Prairie View A&M University
A Member of The Texas A&M University System
Prairie View, Texas

Whitlowe R. Green College of Education

Reading Program   Department of Curriculum and Instruction

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COURSE OUTLINE/SYLLABUS

RDNG 5663-P01 Experiences in Rdng

Spring Semester 2013
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Instructor: Tenured Professor, Dr. Clarissa Gamble Booker
Office Location: Wilhelmina Fitzgerald Delco Building, Room 315
Office Telephone: 936-261-3408
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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

Virtual Office Hours: None
Course Locations: Sam R. Collins Eng Tech Bldg., Room 225
                                             John B. Coleman Library
Class Meeting Days and Time: Saturday   11:00 a.m.-1:50 p.m.
Course Abbreviation and Number: RDNG 5663-P01

A.   COURSE TITLE AND CREDIT HOURS
      RDNG 5663: Clinical Experiences in Reading (3-0) Credit 3 semester hours.

B.   CATALOG DESCRIPTION
      Case study analysis, seminars, and field experiences in school classrooms.
      Prerequisite: Consent of Instructor
      Co-requisites: None

C.	REQUIRED TEXT:

Jennings, J.H., Caldwell, J.S., & Lerner, J.W. (2010). *Reading problems: Assessment and teaching strategies* (6th ed.). Boston: Allyn and Bacon.
ISBN-13: 978-0-13-7000857-5

Professional References:

- English Language Proficiency Standards (ELPS), Texas Education Code, 2007
  http://www.statues.legis.state.tx.us/SOTWDocs/ED/htm

- Texas Education Agency. (2008). Texas Administrative Code, 2008
  English Language Arts and Reading (ELAR), and Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills (TEKS) which were adopted in 2008 and Will be implemented beginning with school year 2009-2010
  http://www.ritter.tea.st.tx.us/rules/tac/chapter110/index.html

- Texas College and Career Readiness Standards (CCRS)
  Texas Higher Education Coordinating Board, 2008
  http://thecb.state.tx.us/collegereadiness

  READING SPECIALIST STANDARDS Study Guide.
  http://www.sbec.state.tx.us/stand_framewrk/TExES/texes.htm

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

- Whitlowe 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 5663 will be considered "artifacts" (an item of course work that serves as evidence that course objectives are met) and will be loaded into the University Assessment System eCourses MOODLE. These required artifacts will be identified by the instructor. Due dates for these artifacts will be announced prior to the due dates. Reminder: 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]

Texas Education Agency. (2010). *The dyslexia handbook revised 2007, updated 2010:*
    Procedures concerning dyslexia and related disorders. Austin, TX: Texas Education
    Agency.
http://www.statues.legis.state.tx.us/Docs./ED/htm/ED.38.htm#38.003

D.   COURSE GOALS

RDNG 5663 focuses on course goals identified in the Whitlowe R. Green College of Education Conceptual Framework:

Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P) is fundamental to learning content in all areas and in teaching a diverse populations. It is designed to achieve these outcomes:
1. To develop the reading teacher as a problem-solver, critical thinker, and decision maker **[Standard I, IRA Standard 1].**
2. To develop the reading teacher as a reflective and a continual learner utilizing effective teaching practices **[Standards II and IV; IRA Standards 3 and 6].**
3. To develop the reading teacher as a facilitator of student growth and development, by precept and example **[Standard III, IRA Standard 2].**
4. To develop the reading teacher who demonstrates an understanding and appreciation of human diversity and global awareness **[Standard III; IRA Standard 4].**

Required Assignments for RDNG 5663:
  Assignment 1: Research Critiques and Reading Activities
  Assignment 2: Oral and Written Research PowerPoint Presentations
  Assignment 3: Case Study and Instructional Reading Strategies
  Assignment 4: SPRING READING WORKSHOP—Professional Presentation
  Assignment 5: Book Review and Reflection Paper
   iREAD Book--Office of the Dean, Whitlowe R. Green College of Education
    Johnson, S. (2010). *The present: The secret to enjoying your work and life, now!* New York: Broadway Books. **ISBN**: 978-0-307-71954-6

Scientifically-Based Reading Research

National Reading Panel. (2000). *National Reading Panel report.* Washington, DC: Department of Education. Available online at http://www.nationalreadingpanel.org This report can be read online or downloaded or a free copy can be ordered.

