COURSE OUTLINE/SYLLABUS

RDNG 3643-P01 METH OF TCHNG ELEM
2013 Spring Semester

Instructor Name: Dr. Clarissa Gamble Booker, Tenured Professor
Office Location: Wilhelmina Fitzgerald Delco Building, Room 315
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Office Hours: Tuesday  8:00 a.m.-11:00 a.m.; 3:30 p.m.- 5:30 p.m.
              Wednesday 9:00 a.m.-11:00 a.m., By Appointment
              Departmental Meetings, Sponsor Student Organizations,
              School-University Partnerships, Clerical Duties
              Thursday  8:00 a.m.-11:00 a.m.; 3:30 p.m.- 5:30 p.m.
              Saturday  9:00 a.m.-10:00 a.m.; 2:00 p.m.-3:00 p.m., By Appointment
Virtual Office Hours: None
Course Locations: Sam R. Collins Engr Tech Bldg., Room 225
                 John B. Coleman Library
Class Meeting Days and Time: Tuesday, Thursday  11:00 a.m.-12:20 p.m.

Course Abbreviation and Number  RDNG 3643-P01
COURSE TITLE AND CREDIT HOURS
Methods of Teaching Elementary Reading. (3-0) Credit 3 semester hours.

COURSE DESCRIPTION

Analysis of various approaches and methods used in teaching reading in the elementary grades.

Prerequisites: None  Co-requisites: None

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Required Textbook:

**ISBN:** 13:978-1-111-29812-8

Professional References:

Florida Center for Reading Research  
http://www.fcrr.org


*Texas Examinations of Educator Standards (TExES) Preparation Resources*

Certify Teacher Preparation software for Educator Certification  
http://www.certifyteacher.com  1-866-209-9986

www.cliffnotes.com


www.rea.com/TExES/191Generalist.htm


www.xamonline.com

Access to Learning Resources:

Prairie View A&M University Library  
Telephone: 936-261-1500  
Web: http://www.tamu.edu/pvamu/library

University Bookstore  
Telephone: 936-261-1990  
Web: http://www.bkstr.com/Home/10001-10734-1?demoKey=d

WhitlowlE R. Green College of Education TExES Prep Lab  
Wilhelmina Fitzgerald Delco Building, Room 332  
Hours: Monday-Friday 9:00 a.m.-12:00 Noon; 1:00 p.m.-5:00 p.m.
Assessment and Artifacts:

The assignments completed in RDNG 3643 will be considered “artifacts” (an item of course work that serves as evidence that course objectives are met) and will be loaded into eCourses MOODLE. These required artifacts will be identified by the instructor. Due dates for these artifacts will be announced prior to the due dates. Maintain copies of your artifacts for your records.

McKinney-Vento Act (Federal Law) 2011

The McKinney-Vento program for Pre-K–16 is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.). The program was originally authorized in 1987 and, most recently, reauthorized by the No Child Left Behind Act of 2001.

The program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States, school districts, colleges and universities are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

State Board for Educator Certification Texas
Educator’s Code of Ethics
Texas Administrative Code 247.2
Statement of Affirmation
[Handout—Distributed in Class]


http://www.statutes.legis.state.tx.us/DOCs/ED/htm/ED.38.htm#38.003
PURPOSE OF THE COURSE:
To develop competencies which will enable a candidate to achieve a satisfactory score on the Texas Examinations of Educator Standards® (TExES) ®.

COURSE GOALS: RDNG 3643 focuses on goals identified in the Whitlowe R. Green College of Education CONCEPTUAL FRAMEWORK: Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P). E-FOLD-P is fundamental to learning content in all areas and in teaching a diverse population. It is designed to achieve these outcomes:
1. Develop the reading teacher as a problem-solver, critical thinker, and decision maker.
2. Develop the reading teacher as a reflective and a continual learner utilizing effective teaching practices.
3. Develop the reading teacher as a facilitator of student growth and development, by precept and example.
4. Develop the reading teacher who demonstrates an understanding and appreciation of human diversity and global awareness.
The conceptual framework for both the basic and advanced programs at Prairie View A&M University has evolved over the last fourteen years to view educators as facilitators of learning for diverse populations. The conceptual Framework was developed by the Unit faculty after extensive review of the literature in education and guidelines of learned societies. The conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning. This new visual depiction of the conceptual framework with no changes in the wording was adopted by the Teacher Education faculty, in February 2008. The framework consists of four major goals anchored by technology.
Required Assignments:

**Assignment 1**  
Reading Approaches  
(Oral, Written, and PowerPoint Presentation)  
Educator Standards  
Domains-Competencies: I-IX, XI, XII

**Assignment 2**  
*TExES*® Reading Study Guides and Examinations  
Educator Standards  
Domains-Competencies: I-IX, XI, XII

**Assignment 3**  
TEKS Reading Lesson Plans and Instructional Strategies  
Educator Standards  
Domains-Competencies: I-XII

**Assignment 4**  
Group Project--SPRING READING WORKSHOP  
Educator Standards  
Domains-Competencies: I-XII

**Assignment 5**  
Book Discussion and Reflection Paper  
iREAD Book - Office of the Dean, Whitlowe R. Green College of Education  
**ISBN:** 978-0-307-71954-6  
[Educator Standards: Domains-Competencies: IX, XI, XII]

Scientifically-Based Reading Research:

[TExES Domains-Competencies: 001, 002, 003, 004, 005, 006]

http://www.edpubs@inet.ed.gov 1-800-228-8813  
[TExES Domains-Competencies: 001, 002, 003, 004, 005, 006]

*Texas Examinations of Educator Standards Preparation Manuals:* 191 Generalist EC-6; Generalist 4-8 111; English Language Arts and Reading 4-8 117; English Language Arts and Reading 131; Special Education EC-12 161, etc.

(This report can be read online or downloaded or a free copy can be ordered.)

1. Phonemic Awareness [Domain-Competencies 001, 002, 003]  
2. Phonics [Domain-Competencies 001, 002, 003]  
3. Fluency [Domain-Competency 006]  
4. Vocabulary Domain-Competency 004]  
5. Text Comprehension [Domain-Competencies: 006, 007]
COURSE OUTCOMES AND OBJECTIVES:
Upon completion of RDNG 3643, the candidate will be able to demonstrate competencies and levels of achievement as listed below.
1. Discuss the teacher's role in the teaching of reading. [http://www.sbec.state.tx.us](http://www.sbec.state.tx.us) [STANDARD I EC-6; STANDARD I English Language Arts and Reading 4-8; ELAR 8-12; Special Education EC-12].
2. Research and discuss definitions of reading as defined by authorities in the field [STANDARD IV EC-6, STANDARD II ELAR 4-8].
3. Understand various approaches used to teach reading. [STANDARDS IV EC-6; STANDARD II ELAR 4-8].
4. Discuss the historical overviews of various approaches used to teach reading [STANDARD II ELAR 4-8].
5. Research and discuss the following reading approaches: Basal Reader Approaches, Literature-Based Approaches, Language Experiences Approaches, Individualized Reading Approaches, Whole Language, Linguistics Approach, Phonics Approach, Programmed Instruction, Computer Assisted Instruction, Eclectic Approaches, and other reading approaches. [STANDARDS I-XII EC-6; STANDARDS I-VIII ELAR 4-8; 8-12; Special Education EC-12]. Course Learning Outcomes Core Curriculum 1,4,5,6
6. Analyze methodologies used to teach reading in the elementary grades. [STANDARD IV EC-6; STANDARD V ELAR 4-8; ELAR 8-12]. Course Learning Outcomes Core Curriculum 1,4,5,6
7. Identify organizational strategies (e.g., grouping) for the reading program [STANDARD X EC-6; STANDARD X ELAR 4-8].
8. Identify strategies and activities for improving these aspects of reading: word recognition skills, fluency, vocabulary, comprehension skills, and study skills. [STANDARDS II, III, V EC-6; STANDARD III ELAR 4-8].
9. Understand the roles of oral and silent reading [STANDARD VI EC-6; STANDARD III ELAR 4-8]. Course Learning Outcomes Core Curriculum 1,4,5,6
10. Research, discuss, and submit assigned reading study guides. [STANDARDS I-XII EC-Grade 6; STANDARDS I-VIII 4-8].
11. Demonstrate an understanding of the objectives of Educator Standards: English Language Arts and Reading Generalist EC-6; English Language Arts and Reading 4-8; English Language Arts and Reading 8-12 Standards; Special Education EC-12, etc.
12. Prepare and demonstrate teaching lessons on five key areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension National Reading Panel, 2000). Use the English Language Arts and Reading (ELAR), and Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills (TEKS) [http://www.ritter.tea.state.tx.us/rules/tac/chapter110/index.html](http://www.ritter.tea.state.tx.us/rules/tac/chapter110/index.html) [STANDARDS I-XII EC-6; STANDARDS I-VIII Grades 4-8].
13. Demonstrate the ability to use communication skills (oral, written, and presentation) in the reading program
   [STANDARDS I, II, IX EC-6; STANDARDS I,III, VII 4-8].
   Course Learning Outcomes Core Curriculum 1,4,5, 6
14. Demonstrate the ability to integrate use of technology in the reading program
   [STANDARDS I-XII EC-6; STANDARDS I-VIII 4-8].
   Course Learning Outcomes Core Curriculum 1,6
15. Demonstrate an appreciation of cultural diversity
   [STANDARDS VI, VII EC-6; STANDARD III 4-8].
16. Demonstrate an understanding of competencies for the TExES
   Examinations of Educator Standards® (TExES) ®
   [STANDARDS I-XII EC-; STANDARDS I-VIII 4-8].
17. Demonstrate an understanding of the English Language Proficiency Standards (ELPS).
18. Demonstrate an understanding of the College & Career Readiness Standards (CCRS).
Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University

