

Prairie View A&M University
Whitlowe R. Green College of Education
Department of Curriculum and Instruction
Clinical Lab and Reading Instruction RDNG 4673

Course Title: Clinical Lab and Reading Instruction

Course Prefix RDNG **Course No.** 4673 **Section No.** P01

Department of Curriculum and Instruction **Whitlowe R. Green College of Education**

Instructor Name: Lisa A. Johnson,M.Ed.

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U.S. Postal Service Address: Prairie View A&M University

P.O. 519
Box

Mail 2400
Stop

Prairie View, TX 77446

Office Hours: – (See Instructor any time before or after class)

Course Location: Wilhelmina Fitzgerald Delco Building Delco Room 328

Class Meeting Days & Monday

Times: **5:00 to 7:50 P.M.**

Catalog Description: **RDNG 4673 - Clinical and Laboratory Experiences in Reading Instruction:** Credit 3 semester hours. Preparation, review, and analysis of case studies, research reports, trends, and issues in the teaching of reading. Stages in the development of reading ability. Emphasis of readiness, experiential backgrounds, individual needs and interests and enrichment.

Prerequisites **None**

Co-requisites: **None**

Required Text: Lipson, M.Y., Wixson, K.K., **(2009) Assessment & Instruction of Reading and Writing Difficulties: An Interactive Approach.** (4th Edition) Boston: Pearson Education.

Recommended Text/Readings: **Publication Manual of the American Psychological Assoc. 6th Ed.**

IREAD Lenski, S.D. & Niersheimer, S.L. (2004).**Becoming a teacher of reading: A developmental approach.** Merrill, Upper Saddle River, NJ.

ISBN. 0-13-060857-2.

Johnson, S. (2009). Peaks and Valleys. ISBN:13: 978-1-4391-0325-8

Access to Learning Resources: PVAMU Library:

phone: (936) 261-1500;

web: <http://www.tamu.edu/pvamu/library/>

University Bookstore:

phone: (936) 261-1990;

web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

Course Goals or Overview:

The goal of this course is to develop competencies which will enable a candidate to achieve a satisfactory score on the Texas Examinations of Educator Standards (TExES).

Course Outcomes/Objectives

At the end of this course, the student will

- 1 Be able to understand the role of the Clinical Reading and Lab student in the reading program.
- 2 Be able to demonstrate an appreciation of cultural diversity in today's societal differences.
- 3 Demonstrate the ability to integrate use of technology in the reading program
- 4 Define an understanding of state and national standards in reading, the English Language Arts and Reading (ELAR), and Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills (TEKS), and Texas Examinations of Educator Standards (TExES).
- 5 Be able to understand Reading and Evaluating case studies pertaining to the Clinical Reading and Lab student.
- 6 Identify and monitor fluent readers involving reading materials.

Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams – written tests designed to measure knowledge of presented course material

Exercises – written assignments designed to supplement and reinforce course material

Projects – web development assignments designed to measure ability to apply presented course material

Class Participation – daily attendance and participation in class discussions

Grading System

Instrument	Value (points or percentages)	Total
Assignments	5 Essays @ 10 points each	25%
Mid Term Exam	Formal Examination (Short answer/essay/fill in the blanks	10%
Group Projects	Open House/TEKS	10%
Individual Project	Certify Teacher 6 Hours a Week	10%
Short Test Exams	Formal Examination (Short answer/essay/fill in the blanks	15%
Final Examination	Formal Examination (Short answer/essay/fill in the blanks	20%
Case Studies	(3) Case Studies-Research Studies (Information TBA)	10%
Total:		100%

Grade Determination:

Course Procedures

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, tests, essays on the scheduled due date(s) and during the regular scheduled time class time.

References are to be properly cited and written accordingly to the Publication manual of the American Psychological Association, 6th ed., 2010.

Submit quality reports for all assignments. Document data.

Keep a duplicate of all written work submitted. Document data.

Complete all professional reading and writing assignments according to directions provided by the professor of the course. Be sure to document date.

Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. 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.

Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

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.