 1. Phonemic Awareness [STANDARDS I, II; IRA Standards 2, 3]
 2. Phonics   [STANDARDS I, II; IRA Standards 2, 3]
 3. Fluency   [STANDARDS I, II; IRA Standards 2, 3]
 4. Vocabulary   [STANDARDS I, II; IRA Standards 2, 3]
 5. Text Comprehension [STANDARDS I, II; IRA Standards 2, 3]

Professional Education Unit
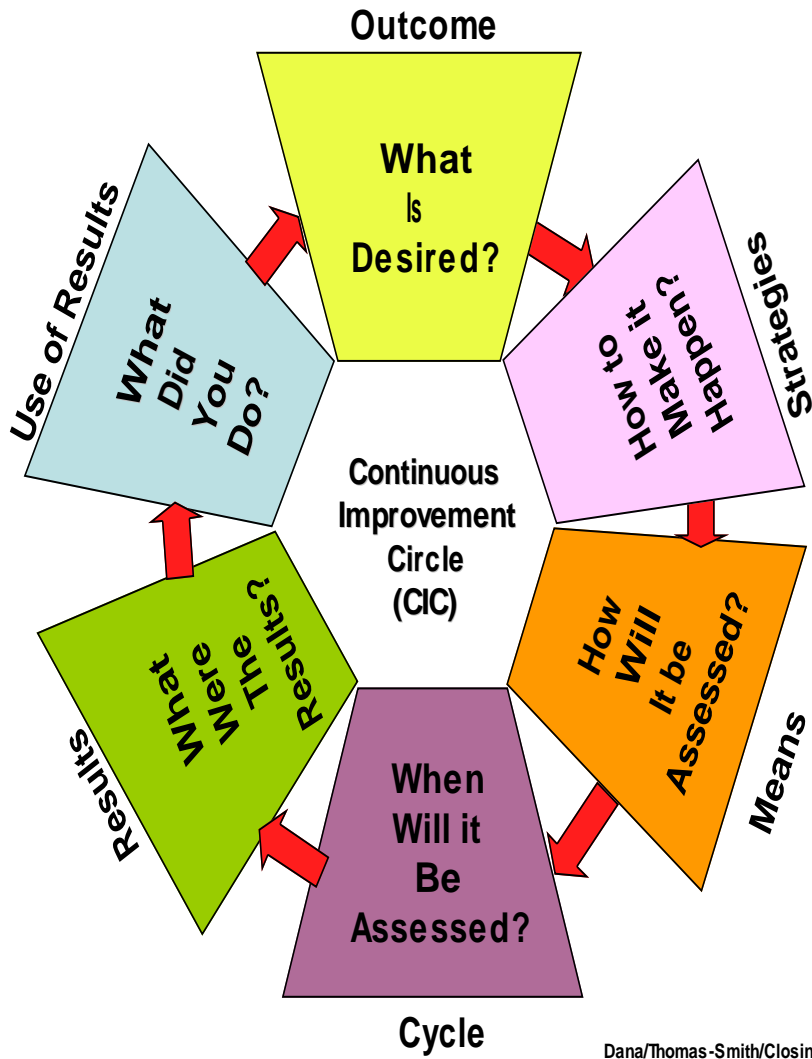# Conceptual Framework