Outcome

What Is Desired?

How Will It be Assessed?

What Were the Results?

What Did You Do?

Use of Results

Continuous Improvement Circle (CIC)

Means

How to Make it Happen?

Strategies

When Will it Be Assessed?

Dana/Thomas-Smith/Closing the Loop Six Question Model/landscape
EDUCATOR STANDARDS:

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC-6 STANDARDS
http://www.ritter.tea.state.tx.us/rules/tac/chapter110/index.html
http://www.sbec.state.tx.us
http://www.texes.ets.org/assets/pdf/testprep.manuals

Standard I. 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 II. 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 III. 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 IV. 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 V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

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

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

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

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

Standard X. 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 XI: Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.

Standard XII: Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.
Standard I. Oral Language: Teachers of students in grades 4-8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.

Standard II. Foundations of Reading: Teachers of students in grades 4-8 understand the foundations of reading and early literacy development.

Standard III. Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.

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

Standard V. Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.

Standard VI. Study and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.

Standard VII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.

Standard VIII. Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

VOCABULARY TERMS will be assigned by the professor of the course. Refer to additional references and TExES® professional resources.

Notes:
COURSE EVALUATION:

The course evaluation will be based upon the teacher’s ACADEMIC FREEDOM to evaluate each student.

The evaluation methods for the course will be cumulative and summative:

Cumulative Evaluations will take place periodically either announced or unannounced to determine the degree and extent of proficiency of the content and extent of learning outcomes of the course and expected knowledge on the Texas Examinations of Educator Standards (TExES).

Summative Evaluation will be made on a scheduled and announced date at the end of the course. The summative evaluation is to determine the gross learning over the full content of the course and the expected content of the Texas Examinations of Educator Standards (TExES).

The course evaluation will be based upon:
- Classroom Attendance, Classroom Participation, and High Quality Completion of Assignments 50% __________________
  Mid-Semester Examination and Portfolio 20% __________________
- Scheduled Practice Examinations  No Credit Given
- Final Examination 20% __________________
- Ethics, Professional Development and Leadership 10% __________________
  1. Attendance and Participation at Professional Meetings
  2. Membership in Professional Organizations
  3. Attendance and Participation at Century II Book Reviews
  4. Reading and Writing of Professional Articles
  5. Professional Attire and Decorum
  6. Professional Leadership Characteristics
  7. Documented Evidence of Community Service
  8. Documented Professional Examples

GRADING SYSTEM FOR UNDERGRADUATE STUDENTS*
Grades in the course will be assigned as follows:
 A  90-100        I  Incomplete
 B  80-89         W  Withdrawal from a course
 C  70-79         WV Withdrawal from the University Voluntarily
 D  60-69         MW  Military Withdrawal
 F  0-59

*This Grading System is in accordance with the University's undergraduate catalog, 2005-2007, p. 104; www.pvamu.edu

“A room without books is like a body without a soul.”
-G.K. Chesterton
BASIC METHODS OF INSTRUCTION:

Basic methods of instruction will include: Lectures, TEExES activities, reading study guides, lesson plans, examinations, individual research reports (oral and written), small and large group discussions, performance assessment, book reviews, book fairs, films, video presentations, cassettes, consultants, guest speakers, research reviews and summaries, reading workshops and conferences, field trips, demonstrations, modeling, and PowerPoint presentations.

