RDNG 3643 Methods of Teaching Elementary Reading

Fall Semester, 2018

Instructor:	Clarissa Booker, Ed.D.
Section # and CRN:	P01 **CRN** 12178
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Office Hours:	Tuesday 11:00 a.m. - 1:30 p.m.; 3:30 p.m. - 4:30 p.m.
	Thursday 11:00 a.m. - 1:30 p.m.; 3:30 p.m. - 4:30 p.m.
	Saturday 9:00 a.m. - 11:00 a.m.
Mode of Instruction:	Face-to-Face Instruction
Course Location:	Agriculture and Business Bldg., Room 216
Class Days & Times:	Tuesday and Thursday 5:00 p.m.-6:20 p.m.
Catalog Description:	Analysis of various approaches and methods used in teaching reading in the elementary grades.
Prerequisites:	NONE
Co-requisites:	NONE

Required Texts: Roe, B.D., Smith, S.H., & Kolodziej, N.J. (2019). *Teaching reading in today's elementary schools* (12th ed.). Boston: Cengage Learning.
ISBN 13: 978-1-337-56629-2

To Be Announced by the Whitlowe R. Green College of Education.
iREAD BOOK

Reference Texts: Gibson, S.A., & Moss, B. (2016). *Every young child a reader: Using Marie Clay's key concepts for classroom instruction.* New York: Teachers College Press.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* Washington, DC: National Institute of Child Health and Human Development.

Strunk, W, Jr. & White, E.B. (2000). *The elements of style* (4th ed.). Boston: Allyn and Bacon.

Program Learning Outcomes (PLOs):
1. Candidates are proficient in the use of written and verbal expressions.
2. Candidates are able to apply critical thinking skills to daily assignments in the field of their profession.
3. Candidates are aware of diverse cultures, within their fields of concentration.
4. Candidates are able to utilize current technology concepts.
5. Candidates are able to recognize and differentiate instructional strategies for P-12 environment.

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1.	Demonstrate an understanding of the Educator Standards, the Competencies, *Standards for Reading Professionals—Revised 2010*, and the *Texas Essential Knowledge and Skills (TEKS).* Texas Education Agency http://www.tea.texas.gov International Literacy Association (ILA) http://www.literacyworldwide.org Domain I Standards V, VII, VIII Competencies: 005, 007, 008, 011 ILA Standards: 2, 3, 4, 5	PLO1. PLO2. PLO3. PLO4. PLO5.	Critical Thinking Skills Personal Responsibility Communication Skills
2.	Research, analyze, and discuss various approaches and methodologies used in teaching reading in the elementary grades. Domain I Standards V, VII, VIII Competencies: 005, 007, 008, 011 ILA Standards: 2, 3, 4, 5	PLO1. PLO2. PLO3.	Critical Thinking Skills Communication Skills Empirical and Quantitative Skills Teamwork
3.	Demonstrate an understanding of competencies for the *TExES* Examinations of Educator Standards (*TExES)* Preparation Resources. Domain I Standards: V, VII, VIII, 4-8 I-VIII Competencies: 005, 007, 008, 011 ILA Standards: 2, 4, 5	PLO1. PLO2. PLO3.	Critical Thinking Skills Communication Skills
4.	Demonstrate an appreciation of cultural diversity. Domain I Standards V, VII, VIII Competencies: 005, 007, 008, 011 ILA Standards: 2, 4, 5	PLO2 PLO3.	Personal Responsibility Social Responsibility Teamwork
5.	Demonstrate the ability to use communication skills (oral, written, and presentation) in the reading program. Domain I Standards: EC-6 I-XII; 4-8 I-VIII Competencies: 005, 007, 008, 011 ILA Standards: 1-6	PLO1. PLO2. PLO3. PLO4.	Communication Skills Personal Responsibility Social Responsibility Teamwork
6.	Demonstrate the ability to integrate use of technology in the reading program. Domain I Educator Standards: EC-6 I-XII; 4-8 I-VIII ILA Standards: 2, 5	PLO4.	Communication Skills Personal Responsibility Social Responsibility

<u>PURPOSE OF THE COURSE</u>: To develop competencies which will enable a candidate to achieve a satisfactory score on the *Texas Examinations of Educator Standards (TExES).*