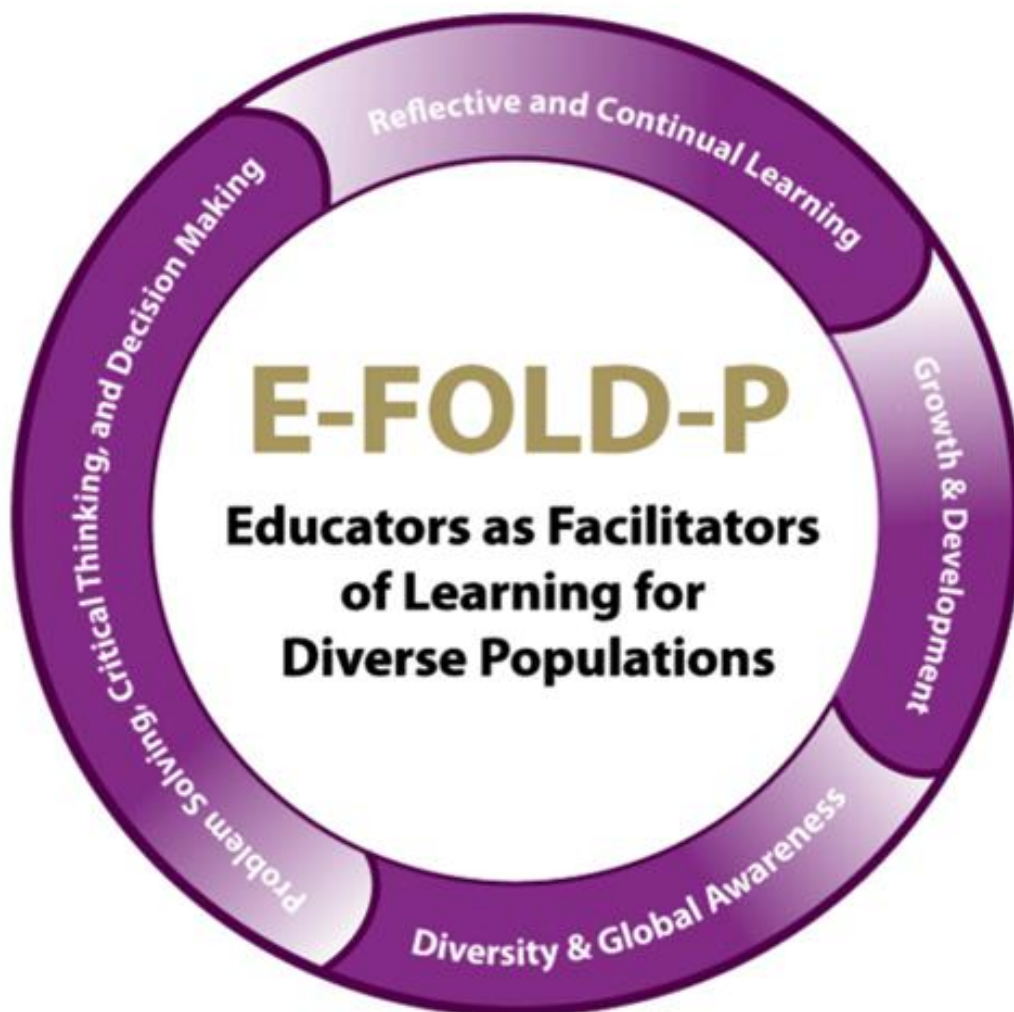
 The conceptual framework for both the basic and advanced programs at Prairie View A&M University has evolved over the last fourteen years to view educators as facilitators of learning for diverse populations. The conceptual Framework was developed by the Unit faculty after extensive review of the literature 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.

