



**RDG 521.01W
Literacy & Instruction II
COURSE SYLLABUS: Spring 2019**

Instructor: Dr. Susan Szabo - Professor

Office Location: Education South #226, Commerce Campus

Office Hours: This is a virtual class, so my office hours are Monday-Sunday. I am online daily. However, I am busy grading so allow 24 hours for response time. My office email is (Susan.Szabo@tamuc.edu). If you want me to call you, email me your phone number and I will call in the evening.

Need Help because this is your First Online Class? During the first week of class, if you are new to online coursework and feel unsure of what to do, please email me IMMEDIATELY with your phone number and a time to call you. I will talk you through BrightSpaces and where everything is located. Additionally, all emails from me (and the University) will be sent to your University Email account, not your work or home email. Therefore, it is important to check your Leo Mail every day.

Textbook:

None, as we have been asked to provide you with inexpensive textbooks. Thus, I have created various weekly WebQuests that direct your online learning and readings.

Course Description:

This course explores research proven classroom strategies for student fluency, vocabulary and comprehension development, as well as expression through writing, with a focus on the reader, the writer, texts, and the transaction. In addition, this course examines assessment of reading comprehension and writing, with attention on profiling class needs and individual needs and abilities, the selection of appropriate books and materials for grouping, and the teacher as a reading professional.

This course is required in the TAMU-Commerce graduate reading curriculum. It is designed to prepare teachers who wish to acquire the Texas Master Reading Teacher Certificate and/or the required course sequence for the 36 semester hour master's degree which leads to the Reading Specialist Certification.

Objectives (Supported by TX Master Reading Teacher)

Master Reading Teacher Standards

- **Domain I Foundations of Reading Knowledge and Instruction, Part I(approximately 31% of the test)**
- **Standard I:** The Master Reading Teacher applies knowledge of the interrelated components of reading across all developmental stages, including oral language, phonological and phonemic awareness, the alphabetic principle, word analysis, fluency, comprehension, vocabulary, written

language, and concepts of print, and has expertise in reading instruction at the primary, intermediate/middle, or high school level.

- Competency 1
- Competency 2
- Competency 3
- Competency 4
- **Domain II Foundations of Reading Knowledge and Instruction, Part II (approximately 23% of the test)**
 - **Standard 1:** The Master Reading Teacher applies knowledge of the interrelated components of reading across all developmental stages, including oral language, phonological and phonemic awareness, the alphabetic principle, word analysis, fluency, comprehension, vocabulary, written language, and concepts of print, and has expertise in reading instruction at the primary, intermediate/middle, or high school level.
 - Competency 5
 - Competency 6
 - Competency 7
- **Domain III Principles of Instructional Design, Delivery, and Assessment in Reading (approximately 15% of the test)**
 - **Standard II:** The Master Reading Teacher selects and administers appropriate reading assessments on an ongoing basis and uses the results to design, inform, and adjust instruction to promote literacy.
 - **Standard III:** The Master Reading Teacher designs and implements reading instruction that reflects state content and performance standards and addresses the varied learning needs of all students.
 - Competency 8
 - Competency 9
- **Domain IV Reading Instruction and Assessment for Students with Diverse Backgrounds and Needs (approximately 15% of the test)**
 - **Standard IV:** The Master Reading Teacher applies knowledge of primary and second language acquisition, including the relationship between the development of these languages, to facilitate and promote literacy.
 - **Standard V:** The Master Reading Teacher applies knowledge of reading difficulties, dyslexia, and reading disabilities to facilitate and promote literacy.
 - Competency 10
 - Competency 11
- **Domain V Roles of the Master Reading Teacher (approximately 15% of the test)**
 - **Standard VI:** The Master Reading Teacher facilitates appropriate, research-based reading instruction by communicating and collaborating with educational stakeholders; mentoring, coaching, and consulting with colleagues; providing professional development for faculty; and making decisions based on converging evidence from research.
 - Competency 12
 - Competency 13

ELAR Teaching Standards: The Teacher will understand and apply Language Arts knowledge and skills to plan, organize and implement instruction and assess learning.