OUTLINE OF COURSE CONTENT AND SCHEDULE OF TOPICS:

WEEK 1
- Introduction to the Course, State and National Standards
- Educator Certification Online System [Handout—Distributed In Class]
  http://www.sbec.state.tx.us/sbeonline/standtest/edstancertifieldlevl.asp
- State Board for Educator Certification Texas Educator’s Code of Ethics
- Whitlowe R. Green College of Education CONCEPTUAL FRAMEWORK: Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P)
  - The Americans with Disabilities Act
  - UNIVERSITY CLASS ATTENDANCE POLICY
  - Academic Calendar-Spring 2013
  - New University Policies and Regulations Effective fall 2011
    [Handout—Distributed In Class] http://www.pvamu.edu
- English Language Proficiency Standards (ELPS)
- English Language Arts and Reading (ELAR), and Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills (TEKS) Manual and Video Tapes
- Research Criteria, Documentation, John B. Coleman Library
- The Reading Act
- EDUCATOR STANDARDS
  - English Language Arts and Reading Generalist EC-6 Standards
  - English Language Arts and Reading 4-8 Standards
- Texas College Readiness Standards (CCRS)
- Course Assignments and Competencies
- Artifacts, Assessment, Rubrics, and Candidate Dispositions
  - Criteria for Assigned Oral and Written Presentations
  - Criteria for Maintaining a Reading Portfolio
- Administer Pre-Assessment

Thursday, January 31, 2013
General Student Assembly-All Students Attend

Acquainting Future Educators with the McKinney-Vento Act (Federal Law) 2011
http://www.cbsnews.com/video/watch/?id=7371392n
TExES Professional Development Workshop  January 19, 2013
Wilhelmina Fitzgerald Delco Building, Room 332  12:00 p.m.-3:45 p.m.
Review Session for Content Areas: Generalist EC-6; 4-8; 8-12; Special Education EC-12, etc.

WEEKS 2 - 3 - Use of Technology for Literacy Learning
- Kindle, NOOK, iPAD, etc.
- Taxonomy of an Elementary Reading Program
- Assessment and Intervention
- TExES® Professional Development Workshop (2013)
  b. Study Tips: Preparing for the Texas Educator Certification Tests
- Lesson Plans and Reading Strategies, Thematic Units
- PowerPoint Presentations
- Class Discussion and Group Presentations
- Reading Study Guides and TExES® Reading Activities

WEEKS 4 - 5 - Overview of Word Recognition Approaches
- Phonics for Word Recognition
- Oral and Written Research-Based Reports
- Lesson Plans and Reading Strategies, Thematic Units
- Reading Study Guides and TExES® Reading Activities
- Artifacts, Assessment, Rubrics, and Candidate Dispositions
- Vocabulary Terms will be assigned by the professor of the course.
- Due dates: ____________________________ ______________

WEEKS 6 - 7 - Meaning Vocabulary
- Class Discussion and Group Presentations
- Reading Study Guides and TExES® Reading Activities
- Lesson Plans and Reading Strategies
- Comprehension Part 1 and Part 2
- Major Approaches and Materials for Reading Instruction
- Oral and Written Scientifically-Based Research Reviews
  PowerPoint Presentations
- Basal Reader Approaches, Literature-Based Approaches, Language Experience Approach (LEA), Individualized Reading Approaches, Whole Language, Phonics Approaches, Linguistics Approaches, Programmed Instruction, Eclectic Approaches, etc.
- The Dyslexia Handbook, Revised 2007, Updated 2010, Texas Education Agency
- Oral and Written Research-Based Reports
- Vocabulary Terms will be assigned by the professor of the course.
Due dates: ____________________________ ______________
**WEEK 8**  
**Mid-Semester Examination**  
**Thursday, March 7, 2013**  
**Formal Examination**

**Reading Portfolio**  
(Include the following materials: Table of Contents, Course Outline/Syllabus, Teacher Expectations, EDUCATOR STANDARDS, English Language Arts and Reading (ELAR), and Spanish Language Arts and Reading (SLAR)  
Texas Essential Knowledge and Skills (TEKS), Dyslexia Glossary, TExES® reading activities, class notes, rubrics, lesson plans and reading strategies, research articles, use of technology, book reviews, professional meetings attended, educational programs attended, Certify Teacher documentation, etc.)