E.   COURSE OUTCOMES/OBJECTIVES

   The candidate will demonstrate the ability to:
   1. Discuss the major components of the reading process
      [STANDARD I, IRA Standard 1].
      Course Learning Outcomes   Common Core CURR 5003
   2. Explain the nature of reading problems and factors that contribute to them
      [STANDARDS II, III; IRA Standards 1, 2, 3].
   3. Research and discuss emergent literacy **[IRA Standards 1-6]**.
   4. Demonstrate word recognition-accuracy **[STANDARD I, IRA Standard 2]**.
   5. Model fluency **[IRA Standard 2]**.
   6. Read with ease and fluency **[STANDARD III; IRA Standard 2]**.
   7. Study and learn what is read **[STANDARD III, IRA Standard 2]**.
   8. Demonstrate language structures and word meanings **[Standard 1; IRA Standard 2]**.
      Course Learning Outcomes   Common Core CURR 5003, EDFN 5103,
                                     EDFN 5113, EDFN 5123, EDFN 5923
   9. Make the reading and writing connection **[STANDARD I; IRA Standard 2]**.
   10. Demonstrate enjoyment and appreciation of reading **[IRA Standards 5, 6]**.
   11. Use informal and formal assessment instruments in reading
      [STANDARD II; IRA Standard 3].
   12. Analyze case studies **[STANDARDS I-IV; IRA Standards 1-6]**.
      Course Learning Outcomes   Common Core EDFN 5103,
                                     EDFN 5113, EDFN 5923
   13. Demonstrate the ability to use communication skills (oral, written, and
      presentation) in the reading program **[STANDARD I, IV; IRA Standards 5, 6]**.
      Course Learning Outcomes   Common Core CURR 5003, EDFN 5103,
                                     EDFN 5113, EDFN 5123, EDFN 5923
   14. Demonstrate the ability to integrate use of technology in the reading program
      [Standard I; IRA Standard 2].
      Course Learning Outcomes   Common Core CURR 5003
                                     EDFN 5103; EDFN 5113, EDFN 5123, EDFN 5923
   15. Demonstrate an appreciation of cultural diversity **[IRA Standards 3, 4]**.
      Course Learning Outcomes   Common Core CURR 5003, EDFN 5113,
                                     EDFN 5103, EDFN 5123, EDFN 5923
   16. Demonstrate an understanding of these objectives: READING SPECIALIST
      STANDARDS, STANDARDS for the ENGLISH LANGUAGE ARTS AND
      READING **[STANDARDS I-IV; IRA Standards 1-6]**.
   17. Demonstrate an understanding of the English Language Proficiency Standards, English
      Language Arts and Reading (ELAR), and Spanish Language Arts and Reading (SLAR)
      Texas Essential Knowledge and Skills (TEKS), and the College and Career Readiness
      Standards **[STANDARD I; Standards 2, 3]**.
   18. Demonstrate an understanding of competencies for the *Texas Examinations of
      Educator Standards (TExES)* **[STANDARDS I-IV; IRA Standard 3].**
   19. Sponsor SPRING READING WORKSHOP
      [STANDARDS I-IV; IRA Standards 1-6].

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

Outcome

What Is Desired?

Use of Results

What Did You Do?

Strategies

How to Make it Happen?

Continuous Improvement Circle (CIC)

What Were The Results?

How Will It be Assessed?

Results

When Will it Be Assessed?

Means

Cycle

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

F. EDUCATOR STANDARDS

READING SPECIALIST STANDARDS
http://www.ritter.tea.st.tx.us/rules/chapter110/index.html
http://www.sbec.state.tx.us
http://texes.ets.org/assets/pdf/testprep.manuals

Standard I. Components of Reading: 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.

Standard II. Assessment and Instruction: 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.

Standard III. Strengths and Needs of Individual Students: 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.

Standard IV. Professional Knowledge and Leadership: 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.

Standards 2010: Reading Specialist/Literacy Coach
    INTERNATIONAL READING ASSOCIATION (IRA)

Standard 1: Foundational Knowledge
    Reading Specialist/Liteacy Coach Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
Standard 2: Curriculum and Instruction
    Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
Standard 3: Assessment and Evaluation
    Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
Standard 4: Diversity
    Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Standard 5: Literate Environment.
> Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard 6: Professional Learning and Leadership
> Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

G.   COURSE CONTENT AND SCHEDULE OF TOPICS:

WEEK 1
- Introduction to the Course, State and National Standards
- Read and sign the State Board for Educator Certification Texas Educator's Code of
        Ethics
- Discuss Professional Education Unit Conceptual Framework
        Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P)
- Discuss Artifacts, Rubrics, Assessments, Candidate Dispositions, etc.
- Discuss University Policies, Class Attendance, The Americans with Disabilities Act
        (ADA), Academic Dishonesty, Submission of Course Work, etc.
- Discuss New University Policies and Regulations Effective fall 2011
        [Handout—Distributed In Class]
- Review READING SPECIALIST STANDARDS
- Review INTERNATIONAL READING ASSOCIATION (IRA) STANDARDS
- Demonstrate an understanding of the English Language Proficiency Standards (ELPS),
  English Language Arts and Reading (ELAR), and Spanish Language Arts and Reading
  (SLAR) Texas Essential Knowledge and Skills (TEKS), Texas College Readiness
  Standards (CCRS)
- Discuss Research Criteria and Documentation
- Discuss Reading Assignments
- Overview of Reading and Reading Problems
- Factors Associated with Reading Disability
- Reading First Impact Study: Interim Report (NCEE 2008-4016)
        National Center for Educational Evaluation and Regional Assistance, Institute of
        Education Sciences, U.S. Department of Education   http://ncee.ed.gov
-    Components of a Scientifically-Based Reading Program
-    *The Dyslexia* Handbook*, 2007, Updated 2010 Procedures Concerning Dyslexia and
     Related Disorders,* Texas Education Agency

