II.004C–D, II.005C, II.006D, II.008C–J III.009C III.010C–H, III.010J III.011C III.012C, III.012E–G

11. Core Subjects EC–6 Standards (ELA/R)

1.1k–1.3k, 1.1s–1.2s 2.1k–2.3k, 2.3s 3.1k–3.4k, 3.1s 4.1k–4.7k, 4.1s, 4.3s, 4.4s, 4.12s 5.2k–5.3k, 5.6k, 5.9k 6.1k–6.3k, 6.1s, 6.2s 7.5k, 7.9k, 7.19k, 7.23k 7.1s, 7.2s, 7.9s, 7.12s 8.1s–8.5s, 8.10s 10.1k–10.2k, 10.7k, 10.8k 10.1s, 10.2s 12.1k, 12.4k, 12.2s–12.5s, 12.7s, 12.8s

12. TExES 391 Core Subjects EC–6 Framework (ELA/R)

I.001A–B, I.001D I.003A–E, I.003G–I I.004A–B, I.004D–F, I.004I–K I.005A, I.005C I.010A–F, I.010H–I, I.010M

13. TAC 228.57 Curriculum Requirements for Teacher Certification

§228.57(c)(9) Students with Disabilities & Instructional Adjustments §228.57(c)(10) Open Educational Resources (OER) §228.57(d)(1) TEKS/ELPS Alignment §228.57(d)(2) Reading Instruction §228.57(d)(3) PreK Guidelines §228.57(d)(4) TAC 235 Skills & Competencies

14. Program Required Performance Tasks

§228.41(2)(A–L) §228.41(2)(B)

COURSE REQUIREMENTS

Minimal Technology 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

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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.

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

Assessments

PBA	Case Studies: Emergent Literacy-Reading RDG 350 PBA
	Utilizing case studies to represent scenarios of children in kindergarten and first-grade classrooms, students will apply knowledge of emergent literacy by providing developmentally appropriate, research-based, and evidence-based ways to scaffold and sequence skills to support each child’s learning and development. Each case study represents an authentic school setting with information about a student in a specified kindergarten or first-grade classroom in an elementary school that is part of a Texas

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school district. The context for learning includes a detailed profile of the school, classroom, and student information (community, cultural, and personal assets) to provide background information to support analysis of student interests, strengths, and needs, and plan the next steps of instruction. Additionally, students will demonstrate knowledge gained during a separate course assignment of digital literacy training including legal, and appropriate utilization of technology tools and resources by utilizing technological resources to enhance teaching and learning.

Alignment

Prekindergarten Guidelines: III.A.1-3, III.B.1-9, III.C.1-3, III.E.1-3
Technology Application Standards: 5.1-5.3k, 5.1-6s, 6.1-3k, 6.1-31s, 7.4-8k, 7.1-2s, 7.6s, 7.8-7.10s, 7.12s, 7.16-18s
STR Standards: (b) 2-6, 8-10, (c) 1-4
STR Test Framework: I.001.A-C, F-I, K, O, Q-S; I.002.B; II.003.G; II.004.C-D; II.005.C; II.006.D; II.008.C-J; III.009.C; III.010.C-H, J; III.011.C; III.012.C, E-G
19 TAC §228.30(c)(8)

- (A-C) Digital Literacy Training

19 TAC §228.30(d)

- (1) ELPS
- (2) Reading Instruction
- (3) Prekindergarten Guidelines Reading

19 TAC §228.35(b)(2)

- B-formally and informally collecting, analyzing, and using student progress data to inform instruction and make needed lesson adjustments

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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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>

Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.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>

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>

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

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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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M University Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

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

Web url:

<http://www.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.

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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.



Department or Accrediting Agency Required Content

The syllabus/schedule are subject to change.

COURSE OUTLINE / CALENDAR

The syllabus/schedule are subject to change.