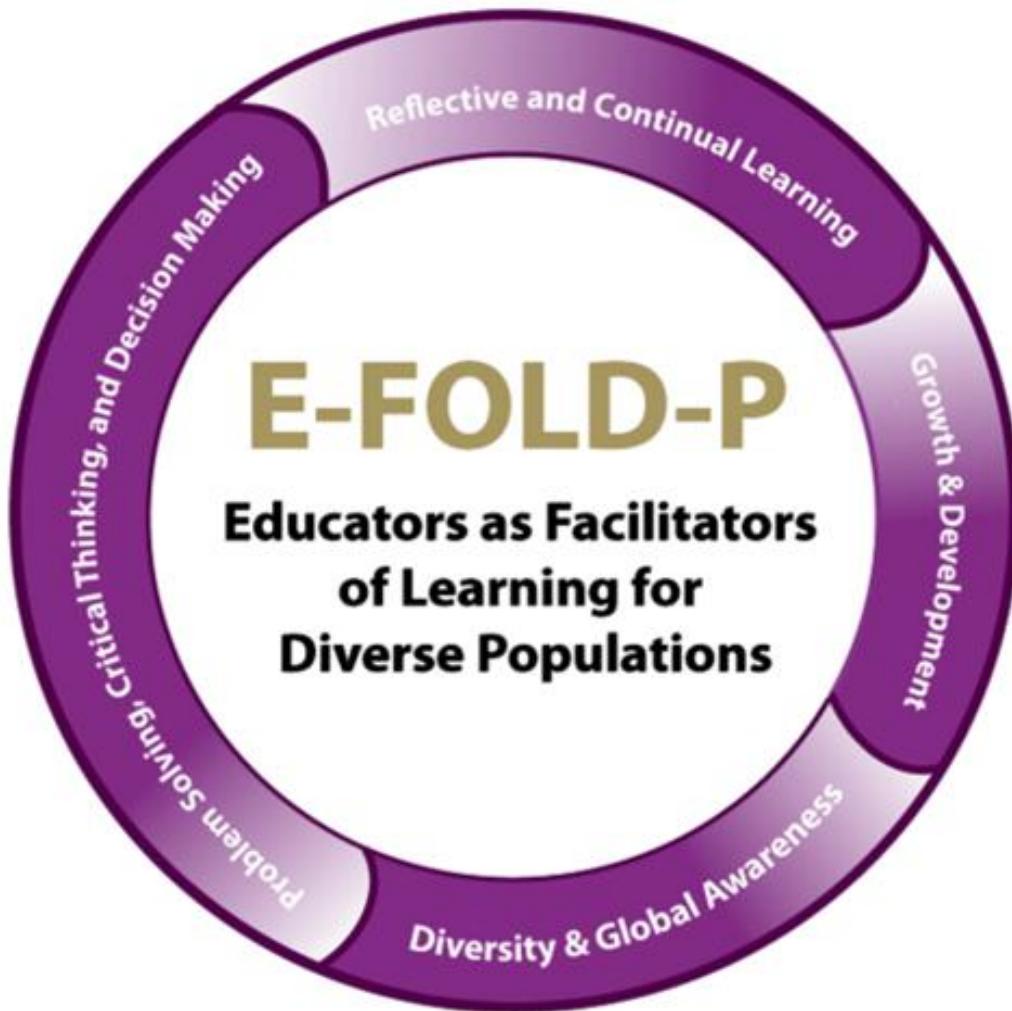
The program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, 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.

House Bill 2504-

Purpose: Each institution of higher education, other than a medical and dental unit, shall make available to the public on the institution's Internet website certain undergraduate course information, and information about available work study opportunities