- Administer Pre-Assessment.

Acquainting Future Educators with the McKinney-Vento Act (Federal Law) 2011
http://www.cbsnews.com/video/watch/?id=7371392n

WEEK 2
- Obtaining Background Information
- Reading Research Critiques
- Research Criteria and Assignments
- Plan for SPRING READING WORKSHOP
- Case Studies and Instructional Reading Strategies
- Book Review and Reflection Paper

WEEKS 3-4
- Assessing Reading: Formal Measures
- Artifacts, Rubrics, Assessments, Candidate Dispositions, etc.
- Using an Informal Reading Inventory for Assessment
- Providing Instructional Support for Struggling Readers
- Reading Research Critiques
- Oral and Written Research Reports--PowerPoint Presentations
- Case Studies and Instructional Reading Strategies
- Components of a Scientifically-Based Reading Program

WEEK 5
- Early Literacy
- Improving Word Recognition Accuracy
- Improving Reading Fluency
- Plan for SPRING READING WORKSHOP
- Oral and Written Research Reports
         PowerPoint Presentations
- Case Studies and Instructional Reading Strategies
- Research Critiques
- Book Discussion

WEEK 6
- Improving Vocabulary Development and Listening Comprehension
- Improving Comprehension of Narrative Text
- Improving Comprehension of Informational Text
- Oral and Written Research Reports
         PowerPoint Presentations
- Case Studies and Instructional Reading Strategies
- Research Critiques
- Artifacts, Rubrics, Assessments, Candidate Dispositions, etc.

WEEK 7
- Reading and Writing
- Clinical Equipment for Use in Reading Classrooms Laboratory
- Plan for SPRING READING WORKSHOP
- Review for the Mid-Semester Examination
- Book Review and Reflection Paper

WEEK 8   **Mid-Semester Examination and Reading Portfolio**
                 March 9, 2013
                 [STANDARDS I-IV; IRA 1-5].

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

WEEK 9
        - Literacy Instruction for Diverse Populations: Multicultural
          Diversity, English Language Learners, Parents and Families,
          Adolescents and Adults with Reading Problems
        - Literacy Instruction for Students with Special Needs
        - Case Studies
        - Oral and Written Research Presentations
                PowerPoint Presentations
        - Artifacts, Rubrics, Assessments, Candidate Dispositions, etc.
        - Coaching
        - Book Review and Reflection Paper

WEEK 10
        - Collaborative Assessment and Instruction
        - Computers and Technology in Reading
                Kindle, The Nook, iPad2, etc.
        - Instructional Strategies
        - Plan for SPRING READING WORKSHOP
        - Oral and Written Research Reports

WEEKS 11-12
        - Clinical Approaches to Language Difference and Reading to Include Dialects,
                Limited English Proficiency and Second Language
        - Issues, Trends, and Problems in Clinical Experiences
        - Case Study and Instructional Reading Strategies
        - Finalize Plans for SPRING READING WORKSHOP
                [STANDARDS I-IV; IRA 1-5].
        - Book Review and Reflection Paper

WEEKS 13-14
        - Artifacts, Rubrics, Assessments, Candidate Dispositions, etc.
        - Sponsor SPRING READING WORKSHOP **[STANDARDS I-IV; IRA 1- 6]**.
        - Review for the Final Examination (Formal)
        - Complete Closing the Loop
        - Administer Post-Assessment