**SPRING BREAK**  
March 11-16, 2013

**WEEKS 9-10**  
- Language and Literature  
- Reading/Study Techniques  
- Oral and Written Research-Based Presentations  
- Reading Study Guides  
- Educational Field Trip  
- Artifacts, Assessment, Rubrics, and Candidate Dispositions  
- TExES® Reading Activities—Standards, Domains, Competencies

**WEEKS 11-12**  
- Lesson Plans and Reading Strategies  
- PowerPoint Presentations  
- TExES® Reading Activities—Standards, Domains, Competencies  
- Educational Field Trip  
- SPRING READING WORKSHOP 2013

**WEEK 13**  
- Reading in the Content Areas  
- Reading Study Guides  
- TExES® Reading Activities—Standards, Domains, Competencies  
- Oral and Written Research-Based Presentations  
- Lesson Plans and Reading Strategies  
  - PowerPoint Presentations  
- Artifacts, Assessment, Rubrics, and Candidate Dispositions  
- Book Discussion and Reflection Paper

**WEEK 14**  
- Artifacts, Assessment, Rubrics, and Candidate Dispositions  
- Oral and Written Research-Based Presentations  
- Course Review Day and Study Days for Final Examination  
- Self Evaluation of RDNG 3643  
- Closing the Loop  
- Administer Post Assessment.  
- Others

**WEEK 15**  
- Final Examination (Formal)
Disability statement (See Student Handbook)
Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook)
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to University disciplinary procedures.

Forms of academic dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)
The University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook)
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the University community violating this policy will be subject to disciplinary action.

Attendance Policy
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or an assignment of a grade of “F.” Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor’s assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Submission of Assignments
Unless a candidate has a documented written statement granting an excused absence, late or past due assignments will not be accepted.
- Submit all assignments and papers on the scheduled due date(s) and during the regular scheduled class time.
- Submit quality reports for all assignments. **Be sure to document data.**
- **Keep a duplicate of all written work submitted. Be sure to document data.**

**Formatting Documents:**
Microsoft Word is the standard word processing tool used at Prairie View A&M University. If you’re using other word processors, be sure to use the “save as” tool; and save the document in either the Microsoft Word, Rich-Text, or plain text format.

**Examination Policy**
Examinations should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (*See Student Handbook*).
Successfully pass all examinations as scheduled by the professor and by the university on the scheduled date(s), and during the regular scheduled class time(s).

**Professional Organizations**
- International Reading Association (IRA)
- Prairie View A&M University Reading Council
- The Century II Reading Committee
- KAPPA DELTA PI, International Honor Society in Education (KDP)
  - Mu Epsilon Chapter 293
- National Alliance of Black School Educators, Inc. (NABSE)
- Black Child Development Institute, Inc. (BCDI)

**Expectations of the Candidate:**
- Be on time for each class and remain in class for the full time.
- Read handout on Teacher Expectations. Refer to Exhibit 1.
- Purchase the required textbook for RDNG 3643.
- Attend lectures presented on the announced dates.
- **Submit documented evidence of TExES® reading activities and Certify Teacher data completed for the course.**
- Participate and make meaningful contributions to class discussions.
- Attend scheduled Century II Book Reviews.
- Present quality assigned individually and/or group oral and written report(s) in the course.
- Professional dress and professional decorum in the course.
- Read and complete all required research studies and articles according to the format provided by the professor of the course.
- Complete and successfully pass all practice examinations, Mid-Semester Examination and Final Examination as scheduled by the professor and by the University.
- Use communication skills (oral, written, and presentation) in the course.
- Integrate use of technology in completing class assignments.
- Participate in professional meetings and all field-based assignments as scheduled.
- Complete all assigned professional readings according to standards in the academic discipline.
- Complete assignments/activities according to format provided by the instructor of record for the course.
- All papers are to be typed, double-spaced, and submitted on white erasable bond paper.
- References are to be properly cited and written according to the *Publication Manual the American Psychological Association, 6th ed.*, 2010.
- Submit all assignments and papers on the scheduled due dates(s) and during the regular scheduled class time.
- Arrange to see the professor of the course for a minimum of two (2) conferences during the semester. Please check posted Office Hours for arranging conferences with the professor of the course.