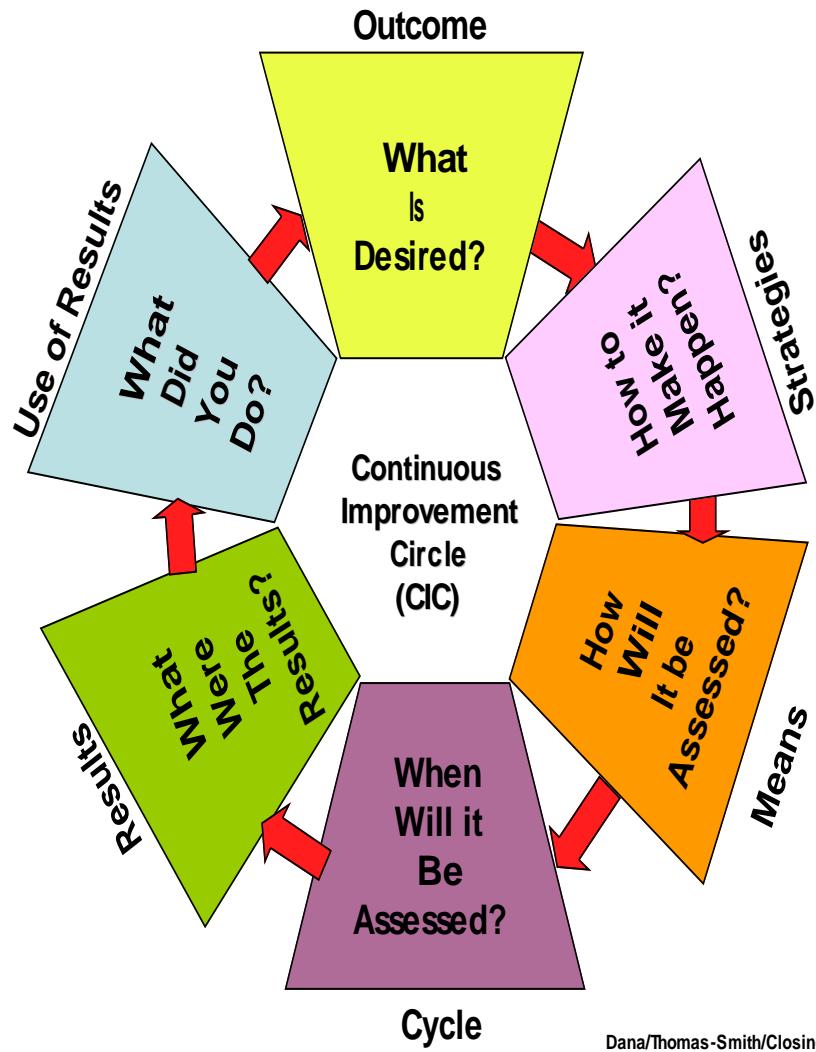
Professional Education Unit

Conceptual Framework



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.

Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University



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

STATE STANDARDS or COMPETENCIES

NEW EDUCATOR STANDARDS

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC-6 STANDARDS

ENGLISH LANGUAGE ARTS AND READING (GRADES 4-8) STANDARDS

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC-6 STANDARDS

<http://www.sbec.state.tx.us/SBECOnline/standtest/e...>

http://www.sbec.state.tx.us.stand_framewrk/TExES/texes.htm

<http://www.ritter.tea.st.tx.us/rules/tac/chapter110/index.html>

- 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 young 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 young 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.

<http://www.sbec.state.tx.us/SBECOnline/standtest/e...>

http://www.sbec.state.tx.us.stand_framewrk/TExES/texes.htm

<http://www.ritter.tea.st.tx.us/rules/tac/chapter110/index.html>

ENGLISH LANGUAGE ARTS AND READING (Grades 4-8) STANDARDS

<http://www.sbec.state.tx.us/SBECOnline/standtest/e...>

http://www.sbec.state.tx.us/stand_framewrk/TExES/texes.htm

<http://www.ritter.tea.st.tx.us/rules/tac/chapter110/index.html>

- 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 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.

HAVE Students to go online and research items below

16 WEEK CALENDAR	
Week One: August 27	Introductions-Faculty /Students/Test Preparation/Handouts Expectations/Review of Course Syllabi Read Chapter 1 –Discuss Competencies/Standards/ Ethical Responsibilities
 Sept 3 Chapter 1	Developing a Theory of Literacy Learning Discussions of Cultural Differences with group. Discussion on How to write Case Studies? (Identifying your personal Culture)
 Sept 10	Assignment: Write a two page essay on What are the Issues in Teaching Reading? (5 - APA References) Lecturer/Presenter – Kimberly Gay - Librarian
Week Two: Sept 10	Discussions on Social Constructivism: Cognitive/Schema/Constructivist/Theories Theories and Influences with Piaget/Vygotsky/Maslow
Chapter 2 Chapter 3	Developing Your Knowledge About Early Readers Instructing Early Readers in Whole Groups Emergent Theory/Motivating Students to Read: Vygotsky's Theories Support Shared Reading- Students memorize Competencies 1 - 3
Assignment (s):	Students memorize Competencies 1 – 3