<u>C</u>OURSE GOALS: RDNG 3643 P01 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 MODEL), 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.
   [**Educator Standards**: **EC-6**-XI, **4-8** - VI; **ILA** Standards: 1, 5]
2. Develop the reading teacher as a reflective and a continual learner utilizing effective teaching practices.
   [**Educator Standards:** **EC-6**-XII, **4-8** VII; **ILA** Standards: 1, 2, 3, 4, 5, 6]
3. Develop the reading teacher as a facilitator of student growth and development, by precept and example.
   [**Educator Standards: EC-6-**XI, XII, **4-8**-VI, VII; **ILA** Standards: 2, 5]
4. Develop the reading teacher who demonstrates an understanding and appreciation of human diversity and global awareness.
   [**Educator Standards: EC-6** I-XII, **4-8** I-VIII; **ILA** Standards: 3, 4, 6]
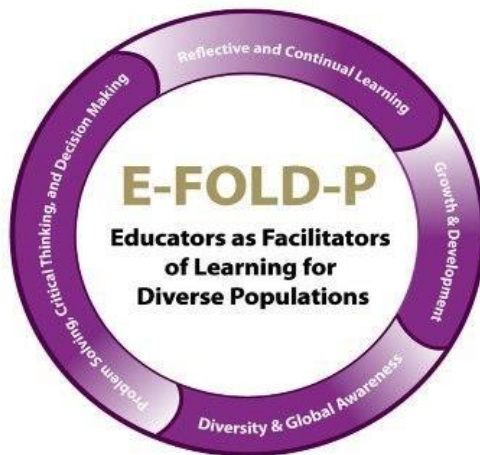
Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University
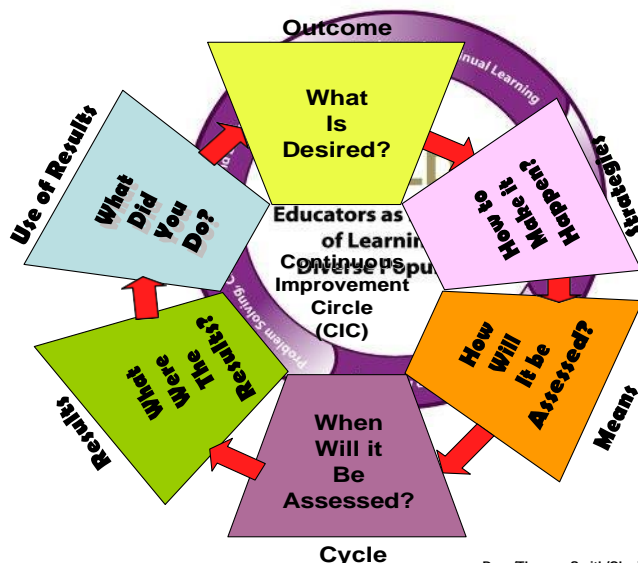
Dana/Thomas-Smith/Closing the Loop Six Question Model/landscape

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Major Course Requirements:

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*). [**Educator Standards**: **EC-6** I-XII; **4-8** I-VIII]

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*). [**Educator Standards: EC-6 I-**XII; **4-8** – I-VIII]

Practice examinations materials are used to strengthen the teaching of standards and competencies in the course and the expected content of the *Texas Examinations of Educator Standards* (*TExES*).
[**Educator Standards: EC-6** I-XII; **4-8**- I-VIII]

Poster Project is designed to integrate use of the English Language Arts and Reading (ELAR), Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills (TEKS) with assignments and course materials.
[**Educator Standards EC-6** I-XII; **4-8** I-VIII; **ILA Standard** 2]

Ethics, Professional Development and Leadership will include modeling of class attendance, membership in professional organizations, professional decorum, and development of professional leadership characteristics. Review of the ethics policies of Prairie View A&M University, The Texas A&M University System, and the State of Texas to demonstrate understanding ethics policies. [**Educator Standards: EC-6** XII; **4-8** – VII; **ILA** Standard 6]

The Standards

English Language Arts and Reading Generalist EC-6 Standards
http://www.tea.texas.gov
http://www.ritter.tea.st.tx.us/rules/tac/chapter110/index.html
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 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.

The Standards

English Language Arts and Reading (Grades 4-8) Standards
http://www.tea.texas.gov
http://www.ritter.tea.st.tx.us/rules/tac/chapter110/index.html
http://www.texes.ets.org/assets/pdf/testprep.manuals

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 skills (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.

STANDARDS FOR READING PROFESSIONALS—Revised 2010
International Literacy Association (ILA)
http://literacyworldwide.org

Standard 1:	Foundational Knowledge
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.