**Academic Calendar – Spring 2013**  [http://www.pvamu.edu](http://www.pvamu.edu)

**January 14, Monday**
- Instruction **Begins**
- Late Registration and Drop/Add **Begins**

**January 31, Thursday**
- General Student Assembly-All Students Attend

**January 30, Wednesday**
- 12th Class Day (Census Date)
- Last Day to Withdraw from Course(s) **without Academic Record**
- **Late Deadline to apply for Spring 2013 graduation**

**January 31, Thursday**
- Withdrawal from courses **with Academic record** (“W”) **Begins**

**March 7 – 9, Thursday - Saturday**
- Mid-Semester Examination Period

**March 11 - 16, Monday - Saturday**
- Spring Break

**March 27, Wednesday**
- Founders Day/Honors Convocation

**April 12, Friday**
- Graduation Application **Deadline for SUMMER 2013 AND FALL 2013**

**April 30, Tuesday**
- Last Class Day for Spring Semester
- **Last Day to Withdraw from the University (From All Courses) for Spring 2013 Semester**

**May 12, Saturday**
- **Commencement**
References


References to Periodicals
- Educational Leadership
- Electronic Learning
- Journal of Adolescent & Adult Literacy
- The Reading Teacher

NEWSPAPERS AND WORLD WIDE WEB ADDRESSES
http://www.tamu.edu/pvamu/library

Education Weekly http://www.edweekly.com
The Dallas Morning News http://www.DallasNews.com
Houston Chronicle http://www.houstonchronicle.com

WORLD WIDE WEB ADDRESSES
- American Library Association http://www.ala.org
- Children’s Book Council http://www.cbcooks.org
- Folk tales and fairy tales http://itpubs.ucdavis.edu/richard/tales/
- International Reading Association http://www.ira.org
- Istation http://www.istation.com
- National Association for the Education of Young Children http://www.naeyc.org
- National Council of Teachers of English http://www.ncte.org
- National Institute of Child Health and Human Development http://www.nichd.nih.gov
Texas Education Agency. First Grade Teacher Reading Academy: Professional Development Guide

View DVD Videos (2009) by Professor Timothy Spurgin, Chantilly, VA: The Teaching Company

The Art of Reading, Part 1
The Art of Reading, Part 2
UNIVERSITY CLASS ATTENDANCE POLICY

Effective September 1, 1998

Class Attendance

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. Excessive absenteeism, whether EXCUSED or UNEXCUSED, may result in a student’s course grade being reduced or in a student’s being assigned a grade of “F.” Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University’s attendance policy in each course syllabus.

Excused Absences

Students are required to attend all class meetings. Absences due to illness, attendance at university approved activities, and family or other emergencies constitute EXCUSED ABSENCES and must be supported by documentation presented to the instructor prior to or immediately upon the student’s return to class. Students are responsible for all oral and written examinations as well as all assignments (e.g., projects, papers, reports) whether absence is Excused or Unexcused.

Unexcused Absences

Accumulation of one week of unexcused absences (for the number of clock hours equivalent to the credit for the course) constitutes excessive absenteeism. The instructor is not required to accept assignments as part of the course requirement when the student’s absence is unexcused. Each course syllabus will include a clear statement relative to whether late or past due assignments will be accepted toward satisfying the course requirements.

A student who believes that the penalty received following violation of this attendance policy is unjust may first confer with his/her academic advisor. If necessary, the matter may be appealed in writing to the course instructor, the instructor’s department head, and finally, to the instructor’s dean who must refer the matter to the Chair, Admissions and Academic Standards Committee if it cannot be resolved within the college offering the course.

Absences on Religious Holy Days

In accordance with Texas Education Code, Section 61.003, subdivision (7), a student may be absent from classes for the observance of a religious holy day and will be permitted to take missed examinations and complete missed assignments provided the student has notified the instructor of the planned absence in writing and receipt of that notice has been acknowledged by the instructor in writing. “A religious holy day means a holy day observed by a religion whose place of worship is exempt from property taxation under the Texas Tax Code, Section 11.20.”
17 items to include in Syllabi

1. Child development
2. Reading
3. Learning theories
4. TEKS organization and structure
5. TEKS (content area if applicable
6. State assessment of students
7. Lesson planning
8. Classroom assessment (students)
9. Diagnosing learning needs
10. Classroom management
11. Developing a positive learning environment
12. Parent Conferences
13. Communication Skills
14. Instructional Technology
15. Pedagogy/Instructional strategies
16. Differentiated Instruction
17. Texas Code of Ethics

“A room without books is like a body without a soul.”
-G.K. Chesterton