



RDG 370.71E Reading and Literacy II

COURSE SYLLABUS: SPRING 2019

COURSE MEETING TIME: Wednesday 5:00 – 7:29

INSTRUCTOR INFORMATION

Instructor: Dr. Carol Revelle, Ad Interim Assistant Professor

Office Location: TAMUC- Commerce, EDS 231 & TAMUC – Navarro, Bain 231

Office Hours: Monday & Wednesday 3:00 – 5:00 by Appointment in Navarro

University Email Address: carol.revelle@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: *Emails will be answered within 24 hours on workdays.*

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbooks Required:

Tompkins, (2019). Teaching writing: Balancing product and process. 7th edition. Pearson.

Fountas, I.C. & Pinnell, G. S. (2017). Guiding reading: Good first teaching for all children (2nd edition). Portsmouth, NH: Heinemann.

Optional:

Ekwall, J. L. (2013). Ekwall/Shanker reading inventory (6th edition). Pearson publications.

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

The syllabus/schedule are subject to change.

English Language Proficiency Standards available on-line at
<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

Dyslexia Handbook

http://www.decodingdyslexiatx.org/wp-content/uploads/2014/05/TEA_DyslexiaHandbook_2014-DRAFT-5-12-14.pdf

Course Description

This course builds upon the theoretical foundations of reading and literacy presented in the previous course, RDG 350. The developing teacher will explore how to integrate school reading and writing instruction. The focus of this course is an examination of how the Texas Essential Knowledge and Skills (TEKS) can be implemented with basal readers, trade books, literature, cognition, reading comprehension, comprehension strategies, formal assessments, and informal assessment strategies.

Conceptual Objectives: (Supported through TEKS and TExES Standards)

This course will focus on the teacher knowledge and applications as supported by the following Standards:

Student Learning Outcomes

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

1. Select and plan appropriate comprehension reading strategies for diverse elementary students to include ESL learners.
2. Integrate appropriate children's literature into reading comprehension lessons.
3. Observe and analyze experienced teachers' methods for ensuring comprehension and assess student learning.
4. Develop a variety of comprehension strategies to use for a variety of reading difficulties.
5. Analyze current basal readers to determine how reading and writing comprehension can be taught.
6. Provide additional artifacts for their professional portfolio which will indicate growth in the five Teaching Proficiencies.

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC-6 STANDARDS

The syllabus/schedule are subject to change.

Standard 1. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard 2. 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 3. 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 4. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard 6. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard 7. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard 8. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard 9. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard 10. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard 11. Reading, Research, and Inquiry Skills: Teachers understand the importance of research and inquiry skills to students' academic success that provides students with instruction that promotes their acquisition.

Standard 12. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

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;

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- 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
- 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

Standard II. Domain II.

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

- 2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and
- 2.4k the importance of communicating enthusiasm for learning; and
- 2.5k the necessity of communicating teacher expectations for student learning
- 2.6k how classroom routines and procedures affect student learning and achievement;
- 2.7k how to organize student groups to facilitate cooperation and productivity;

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2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
2.22k physical accessibility as a potential issue in student learning; and
2.23k students' emotional needs and ways to address needs.
2.1s interact with students in ways that reflect support and show respect for all students;
2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.
2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and
2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.
2.8s schedule activities and manage class time in ways that maximize student learning;
2.9s manage transitions to maximize instructional time;
2.18s organize the physical environment to facilitate learning;
2.20s use effective strategies for creating and maintaining a positive classroom environment; and

Standard III. Domain 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.

3.1k the importance of clear, accurate communication in the teaching and learning process;
3.3k spoken and written language that is appropriate to students' age, interests, and background; and
3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions
3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding;
3.12k characteristics of effective feedback for students;
3.13k the role of timely feedback in the learning process; and
3.14k how to use constructive feedback to guide each student's learning.
3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and
3.16k situations in which teacher flexibility can enhance student learning.
3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds;
3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;
3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and
3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;
3.19s adjust instruction based on ongoing assessment of student understanding; and
3.20s use alternative instructional approaches to ensure that all students learn and succeed.

Standard IV. Domain IV.