Sept 17	Write a Two page essay on Piaget / Vygotsky/ Maslow Due (Use 5 APA References) 12'font/double space
Week Three: Chapter 4 Chapter 5	Instructing Early Readers in Small Groups Discussion: of Guided Readers/Choral Reading/Ditto Reading Instructing Early Readers Working Independently and With Families Discussion: What are Genres? Students memorize and discuss Competencies 4 – 6. 1st Test On Chapters 1 – 4.Lectures ---Case Study Due Discussion: Communicating with Parents
Assignment (s): Sept 24	Students memorize and discuss Competencies 4 – 6. Write a Letter for a Parent Conference Draw and Design Open House for Parents/Guardians/etc.
Week Four: October 1 Chapter 6	Early Readers Working With Words Discussion: on Phonics Instructions/Consonants/Vowels/consonant Digraph/Sight Words or Sight Vocabulary/High Frequency Words/Phonemic Awareness/Learning about Syllables/Teaching Phonics/Learning how to write and Assessment Rubric
Chapter 7 October 8 Chapter 8	Developing your Knowledge about Interpretive Readers Discussion: on Interpretive Readers with Special Needs/Teaching students with learning disabilities/struggling readers/identifying gifted readers Instructing Interpretive Readers in Whole Groups Discussion: Teaching with Basal Readers (Case Study Due)
Assignment (s):	Students memorize Competencies 6 – 8.Group Project
Week Five:	Instructing Interpretive Readers in Small Groups

Chapter 9	Discussion: Small-group instruction/Grouping ideas for Struggling Readers/Group Discussion on Good to Great.
October 15	2nd Test on Chapters 5 – 9/Lectures
Assignment (s):	Chapters 1 and 2 – Discussion on “Peaks and Valleys”
Week Six: Chapter 10	Instructing Interpretive Readers Independently and with Families Discussions: Facilitating Reading Workshops
Assignment (s):	Organize Open House with Group members
Week Seven: October 22 Chapter 11	Developing your Knowledge About Critical Readers Discussion: Understanding Critical Readers/Physical and Emotional Development/Social Development/A critical approach to Reading/
Assignment (s): October 29	Write two page essay on any above topic Due Oct 29
Week Eight: Chapter 12	Instructing Critical Readers Using a Common Text Discussion: Literature Anthologies/Trade books/What is Reading comprehension.
Assignment (s):	Students memorize Competencies 8 – 10 Prepare and Review for Mid-Term Exam
	Mid-Term Exam
Week Nine: November 5	Reading in the Content Area Discussion: Identifying friendly Content-Area Textbooks

Chapter 13	(Case Study Due)
	Groups will be in discussion on how to prepare for the competencies.
Assignment (s):	Students will work and have group discussions on What is Reading Comprehension? Read Chapters 3 -5 Peaks and Valleys (Two page paper aligned with APA References).
Week Ten:	Instructing Critical Readers in Small groups Independently and with Families
Chapter 14	Standards and Competencies Review
Assignment (s):	Competencies Review with Group Members
Week Eleven:	
November 12	Test 3 Chapters
Assignment (s):	Competencies Review
Week Twelve:	Students present with group members on how to teach Clinical Reading and Lab Students in their content areas
Group Assignment	Working on Competencies with group members
Assignment (s):	Write a three page essay on Special Education Students
November 19	Read Chapters 6 – 9 (Final Paper due on (Peaks and Valleys)
Week Thirteen:	Review Chapters for Final Review
Project Due November 12/19	Projects with groups – Open House
Assignment (s):	Thanksgiving Holiday—Assignments TBA

November 26	
Week Fourteen: December 5	Test on Certify Teacher/Review Final Exam
Chapter (s):	Review Final Exam
Project	
Week Fifteen December 10	Dinner/Closing of the Fall Semester
December 12	Project/Dinner
Assignment (s):	
Week Sixteen	
Final Exam	
Name	
Course Number/Prefix	
Professor Name	
Date	
Title of Course (all left hand side)	

University Rules and Procedures

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.