WEEK 15
        - **Final Examination--Formal**

H. LEARNING EXPERIENCES AND ASSIGNMENTS

Week	Learning Experiences	Assignments
Week 1	1. Introduction to the course and course requirements. 2. Discuss University requirements. 3. Discuss state and national standards in the area of reading. 4. Illustrate the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders) **[IRA 1, 2]**. 5. Pursue knowledge of literacy by reading professional journals and publications; and participating in conferences and other professional activities **[IRA 6]**. 6. Discuss Reading First Impact Study: Interim Report (NCEE 2008-4016) National Center for Educational Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education http://ncee.ed.gov 7. Read and discuss the following: - Scientifically-Based Reading Program http://www.nationalreadingpanel.org --Florida Center for Reading Research http://www.fcrr.org	Purchase and read textbook. Review professional research articles and reports. Discuss criteria for scientifically-based reading research assignments. Refer to References. Disseminate course handouts.

Week 2	1. Teach students to connect prior knowledge with new information **[IRA 2]**.	Read textbook.
	2. Discuss assigned research readings.	Present oral discussion.
	3. Plan for SPRING READING WORKSHOP **[IRA 2, 3, 4, 5, 6]**.	Discuss criteria for Case Study and instructional reading strategies.
		Write a one-page summary of one article from a professional journal or reading research report.
		Discuss criteria for case study, instructional reading strategies, etc.
		Discuss the Educator Standards, ELPS, TEKS, and CCRS.
		Participate in book discussion.

Week 3	1. Show that goals, instruction, and assessment should be aligned **[IRA 2, 3]**. 2. Reflect on one's practice to improve instruction and other services to students **[IRA 5.2]**. 3. Discuss assigned research readings.	Present oral discussion. Discuss and review case studies. Submit two research-based articles from professional journals or research reports. Share research findings in class. Participate in book discussion.
Week 4	1. Promote collegiality with other literacy professionals through regular conversations, discussions, and consultations about learners, literary theory, and assessment and instruction **[IRA 6]**. 2. Discuss assigned readings.	Interview one reading teacher and write a three page summary of findings. Include supporting research, References, and World Wide Web Sites. Share findings in class.

Week 5	1. Create a literate environment that fosters interest and growth in all aspects of literacy **[IRA 5]**. 2. Show that spelling is developmental and is based on student knowledge of the phonological system and of the letter names, their judgments of phonetic similarities and differences, and their ability to abstract phonetic information from letters **[IRA 2].** 3. Use phonemic awareness and phonics to teach students to use their knowledge of letter/sound correspondence to identify sounds in the construction of meaning **[IRA 2]**. 4. Teach students to use context to identify and define unfamiliar words **[IRA 2]**. 5. Teach students to recognize and use various spelling patterns in the English language as an aid to word identification **[IRA 2]**. 6. Discuss assigned readings. 7. Plan for SPRING READING WORKSHOP **[STANDARDS I-IV, IRA 1-6]**. 8. Other.	Read textbook. Engage candidate in field experiences in local school. Participate in book discussion. Model and teach reading lesson plans. Refer to the Educator Standards, Diversity Standard(s), ELPS, TEKS, and CCRS.

| Week 6 | 1. Employ effective techniques and strategies for the ongoing development of independent vocabulary acquisition **[STANDARD I, IRA 2]**.

2. Provide direct instruction and model when and how to use multiple comprehension strategies, including retelling **[STANDARD I, IRA 2]**.

3. Model questioning strategies **[STANDARD I, IRA 2]**.

4. Teach students strategies for monitoring their own comprehension **[STANDARD I, IRA 2]**.

5. Ensure that students can use various aspects of text to gain comprehension, including conventions of written English, text structure and genres, figurative language, and intertextual links
[STANDARD I, IRA 2].