Subject Test I – English Language Arts and Reading & the Science of Teaching Reading (801)

Competency 001 (Oral Language): *The teacher understands the importance of oral language, knows the developmental processes of oral language and provides the students with varied opportunities to develop listening and speaking skills.*
Competency 002 (Phonological and Phonemic Awareness): *The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.*
Competency 003 ((Alphabetic Principle): *The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.*
Competency 004 (Literacy Development): *The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.*
Competency 005 (Word Analysis and Identification Skills): *The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.*
Competency 006 (Fluency Reading): *The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.*
Competency 007 (Reading Comprehension and Applications): *The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.*
Competency 008 (Vocabulary Development): *The teacher knows the importance of vocabulary development and applies that knowledge to teach reading, listening, speaking and writing.*
Competency 009 (Reading, Inquiry and Research): *The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.*
Competency 010 (Writing Conventions): *The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.*
Competency 011 (Written Communication): *The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.*
Competency 012 (Viewing and Representing): *The teacher understands skills for interpreting, analyzing, evaluating and producing visual images and messages in various types of media, including electronic media, and provides students with opportunities to develop skills in this area.*
Competency 013 (Assessment of Developing Literacy): *The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.*

Subject Test I – English Language Arts and Reading (806)

Competency 001 (Oral Language): *The teacher understands the importance of oral language, knows the developmental processes of oral language and provides a variety of instructional opportunities for students to develop listening and speaking skills.*
Competency 002 (Early Literacy Development): *The teacher understands the foundations of early literacy development.*
Competency 003 (Word Identification Skills and Reading Fluency): *The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provides many opportunities for students to practice and improve word identification skills and reading fluency.*
Competency 004 (Reading Comprehension and Assessment): *The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension and teaches students strategies for improving their comprehension.*
Competency 005 (Reading Applications): *The teacher understands reading skills and strategies appropriate for various types of texts and contexts and teaches students to apply these skills and strategies to enhance their reading proficiency.*
Competency 006 (Written Language – Writing Conventions): *The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.*
Competency 007 (Written Language - Composition): *The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.*
Competency 008 (Viewing and Representing): *The teacher understands skills for interpreting, analyzing, evaluating and producing visual images and messages in various media and provides students with opportunities to develop skills in this area.*
Competency 009 (Study and Inquiry Skills): *The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.*

RDNG 3643 PO1 Methods of Teaching Elementary Reading is aligned to these standards:
- Council of Chief State School Officers (CCSSO) InTASC Standards
  http://www.ccsso.org [InTASC Standards: 1, 2, 3, 4]

- Council for the Accreditation of Educator Preparation (CAEP)
  [Standard: 1] http://www.caepnet.org/accreditation/final-standards/

Method of Determining Final Course Grade:

Course Grade Requirements:	Value	Total
1) Classroom Attendance, Classroom Participation, and High-Quality Completion of Assignments	Three (3) Major Assignments	50%
2) Mid-Semester Examination (Formal)	Mid-Semester Examination (**Formal**))	20%
3) Scheduled *TExES* Practice Examinations	No Credit Given	0%
4) Final Examination (Formal)	Formal Examination (**Formal**))	20%
5) Ethics, Professional Development and Leadership	Attendance and Participation in Professional Meetings, Demonstrate Leadership Characteristics, Membership in Professional Organizations, Professional Attire and Decorum, Documented Evidence of Community Service, Attend Book Reviews, etc.	10%
Total:		**100%**

Grading Criteria and Conversion:
A =   90-100
B =   80 - 89
C =   70 - 79
D =   60 - 69
F =   0 – 59

Detailed Description of Major Assignments:

Criteria for completing each assignment will be discussed in class.

Assignment Title	*Description*

Assignment 1:
TEACHING READING-
LESSON PLANS
	TEACHING READING—LESSON PLANS
	   A. Create reading lesson plans.
	   B. Select the audience.
	   C. Determine the Educator Standard, the Competency, the *Standard for Reading Professionals (*ILA*),* specific grade level, and provide details*,* as related to the lessons.
	        • Standards: V, VII, VIII
	        • Competencies: 005, 007, 008, 011
	   D. List the objectives of the lesson—Texas Essential Knowledge and Skills (TEKS). Select one.
	   E. Use visual aids and supplies needed for the lesson plans.
	   F. Teach the lessons—in class.
	   G. Evaluate the lessons.

Assignment 2:
ORAL AND WRITTEN
PRESENTATION-
Research
	ORAL and WRITTEN PRESENTATION-Research
	   A. Choose a reading topic.
	   B. Research, write, and submit a three page paper using five (5) documented sources discussing the connection (relationship) between approaches and methods used in teaching reading.
	        • Standards: V, VII, VIII
	        • Competencies: 005, 007, 008, 011
	   C. Discuss advantages and disadvantages of the reading approach.