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The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession

- 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;
- 4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);
- 4.17k the importance of adhering to required procedures for administering state-and district-mandated assessments; and
- 4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.
- 4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and
- 4.5s maintain supportive and cooperative relationships with colleagues;
- 4.8s communicate effectively and appropriately with other educators in varied contexts;
- 4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);
- 4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and
- 4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.
- 4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;
- 4.17s serve as an advocate for students and the profession;
- 4.18s maintain accurate records; and
- 4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

Dyslexia and other language disorders:

- Pre-service teachers will be familiar with the recommendation and assessment process for dyslexia and other language disorders and how they relate to RTI and 504.
- Pre-service teachers will develop an understanding for “related disorders” like developmental auditory imperception, dysgraphia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.
- Students will understand that characteristics of dyslexia are typically exhibited as a deficit in the phonological components of language and that it is often unexpected in relation to other cognitive abilities and educational level.
- Pre-service teachers will be familiar with planning, delivering and accommodating multisensory instruction for students with dyslexia and other language disorders regardless of English language learners.
- Pre-service teachers will learn how to provide multisensory instruction to students who are having difficulty learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.
- Pre-service teachers will be aware that evidenced-based identification materials are available

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COURSE REQUIREMENTS

Minimal Technical Skills Needed

Knowledge and familiarity with Microsoft Word and D2L Brightspace.

Instructional Methods

This course is designed as a face-to-face course taught in a classroom by the Curriculum and Instruction Department. The classwork includes: modeling instruction, participating and leading reader's and writer's workshop, reading classic and current children's literature, and as appropriate, lecture type instruction. Outside of class students will: read chapters from the textbook, read children's literature, prepare guided reading lessons for class presentations, and practice assessment with a child. Student reflections, assignments, quizzes, and class engagements will measure the depth of effort brought to both in class and out of class assignments. Students are expected to read carefully, study the text, and participate fully in class and out of class assignments.

Student Responsibilities or Tips for Success in the Course

Congratulations for your progress in your education! This is an exciting opportunity. You are preparing for an important profession and certain expectations for your continuing success are listed here.

1. 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 370 WITH MORE THAN 2 ABSENCES.** TAMU-Commerce considers 2 absences (for a weekly 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 e-mail 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.

Name of Buddy	Phone Number	Email Address

It is your responsibility as an adult to make contact with a fellow classmate to review the information that you missed if absent.

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2. **Professionalism:** You will be evaluated on your growth in becoming a professional teacher. You must:

a. **Engage in self-evaluation processes:** This will be done by using the rubrics provided for class projects.

b. **Demonstrate professionalism:** This will be done by:

- (a) attending **ALL** classes,
- (b) paying attention,
- (c) participating actively and constructively,
- (d) being responsible and prepared,
- (e) being an equal partner in group work,
- (f) showing enthusiasm and interest in being a teacher (see Field-Based Teacher Education Program Handbook and Professional Behavioral Standards Evaluation Form),
- (g) following the tenets of common decency and acceptable behavior. Code of student conduct can be found under discipline in the student's guidebook.

Your grade will be adjusted based upon these criteria (see grading section).

Remember: You need to come prepared to class. For every 3 credit hour course you take, you are expected to spend 6-9 hours on homework each week. So, if you are taking 12-15 credit hours, you will be spending 24-36 hours on homework. Thus, you need to plan according.

c. **Cell phones/Technology:** These items must be turned off during class time. If you are expecting an emergency call, let the teacher know and your group know. Also, the phone must be on vibrate and set on the table. If the phone vibrates, pick it up and leave the room. It is important to keep your phone put away, as it disrupts your learning and the learning of those around you. In addition, it is disrespectful.

d. **Arriving to class on Time:** You are expected to be in your seats and ready to start when class is ready to convene. Class will start on time, and you will be dismissed on time. Therefore, if you are late to class, you are expected to enter the class quietly and not to disrupt your table members by talking. **Remember if you are late and/or leave early two times, it is considered one absence.**

e. **Leaving During Class:** This is not acceptable behavior, as you are here to learn. When you are gone from class, you are missing both the lecture and the class discussion. If, for some reason you have an emergency (being sick, phone call or bathroom) your business is expected to be conducted in a timely manner with you returning to class quietly and quickly.

3. **Written Assignments:** All written assignments are expected to exhibit **professional quality**. You should demonstrate mastery of organizing, structuring, and editing in your writing. Letters/materials written by you as a professional and sent to parents/administrators **MUST BE PERFECT**. Begin that practice now! Therefore, if you need extra help, the **Writing Center** can assist you.

a. Written Assignments should be:

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- *double spaced
- *1" top and left side margins, 1" bottom and right side margins
- *12 point font size
- *revised for clarity and meaning
- *edited for accuracy in grammar and mechanics

b. Academic Integrity/Honest Statement:

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an *F* in the course, or will be brought before a higher level of governance for possible dismissal from the university.