- Understands the ELAR content and performance standards that constitute the TEKS found at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>
- Understand the vertical alignment of the TEKS.
- Understand and uses Reading terminology correctly.
- Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials

- Uses a variety of formal and informal assessments and knowledge of TEKS to determine students' progress and needs and to help plan addresses needs of all students

Reading Specialist Standards

- Standard I – Instruction and Assessment: Components of Literacy (57% of test)
 - The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.
 - Competency 1
 - Competency 2
 - Competency 3
 - Competency 4
 - Competency 5
 - Competency 6
 - Competency 7
 - Competency 8
- Standard II – Instruction and Assessment: Resources and Procedures (14% of test)
 - The reading specialist uses expertise in implementing, modeling and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.
 - Competency 9
 - Competency 10
- Standard III – Meeting the Needs of Individual Students (14% of test)
 - The reading specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy and applies knowledge of reading difficulties, dyslexia and reading disabilities to promote literacy.
 - Competency 11
 - Competency 12
- Standard IV – Professional Knowledge and Leadership (14% of test)
 - The reading specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing and evaluating professional development programs.
 - Competency 13
 - Competency 14

Student Learning Outcomes:

1. Continue to understand and value literacy based research.
2. Explore, understand and use research-proven reading fluency, vocabulary and comprehension strategies.
3. Investigate and grasp the concepts of how writing with the focus on the reader, the writer, the texts, and the transaction impacts fluency, vocabulary, and comprehension.
4. Investigate and grasp the concepts of how the selection of appropriate reading books and other reading materials impact fluency, vocabulary and comprehension.
5. Examines assessment of reading comprehension through writing activities.
6. Demonstrate growth as a literacy professional.

COURSE REQUIREMENTS

A. Expectations:

Students in this course are exposed to diverse perspectives in the context of fluency, vocabulary and comprehension that will stretch your thoughts and perceptions beyond your present experiences and knowledge. This action will occur while encouraging depth of knowledge through discussion and interaction with the professor and peers.

B. Assignments

1. **Reading Assignments:** Each week there are a variety of reading assignments. WebQuests have been developed to guide your reading as you learn more about fluency, vocabulary and comprehension. In addition to reading the WebQuests and completing an After Project, you will also be required to **Read and respond** to 3 of your peers responses. More about this assignment will be in BrightSpaces.
2. **Activity Projects:** You will be given weekly options for your final project so you can show your learning for the week. You will also read and respond to 3 of your peers. More information will be presented in each WebQuest found Brightspaces.
3. **Fluency, Vocabulary and Comprehension Strategies Collection:** - At the end of the semester, students will submit a table of contents that shows the fluency, vocabulary and comprehension strategies they have collected that can be used as intervention resources when assessments show these are skills k-12 students need. These will be put into your Strategies and Assessment Notebook that you have started or will start in RDG 560 and/or 567. This should be a paper notebook so you have the content handy to share with others. More about this assignment will be in BrightSpaces.
4. **Requirements for the Texas Master Reading Teacher Certification** include documentation of literacy work through practicum hours. The current requirement is 40 hours per MRT course. Not only will you collect appropriate strategies but you will use them in the classroom to determine if this is a strategy you would use and recommend to others. You will also create center work that has students working on these 3 skills. More about this assignment will be in BrightSpaces.

GRADING SUMMARY:

Assessments/Grading: Grades will be determined via a simple point system and grading rubric (for creative final). **You** are responsible for reviewing them prior to submitting an assignment - they tell you all you need to know in order to earn a passing grade in this course. Master level students must receive an A or B. The gradebook is used to keep track of your activities and points, thus it is your responsibility to keep track of how you are doing. To see the comments and the questions missed on the quiz, **CLICK on the grade and it will open a new screen**.

Grades will be determined as follows

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60	F

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

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Google® Chrome™	Latest	N/A
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.
- 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 (phone is answered 24 hours a day/ 7 days a week, except during university holidays) 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.

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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

According to State of Texas HB 2504, this course syllabus must be submitted in advance of when the courses is actually scheduled to begin. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submitting it for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus at any time during the course itself provided that (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students are given ample notification.

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>

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>
- 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.