6. Demonstrate fluency.

7. Discuss assigned readings **[STANDARDS I, II, III, IV; Standards 1-6].** | Read textbook.

Engage candidate in field experiences in local school. |

Week 7	1. Model and discuss reading and writing as valuable lifelong activities **[STANDARD I, IRA 5]**. 2. Guide students to refine their spelling knowledge through reading and writing **[STANDARD I, IRA 2, 3]**. 3. Ensure that students gain understanding of the meaning and importance of the conventions of standard written English (e.g., punctuation or usage) **[STANDARD I, IRA 2.3]**. 4. Discuss assigned readings. 5. Plan for SPRING READING WORKSHOP **[STANDARDS I-IV, IRA 1-6]**.	Read textbook. Engage candidate in field experiences in local school. Prepare and model the teaching of two lesson plans. Refer to the Educator Standards, ELPS, TEKS, and CCRS.
Week 8	Mid-Semester Examination **[STANDARDS I-IV; IRA 1-6]**. **Saturday, March 9, 2013**	Administer formal Mid-Semester Examination. (Multiple Choice, Essay, etc.) Submit reading portfolio.
	SPRING BREAK March 11-16, 2013	

Week 9	1. Provide opportunities for creative and personal responses to literature, including storytelling **[STANDARD I, IRA 2, 5, 6]**. 2. Model fluency. 3. Help develop individual educational plans for students with severe learning problems related to literacy **[STANDARD III; IRA 3. 5]**. 4. Discuss assigned readings.	Engage candidate in field experiences in school library. Prepare two lesson plans.
Week 10	1. Provide opportunities to locate and use a variety of print, nonprint, and electronic reference sources **[STANDARD I; IRA 2]**. Reading and Technology: Kindle, Nook, iPad, etc. 2. Teach students to vary reading rate according to purpose(s) and difficulty of material **[IRA 2, 5]**. 3. Plan SPRING READING WORKSHOP.	Evaluate 3 Websites for reading teachers.

Week 11	1. Teach students effective time management strategies **[IRA 2]**. 2. Teach students strategies to organize and remember information **[IRA 2]**. 3. Teach test-taking skills **[IRA 2]**. 4. Discuss assigned book and reflection paper.	Engage candidates in field experiences at the University.
Week 12	1. Plan lessons for paraprofessionals **[IRA 6]**. 2. Observe and evaluate paraprofessionals interacting with children and provide feedback to them on their performance **[IRA 6**. 3. Provide professional development and training for paraprofessionals **[IRA 6]**. 4. Provide emotional and academic support for paraprofessionals **[IRA 6]**. 5. Finalize Plans for SPRING READING WORKSHOP. Presentations: Book Review and Reflection Paper.	Review lesson plans of a reading teacher. Engage candidate in field experiences in local school. Submit case study and instructional reading strategies.

Weeks 13-14	1. Promote and facilitate teacher and classroom-based research **[IRA 6]**. 2. Conduct a search with a range of methodologies (e.g., ethnographic, descriptive, experimental, or historical) **[IRA 6]**. 3. Apply research for improved literacy **[IRA 6]**. Presentations: Book Review and Reflection Paper.	Conduct a computer search of the reading literature. Enhance a lesson with an innovative idea from "reading search." Submit reading portfolio of work. Sponsor SPRING READING WORKSHOP **[STANDARDS I, II, III, IV; IRA 1, 2, 3, 4 and 5]**.
Week 15	FINAL EXAMINATION **[STANDARDS I-IV; IRA 1-6]**	Administer formal Final Examination. (Essay, Multiple Choice, etc.)

I. 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 at Professional Meetings
    2. Membership in Professional Organizations
    3. Participation and Attendance at Century II Book Reviews
    4. Writing of Professional Articles in Reading
    5. Professional Attire and Decorum
    6. Professional Leadership Characteristics
    7. Documented Community Service
    8. Other(s)

J. GRADING SYSTEM FOR GRADUATE STUDENTS*
    Grades in the course will be assigned as listed below.

    A–   95-100
    B–   85-94
    C–   75-84
    D–   65-74
    P –   Passing
    I –   Incomplete
    IP-   Incomplete Passing
    W–   Withdrew

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*This system is in accordance with the University's *Graduate catalog* 2005-2007, p. 85.

K.   BASIC METHODS OF INSTRUCTION

Basic methods of instruction to include:
Lectures, examinations, individual research reports (oral and written), small and large group discussions, book reviews, book fairs, simulation activities, films, video presentations, cassettes, consultants, guest speakers, research reviews and summaries, reading workshops and conferences, PowerPoint presentations, modeling, field experiences, reading portfolio, lesson plans, reading strategies, unit plans, forms of presentations (oral, written and use of technology), demonstrations, and performance assessment.