GRADING

Personal Writing	200
Reading Inquiry Logs	100
Literature Circles & Mini-Lesson	200
Reading Assessment	100
How to "Literacy Topic"	100
3 Quizzes	300
Total	1000

COURSE EVALUATION:

- 1000-900 points = A
- 899-800 points = B
- 799-700 points = C
- 699-600 points = D
- <599 points = F

ASSIGNMENT DESCRIPTIONS

1. Personal Writing (200 points)

As we learn the whys and wherefores of reading and writing, it is important that you learn by doing and not by watching. To this end, you will experience writing workshop through completion of your own writing. You will complete and publish two pieces of personal writing during the course of the semester. Ideas for topics and models to consider will be spoken about in class. From these conversations, you will generate several drafts; however, two of these pieces will be taken through the writing process – prewriting, drafting, conferring, revising, editing, and publishing. Be ready to write, to confer and to share. (ELA/Reading Standards 9, 10) (PPR Standards 1.5, 1.11s, 1.18s, 1.22s, 2.2k, 2.23k, 2.1s, 2.20s, 3.3k, 3.4k, 3.12k, 3.14k, 3.3s, and 4.5s)

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2. Research Log Entries for Reading (20 points each x 5=100 points)

Teachers need to be organized. To that extent, you will complete a research log and one page chapter summaries this semester to help you organize the questions you've asked, the materials you've read, and the sources you've used. Complete the research log as described in the syllabus. The one-pagers will be chapter support for your peers and will be posted online for your peers to reference. Remember, besides reading the assigned Teaching Writing chapter, you must also read an additional journal article or chapter from a professional book dealing with the same topic. (ELA/Reading Standards 8, 11) (PPR Standards 2.2k, 2.4k, 2.5k, 2.6k, 2.7k, 2.16k, 2.22k, 2.23k, 3.4s, 3.5s, 3.9s, 3.19s, and 3.20s)

3. Literature Circles (100 each x 2=200 points)

In a small group you will lead the discussion during the semester for 2 chapters from Guided Reading: Good First Teaching for All Children. You will be expected to present an interactive lesson to the class about what your group learned from the chapter. Chapter assignments will be made during the semester. (ELA/Reading Standards 4, 6, 7) (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)

4. Reading Assessment (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 “assess” and determine the “instructional/independent/frustration” levels for one student within your certification area. You will assess for phonemic awareness, phonics, fluency, comprehension, and spelling. You will also assess for Dyslexia. In narrative form, your submission will be expected to include the student's background, assessment findings, and recommendations for parents and teachers. You will also turn in the assessment instruments and a one-paragraph reflection. (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)

5. How-To (100 points)

Since we will spend the semester learning through inquiry, you will demonstrate your learning by writing a how-to essay. This assignment is connected to assignment 2A. After identifying your “burning question,” you will need to spend time researching information related to your “burning question.” This means that you need to use library and internet resources, as well as keep notes --- you will need a small notebook to collect all of your information. You will have “workshop” time each week to discuss/research your topic, but do not count on that being the only time needed to work. 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 particular topic. You will turn in a written format a final essay. (ELA/Reading Standards 4, 8) (PPR Standards 2, 3)

The instructor will be doing regular checks with each of you to determine how you are doing with your project. Be prepared to show the instructor your progress. During class there will opportunities for you to share works in progress. You should be prepared to individually share at least 2 times over the course of the semester. These do not have to be final drafts, but can be ideas that you are working on that you may want to get some feedback on or just ideas that you want to hear aloud. You will need to turn in a reference list with your final piece. Please use APA format. A more extended description with guidelines and information is forthcoming.

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Examples:

How to: Implement Guided Reading

Use fiction/non fiction Texts

Teach Vocabulary

Assess Literacy

English Language Learners

6. Quizzes (300 points).

To measure the knowledge you have acquired this semester you will formally assessed three times during the semester. The first assessment will focus on oral language, phonological and phonemic awareness, literacy development and practice, and assessment. The second quiz will focus on the writing process, writing conventions, and the development of written communications. The final quiz will focuses on promoting literacy practices, comprehension, and fluency using Guided Reading as an instructional approach. (ELA/Reading Competencies 1-12) (PPR Standards 1, 2, 3, 4)

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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.