NO HATS/SHORTS/SHORT OUTFIT/SHADES/TEXTING/CELL PHONES IN CLASS

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 in 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.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
 - Sending and receiving email
 - A working knowledge of the Internet
 - Proficiency in Microsoft Word
 - Proficiency in the Acrobat PDF Reader
 - Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:

All emails or discussion postings will receive a response from the instructor within 48 hours. You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the.

Submission of Assignments:

Assignments, Papers, Exercises, and Projects will be distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:

Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

Academic Calendar – Fall 2012 -REVISED 08/07/12

August 19, Sunday

Check-In University College (Housing)

August 20-23, Monday-Thursday

Panther Camp

August 20, Monday

Check-In University Village-New Transfer Students

Check -In University Village-Returning Students

Meal Plans **Begin**

August 24-27, Friday - Monday

Regular Registration for ALL Students

August 25, Saturday

Regular Registration for Graduate Students (**UG students if advised and issued alternate pin**)

August 27, Monday

LAST DAY of Regular Registration for ALL Students

Instruction **Begins**

August 28, Tuesday

Late Registration and Drop/Add for ALL Students **Begins**

August 31, Friday

Late Registration, Add Courses, Change Major/Certification or any Matriculation Change **Ends** for Undergraduate Students – **Student Web Access Closes**

September 1, Saturday

Late Registration, Add Courses, Change Major/Certification or any Matriculation Change **Ends** for Graduate Students – **Student Web Access Closes**

September 5, Wednesday

General Student Assembly **All Students to Attend**

September 11, Tuesday

Census Date (12th Class Day)

LAST DAY to Drop Course(s) without Academic Record

Late Deadline to apply for Fall 2012 graduation

September 14, Wednesday

Withdrawal from courses with academic record ("W") **Begins**

September 21, Friday

20th Class Day

October 18 - 20, Thursday-Saturday

Mid-Semester Examination Period

October 23, Tuesday

Mid-Semester Grades Due

Academic Calendar – Fall 2012 continued

November 5, Monday

Withdrawal from Course(s) with Academic record ("W") **Ends**

November 13, Tuesday

Priority Registration **Begins** for Spring 2013 Semester

November 16, Friday

Deadline to Apply for Spring 2013 Graduation

November 22-24, Thursday-Saturday

Thanksgiving Holiday (**University Closed**)

November 26, Monday

Instruction Resumes

December 3 - 4, Monday - Tuesday

Course Review Day [Classes **must** convene and instructors will prepare students for Final Exams]

December 4, Tuesday

Last Class Day for Fall 2012 Semester

Last Day to Withdraw from the University (From All Courses) for the Fall 2012 Semester

December 5 - 11, Wednesday - Tuesday

Final Examination Period

December 11, Tuesday

Final Grades Due for Graduation Candidates

December 15, Saturday

Commencement

December 18, Tuesday

Final Grades Due for All Other Students

Professional Organizations

International Reading Association

Texas State Reading Association

Professional Scholarly Journals

The Reading Teacher

Journal of Adolescent and Adult Literacy

Reading Improvement

Reading Research Quarterly

Newspapers and Magazines

Education Weekly/Reading Today/The New York Times

References

- Bursuck, W.D., & Damer, M. (2007). *Reading instruction: For students who are at risk or have disabilities*. Boston: Pearson Ally and Bacon.
- Moore, D.W., Alvermann, D.E., & Hinchman, K.A. (Eds.). (2000). *Struggling adolescent readers: A collection of teaching strategies*. Newark, DE: International Reading Association.
- Orlich, D.C., Harder, R.J., Callahan, R.C., Trevisan, M.S., & Brown, A.H. (2007). *Teaching strategies: A guide to effective instruction* (8th ed.). Boston: Houghton Mifflin Company.
- Snow, C., Burns, M., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Strunk, W., & White, E.B. (2000). *The elements of style* (4th ed.). Boston: Allyn and Bacon.
- Roe, B.D., & Burns, P.C. (2007). *Informal reading inventory: Preprimer to twelfth grade* (7th ed.). New York: Houghton Mifflin Company.
- Vaughn Gross Center for Reading and Language Arts. (2005). *Intervention instruction*. Austin, TX: University of Texas System/Texas Education Agency.