Assignment 3:
iREAD BOOK REVIEW
AND PANEL DISCUSSION
	iREAD BOOK REVIEW AND PANEL DISCUSSION
	   A. *iREAD* book—To Be Announced.
	   B. Identify and discuss one *TExES* Standard and three TEKS objectives that can be used for instruction.
	        • Standards: V, VII, VIII
	        • Competencies: 005, 007, 008, 011
	   C. Present an oral and written report discussing the advantages and disadvantages of using the selected *iREAD* book as a teaching tool.

Grade Requirement
Assignments 1 through 3
will use these criteria for
grade requirements.

A =   90-100
B =   80 - 89
C =   70 - 79
D =   60 - 69
F =   0 - 59

Course Procedures or Additional Instructor Policies

Taskstream
Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** *to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.*

Expectations of the Candidate:
1. Read and adhere to the University Class Attendance Policy. (**See Catalog for Full Attendance Policy**)
2. Be on time for each class and remain in class for the full class time.
3. Purchase the required textbook for RDNG 3643 PO1 Methods of Teaching Elementary Reading.
4. Participate and make meaningful contributions to class discussions.
5. Present high-quality assigned individually and/or group oral and written report(s) in the course.
6. Unless a candidate has a documented written statement granting an excused absence, late or past due assignments will **not** be accepted.
7. Submit **all** assignments, papers, and projects on the scheduled due date(s) and during the regular scheduled class time.
8. References are to be properly cited and written according to the *Publication manual of the American Psychological Association*, 6th ed., 2010.
9. Submit quality reports for all assignments. Be sure to document data and keep a copy for your file.
10. Keep a duplicate of all written work submitted. Be sure to document data and keep a copy for your file.
11. Complete all professional reading and writing assignments according to directions provided by the the professor of the course. Be sure to document data and keep a copy for your file.

Semester Calendar

Week One:	**Introduction to the Course**
Topic Descriptions:	Overview and Introduction to the State and National Standards. Read and discuss these data: syllabus and candidate expectations.
Readings:	Research and discuss state and national standards: Educator Standards, Competencies, International Literacy Association (ILA) Standards, Generalist EC-6, English Language Arts and Reading 4-8; 8-12, English Language Arts and Reading (ELAR), and Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills (TEKS), *Texas Examinations of Educator Standards (TExES), The Dyslexia Handbook Revised 2014: Procedures concerning Dyslexia and related disorders* http://www.tea.texas.gov, Mc-Kinney-Vento Act (Federal Law), 2011, etc.
Assignments:	Research and submit portfolio of assigned documents for specialized areas: EC-6, 4-8, 8-12, and all-levels.
	Administer Pre-Assessment. Discuss the Taxonomy of an Elementary Reading Program Discuss Standards V, VII, VIII and Competencies 005, 007, 008, 011.
Week Two:	**The Reading Act**
Topic Description:	Read and discuss Chapter 1 of the textbook.
Readings:	Complete and discuss literacy study guide.
Assignments:	Discuss Standards V, VII, VIII and Competencies 005, 007, 008, 011. Discuss assignment for the *iREAD* book.

Week Three:	**Assessment and Intervention**
Topic Description:	Read and discuss Chapter 2 of the textbook.
Readings:	Review lesson plans and reading strategies.
Assignments:	Discuss Standards V, VII, VIII and Competencies 005, 007, 008, 011.
	Align state and national standards to the TEKS.
	Examine state adopted tests and Informal Reading Inventories.
	Participate in one Professional Development Workshop.
	Complete and discuss literacy study guide.
	Share assigned reading activity.

Week Four:	**Understanding Diverse Literacy Needs**
	Read and discuss Chapter 3 of the textbook.
Topic Description:	Review lesson plans and reading strategies.
Readings:	Discuss Standards V, VII, VIII and Competencies 005, 007, 008, 011.
Assignments:	Align state and national standards to the TEKS.
	Complete and discuss literacy study guide.
	Teach reading lesson plans.
	Present oral and written presentation-research.

Week Five:	**Emergent Literacy**
Topic Description:	Read and discuss Chapter 4 of the textbook.
Readings:	Complete assigned readings on emergent literacy.
Assignments:	Discuss Standards V, VII, VIII and Competencies 005, 007, 008, 011.
	Align state and national standards to the TEKS
	Complete and discuss literacy study guide.
	Teach reading lesson plans.

Week Six:	**Word Recognition**
Topic Description:	Read and discuss Chapter 5 of the textbook.
Readings:	Complete assigned readings on word recognition.
Assignments:	Align state and national standards to the TEKS.
	Discuss Standard V and Competencies 005.
	Teach reading lesson plans.
	Complete and discuss literacy study guide.
	Present oral and written presentation-research.
	Participate in the *iREAD* Book Review discussion.