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

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Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
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	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. Chrome: Latest version for the iOS browser.
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:
 - 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.

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- 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

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 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 TAMUC campus open computer lab, etc.

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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 e-mail 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.

The syllabus/schedule are subject to change.

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>

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>

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>

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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/>

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>

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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.

COURSE OUTLINE / CALENDAR

DATE	CLASS TOPIC	PREPARE FOR NEXT WEEK
Week #1 Jan. 16	<ul style="list-style-type: none"> -Welcome & Introduction to the Course -Five Memories Model (<i>Wilfred Gordon McDonald Partridge</i> – Mem Fox) -Syllabus Review -Model reading log -D2L -Read Chapter 1 (Tompkins) – Writing Process -Jigsaw & Present Writing Process 	<ul style="list-style-type: none"> -Five Memories Presentation -Buy composition book/journal -Review syllabus -Read chapter 2 (Tompkins) -Complete reading log and post to discussion board by Sunday at midnight -Respond to peer’s discussion posts
Week #2 Jan. 23	<ul style="list-style-type: none"> -Mentor Texts: <i>Love that Dog</i> & “<i>The Red Wheelbarrow</i>” (Journal) -Five Memories Presentations (50 Points) -Record & respond to 5 memories (Journal) -Mentor Text: “Where I’m From” –George Ella Lyon (share full-processed model) -Workshop model practices with writing in journal -Introduce Assessment Assignment -Reading Inventory Kit 	<ul style="list-style-type: none"> -Draft and revise a creative piece -Find a student to assess for assessment assignment -Read chapter 3 (Tompkins) -Complete reading log and post to discussion board by Sunday at midnight -Respond to peer’s discussion posts
Week #3 Jan. 30	<ul style="list-style-type: none"> -Read Aloud/Pairing – Prompted Writing – <i>Fish in a Tree</i> – Lynda Mullaly Hunt & <i>The Sweetest Fig</i> by Chris Van Allsburg -Model Assessment Assignment -Mentor Text: <i>Love that Dog</i> & “Stopping by Woods on a Snowy Evening” – Robert Frost -Writing Workshop -Assign Mini-Teach Groups and Dates 	<ul style="list-style-type: none"> -Read Chapter 4 & 5 -Be prepared to take a quiz assessing student writing samples based on your readings -Revise and edit a creative piece - Work on assessment assignment with student - Create a schedule for mini-teach planning
Week #4 Feb. 6	<ul style="list-style-type: none"> -Mentor Text: <i>New Kid on the Block</i> “I’m Thankful – Jack Prelutsky -Write Traits -Quiz #1 Writing Assessment (Chapter 4 &5) 	<ul style="list-style-type: none"> -Read chapter 6 -Complete reading log and post to discussion board by Sunday at midnight -Respond to peer’s discussion

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	<p>Mentor Text: <i>Love that Dog</i> & “The Tiger” – William Blake</p> <ul style="list-style-type: none"> -Writing Workshop -Model Assessment Assignment 	<p>posts</p> <ul style="list-style-type: none"> - Work on assessment assignment with student - Follow plan for mini-teach with peers
<p>Week #5 Feb. 13</p>	<p>-Mentor Text: <i>Love that Dog</i> & “Dog” – Valerie Worth</p> <ul style="list-style-type: none"> -Mentor Text Pairing: <i>A Ball for Daisy</i> – Chris Raschka – Prewriting/Storyboards -Writing poetry assessments modeled – Topics: content areas 	<ul style="list-style-type: none"> -Read Chapter 1 of <i>Guided Reading</i> -Complete reading log and post to discussion board by Sunday at midnight - Work on assessment assignment with student – First 4 elements checked -Work on draft for author’s chair -Respond to peer’s discussion -Follow plan for mini-teach with peers
<p>Week #6 Feb. 20</p>	<p>Mentor Text: <i>Love that Dog</i> “The Pasture” – Robert Frost</p> <ul style="list-style-type: none"> -Mentor Text Pairing: <i>What Do You Do With An Idea</i> – Drafting -First 4 Elements of Assessment Assignment Checked -Genre characteristics review (chapters 7-11) and mentor texts workshop: poetry, narrative, biographical, nonfiction, writing argument -Genre Anchor Charts -Genre Writing Workshop -Genre super sort 	<ul style="list-style-type: none"> - Finish your writing piece for author’s chair. Be sure to put all of your drafts together to turn in after author’s chair. - Read chapter 20 of <i>Guided Reading</i> -Be prepared to discuss chapter 20 - Work on assessment assignment with student -Follow plan for mini-teach with peers
<p>Week #7 Feb. 27</p>	<p>Mentor Text: <i>Love that Dog</i> “Street Music” – Arnold Adoff – Mentor Text Pairing: - <i>What Do Authors Do?</i> Revising</p> <p>Author’s Chair</p> <p>Comprehension (Guided Reading chapter 20)</p> <p>Read Aloud: <i>This is Not My Hat</i></p>	<ul style="list-style-type: none"> -Prepare for Write Traits Quiz #2 -Read chapter 21 of <i>Guided Reading</i> -Be prepared to discuss chapter 21 - Work on assessment assignment with student -Follow plan for mini-teach with peers
<p>Week #8 Mar. 6</p>	<ul style="list-style-type: none"> -Mentor Text: <i>Love that Dog</i> “The Apple” – Mentor Text Pairing –<i>What Do Authors Do?</i> – Editing -Quiz 2 – Write Traits -How-to Assignment Introduced 	<ul style="list-style-type: none"> -Finish Assessment Assignment -Finish ABC list and submit assignment -Choose a research question