L.   UNIVERSITY POLICIES, RULES AND PROCEDURES   http://www.pvamu.edu

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.
- Purchase required textbook for RDNG 5663.
- Read handout on **Teacher Expectations**.
- Attend lectures on announced dates. Refer to Learning Experiences and Assignments.
- Participate and make meaningful contributions to class discussions.
- Attend scheduled Century II Book Reviews.
- Present quality assigned individually and /or group oral and written research report(s) in the course.
- Participate in professional meetings and all field-based assignments as scheduled.
- Read and complete all required research studies and articles according to the format provided by the professor of the course.
- Successfully pass all examinations as scheduled by the professor and by the university:

- Take Practice Examinations, Mid Semester Examination and Final Examination.
- Use communication skills (oral, written, and presentation) in the course.
- Integrate use of technology in completing class assignments.
- Complete all assigned professional readings according to standards in the academic discipline.
- 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 of the American Psychological Association,* (6th ed.), 2010.
- Submit all assignments and paper on the scheduled due date(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.

<div align="center">

Academic Calendar – Spring 2013
[Handout Distributed in Class]
http://www.pvamu.edu

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

January 24, 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**

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Children's Learning Institute. (2008). *Elements of understanding: Deeper instruction*
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    (4th ed.). Belmont, CA: Wadsworth, Cengage Learning.

Crawley, S.J., & Merritt, K. (2004). *Remediating reading difficulties* (4th ed.). Boston: McGraw
    Hill.

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Hiebert, E.H., & Reutzel, D.R. (Eds.). (2010). *Revisiting silent reading: New directions for*
    teachers and researchers. Newark, DE: International Reading Association.

Johnston, P.H. (Ed.). (2010). *RTi in literacy: Responsive and comprehensive.*
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    practices for improving K-12 literacy. Newark, DE: International Reading
    Association.

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    Upper Saddle River, NJ: Merrill Prentice Hall.

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Educational Materials from the Vaughn Gross Center for Reading and Language Arts
The University of Texas at Austin College of Education   www.texasreading.org/otra
- ONLINE ELEMENTARY INSTITUTE
Effective Instruction for Elementary Struggling Readers: Research-Based Practices
- Online Teacher Reading Academies

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Journals and Publications

- *Electronic Learning*
- *Exceptional Children*
- *Journal of Adolescent & Adult Literacy*
- *Journal of Educational Psychology*
- *Journal of Educational Research*
- *Journal of Experimental Child Psychology*
- *Journal of Learning Disabilities*
- *Journal of Reading Behavior*

- *Journal of Research in Reading*
- *Language Arts*
- *Middle School Journal*
- *Reading Improvement*
- *Reading Research Quarterly*
- *The Reading Teacher*

Newspapers and World Wide Web Addresses

- *The Dallas Morning News*   http://www.DallasNews.com
- *Houston Chronicle*   http://www.houstonchronicle.com
- *The New York Times*   http://www.nytimes.com

World Wide Web Addresses

- Barbara Bush Foundation for Family Literacy   www.barbarabushfoundation.com
- Children's Book Council   http://www.cbcbooks.org
- Istation   http://www.istation.com
- International Reading Association   http://www.ira.orghttp://www.reading.org/
- Library of Congress   http://www.loc.gov
- Literacy Volunteers of America   http://www.literacy.kent.edu/
- National Center for Family Literacy   http://www.famlit.org
- National Council of Teachers of English   http://www.ncte.org
- National Institute of child Health and Human Development
                                                 http://www.nichd.nih.gov
- No Child Left Behind   http://www.nochildleftbehind.gov
- Reading Online (an electronic journal of IRA) http://www.readingonline.org
- ReadWriteThink   http://www.readwritethink.org
- Searchlight   http://www.searchlight.uttexas.org
- Teacher Talk   http://education.indiana.edu/
- Texas Success   http://www.texassuccess.org
- The Smithsonian   http://www.si.edu
- United States Department of Education   http://www.ed.gov

"Time itself is an invaluable gift. It is wise to cherish it carefully and give it away generously."
- Dr. Maya Angelou

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