Weeks Seven - Eight:	**Phonics and Fluency**
Topic Descriptions:	Research: Phonics and Fluency
Readings:	Read and discuss Chapters 6 and 7 of the textbook.
Assignments:	Discuss Standards V, VII, VIII and Competencies 005, 007, 008, 011.
	Complete and discuss literacy study guides.
	Teach reading lessons plans.
	Present oral and written presentation-research.
	Review for the Mid-Semester Examination (Formal).

Administer Mid-Semester Examination (Formal).

Week Nine: **Vocabulary**

Topic Description: Read and discuss Chapters 8 of the textbook.
Readings: Read and discuss state and national standards.
Assignments: Complete and discuss literacy study guide.
Discuss Standard VIII and Competency 008.
Align state and national standards to the TEKS.
Present oral and written presentation-research.
Participate in one Professional Development Reading Workshop.
Participate in the *iREAD* Book Review discussion.

Week Ten: **Comprehension, Part 1 and Comprehension, Part 2**

Topic Description: Read and discuss Chapter 9 and Chapter 10 of the textbook.
Readings:

Assignments: Discuss readings from journals and online resources.
Discuss Standards V, VII, VIII and Competencies 005, 007, 008, 011.
Align state and national standards to the TEKS.
Complete and discuss literacy study guides.
Present oral and written presentation-research.
Participate in one Professional Development Reading Workshop
Continue discussion of the *iREAD* book.

Week Eleven: **Core Curriculum: Critical Thinking Skills, Communication Skills, Teamwork, Empirical and Quantitative Skills, Personal Responsibility, and Social Responsibility**

Topic Description: Present oral and written presentation-research.
Readings: Read and present research critiques.
Assignments: Discuss Standards V, VII, VIII and Competencies 005, 007, 008, 011.
Continue discussion of the *iREAD* book.

Week Twelve: **Major Approaches and Materials for Literacy Instruction**

Topic Description: Read and discuss Chapter 11 of the textbook.
Readings: Research various approaches and methods used in teaching literacy.
Complete and discuss literacy study guide.
Assignments: Discuss Standards V, VII, VIII and Competencies 005, 007, 008, 011.
Present oral and written presentation-research.
Submit and participate in the *iREAD* Book Review and Panel Discussion (oral and written).

Week Thirteen: **Content Area Literacy**

Topic Description: Read and discuss Chapter 12 of the textbook.
Readings: Research topics in content area literacy.
Assignments: Complete and discuss literacy study guide.
Discuss Standards V, VII, VIII and Competencies 005, 007, 008, 011.
Align state and national standards to the TEKS.
Present oral and written presentation-research.

Week Fourteen	**Literacy Reflections: Teaching and Learning**

Topic Description:	Read and review assignments in the course.
Readings:	Review readings for the Final Examination (Formal).
Assignments:	Discuss Standards V, VII, VIII and Competencies 005, 007, 008, 011.
	Administer Post-Assessment.
	Complete Candidate Dispositions.
	Complete Closing the Loop.

Week Fifteen	**Administer Final Examination (Formal)**

Student Support and Success

John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. https://www.pvamu.edu/library/   Phone: 936-261-1500

The Learning Curve (Center for Academic Support)

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus- Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261- 1040

Writing Center

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

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.

Title IX Statement
Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)
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 and/or internet.
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 during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

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
Minimum **Recommended Hardware and Software:**
- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences
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 (or a program convertible to 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 as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.
*Technical Support***:**
   Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283
*Communication Expectations and Standards***:**
   Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. 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/they should be copied and pasted to the discussion board.

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Journals

- Journal of Adolescent & Adult Literacy	[**ILA Standards**: 1, 2, 3, 4, 5, and 6]
- Reading Research Quarterly	[**ILA Standards**: 1, 2, 3, 4, 5, and 6]
- The Reading Teacher	[**ILA Standards:** 1, 2, 3, 4, 5, and 6]

Newspapers

- Education Week	http://www.edweek.org
- The New York Times	http:///www.nytimes.com
- The Washington Post	*http://www.washpost.com*
- USA TODAY	*http://www.usatoday.com*

Online Resources

- International Literacy Association	http://www.litearcyworldwide.org
- National Council of Teachers of English	http://www.ncte.org
- National Reading Panel	http://www.nationalreadingpanel.org
- ReadWriteThink (RWT)	http://www.readwritethink.org

- Texas Education Agency   http://www.tea.texas.gov
- United States Department of Education   http://www.ed.gov