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	<ul style="list-style-type: none"> -Conferencing – Routines (Guiding Reading Chapter 21) -Final Elements Check on Assessment Assignment -Mentor Text – <i>The Dangerous Alphabet</i> – ABC list of encouragement and probing questions for student conferences 	<ul style="list-style-type: none"> for How-to essay -Follow plan for mini-teach with peers
Week #9 Mar. 13	<p>CLASS ONLINE (Campus Closed for Navarro’s Spring Break March 11 - 15) Model of How-to Assignment Provided ASSESSMENT ASSIGNMENT DUE</p>	<ul style="list-style-type: none"> -Start How-to Essay - Assignment –Turn in question as an assignment -View model of How-to Essay -Follow plan for mini-teach with peers
SPRING BREAK Mar. 20	TAMUC SPRING BREAK	
Week #10 Mar. 27	<p>Mentor Text: <i>Love that Dog</i> “Love That Boy” – Mentor Text Pairing – <i>Emily’s Art</i> – Publishing Turn in How-to Essay question Guided Reading Model Quiz #3 Review Provided In class time to prepare</p>	<ul style="list-style-type: none"> -Work on How-to essay -Review for quiz #3 -Follow plan for mini-teach with peers
Week #11 Apr. 3	<p>Mentor Text: <i>A Monster Calls</i> – Writing Description Literature Circles – Chapters 3, 4 ,5 Guided Reading Presentations</p>	<ul style="list-style-type: none"> -Work on How-to essay -Review for quiz #3 -Follow plan for mini-teach with peers
Week #10 Apr. 10	<p>Mentor Text: <i>Mare’s War</i> – Writing Characterization Literature Circles – Chapters 6, 9, 10 – Guided Reading Presentations How-to conferencing</p>	<ul style="list-style-type: none"> - Prepare draft of How-to Essay Assignment to bring for conferencing -Review for quiz#3 -Follow plan for mini-teach with peers
Week #11 Apr. 17	<p>Literature Circle – Chapter 13,14,17 Guided Reading Presentations How-to conferencing</p>	<ul style="list-style-type: none"> - Prepare draft of How-to Essay Assignment to bring for conferencing -Review for quiz#3 -Follow plan for mini-teach with peers
Week #12 Apr. 24	<p>Literature Circles – Chapters 18, 19, 22 Guided Reading Presentations Quiz #3 – Q&A</p>	<ul style="list-style-type: none"> -Prepare for the <i>Guided Reading</i> quiz #3 -Prepare draft of How-to Essay -Follow plan for mini-teach with

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		peers
Week #13 May 1	-Guided Reading Quiz #3 Mentor Text: <i>The 57 Bus</i> – Writing Information – <i>Minds Made for Stories</i> - Newkirk Conference How-to Essay Assignment In class time to prepare	-Prepare your final copy of your How to Essay. - Prepare your writing piece for author’s chair. Be sure to put all of your drafts together to turn in after author’s chair.
Week #14 May 8	Final Exam Period – How To Essay Assignment DUE Author’s Chair	

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