ECE 675 / RDG 690 / EDCI 690: Parent Partnerships and Family Literacy
COURSE SYLLABUS: SUMMER II - 2012

Instructor: David L. Brown, Ph.D.
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Office Hours: By Appointment
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Office Fax: 
University Email Address: David_L_Brown@tamu-commerce.edu

COURSE INFORMATION

Class Meetings:

<table>
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<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
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<tr>
<td>July 09</td>
<td>Monday</td>
<td>5:00 PM – 9:00 PM</td>
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<td>July 11</td>
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<td>July 16</td>
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<td>July 18</td>
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<td>July 23</td>
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<td>July 25</td>
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<td>July 30</td>
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<td>August 01</td>
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<td>August 06</td>
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<td>August 08</td>
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* Denotes Instructor Attending Conference (if indicated above)

Course Prerequisite: Doctoral standing

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:


**Optional: (Recommended)**


Purcell-Gates, V. & Waterman, Robin (2000) Now We Read, We See, We Speak: Portrait of Literacy Development in an Adult Freirean-based Class, Mahwah, New Jersey, Lawrence Erlbaum & Associates

**Course Description:** This course will examine theoretical, pedagogical, and research issues on the topic of family literacy. Special emphasis will be placed on the impact of these factors on the outcomes of students and families. Additionally, participants will study significant theoretical and historic perspectives on family literacy that have influenced the development of programs and policy. Finally, participants will have opportunities to examine different approaches and programs to family literacy.

**Course Topics**

1. What is Family Literacy?
2. Why is Family Literacy important?
3. Adult Education & Literacy Activities
4. Parenting Education
5. Family Literacy Programs
6. Families & Poverty
7. Historical & Theoretical Positions on Family Literacy
8. Current Research in Family Literacy
9. Early Childhood Interventions in Family Literacy Programs
10. Relationships among Children and Adults
11. Technology in Family Literacy Programs
12. Resources, Family Literacy, and Children Learning to Read
13. Home Literacy Experiences of Latino Families
14. Home Visiting and Family Literacy Programs
15. Integration of Components in Family Literacy Services
16. Family Literacy and Culture
17. Language-Minority Adults in Family Literacy in Family Literacy Programs
18. Early Childhood Assessment and Family Literacy
19. Assessment and Evaluation of Parent Participation and Outcomes
20. Assessment of Adult Literacy Skills
21. Future Directions in Family Literacy
22. Elements of Family Literacy Programs (Adult Education, Children’s Education, Parenting Education)

Student Learning Outcomes:
Upon completion of this course, students will:

1. Demonstrate knowledge and engagement of the theoretical, pedagogical, and research issues in family literacy.
2. Understand the implications of theory and research for family literacy programs.
3. Read and critique research on family literacy.
4. Understand the benefits of connecting family, community, and schools.
5. Understand strategies for increasing family and community involvement in schools.
6. Understand specific elements of partnership programming that can improve student learning.

COURSE REQUIREMENTS

Course Assignment

1. Attendance and Class Participation: Each student will attend and participate in discussions, readings, and collaborative activities during each class session. Additionally, each student will complete assigned readings and be ready to share and discuss in class. Class participation is defined as regular attendance in class, coming to class prepared by having read the assigned readings, formulating questions for class discussion, active participation during in-class activities and discussions, and displaying professional conduct during class.

2. Chapter Summaries and Presentations: Each student will select chapters from the textbook and develop a written chapter summary of the key ideas in the chapter. Copies of the chapter summary should be provided for each member of the class. The handout material maybe copies of PowerPoint materials.

3. Family Literacy Program: Each student will be assigned a Family Literacy Program to research and prepare a PowerPoint presentation that incorporates theoretically sound learning principles. The presentation should engage the audience as active learners and provide a comprehensive review of the program including goals and objectives of the program, philosophy, implementation activities, evaluation or assessment practices, targeted audience, and recruitment strategies. The following family literacy programs will be examined:

   1. Parents as Teachers
   2. Hippy Program
   3. Advance
   4. Even Start
   5. Early Head Start
   6. Toyota Family Literacy Program
   7. Parents and Literacy (PAL) Family Literacy Program
   8. PACT Parents and Children together
9. Family Initiative for English (FIEL) Language Project  
10. Goshen Adult Literacy Program  
11. Kenan Family Literacy Project

4. **Evaluation of Family Outcome Measure**: Each student will select a measurement construct (i.e. Family Resources, basic literacy skills, parenting skills), then identify a standardized measurement tool that you would recommend to your doctoral committee members. Using the guidelines provided by the instructor, the student will describe in detail the psychometric soundness of the selected measure. Please include your rationale for selecting the measure and its appropriateness for the selected participants, information regarding reliability and validity, cost of the instrument, training and qualifications for the examiner, types of scores from the measure, time to administer the test, and any other relevant information that might be used to support the selection of this measurement tool.

You should connect to the website of the company that published the measurement tool and look for pictures and other relevant information which might be included in your review and evaluation. Additionally, students should consult *Tests in Print, Mental Measurement Handbook*, and *Test Critiques* for reviews of the measure.

Afterwards, students will develop a PowerPoint Presentation containing the information found in the review and evaluation. Students will share the PowerPoint presentation in class and will provide handouts for participants.

6. **Advocacy Paper**: After completing the class assignments referenced above, each student will write a focused response paper of 3-5 pages based upon your course readings that are designed to convince a School Board or local Business Consortium of the need for a comprehensive Family Literacy Program in your community or school setting.

**Resources for Family Assessment Measures**

Murphy, Linda L. & Plake, B. et al. (2002) *Tests in Print: An Index to Test Reviews and Literature Specific Tests*, (Volume VI), The University of Nebraska Press, Lincoln Nebraska.


Note: Student must purchase subscription to website.


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<tr>
<th>Grading Procedure</th>
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<tr>
<td>Evaluation of Family Outcome Measure</td>
<td>100</td>
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<tr>
<td>Family Literacy Program</td>
<td>100</td>
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<tr>
<td>Chapter Presentations (2 @ 25 pts)</td>
<td>50</td>
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<td>Advocacy Paper</td>
<td>50</td>
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References


TECHNOLOGY REQUIREMENTS

This is not an Online Course but some technological resources will be required.

Access to a Computer with

- Internet Access.
- Microsoft Word Processing Software.
- Microsoft Power Point Software.
- Adobe or Foxit Reader to open PDF File.
Interaction with Instructor Statement:

Participation & Communication: Each of you are expected to participate fully in assigned readings related to course topics, chapter presentations, discussions of current articles, and presentations of math science lessons. Your active and thoughtful participation is expected in course assignments. Regular attendance is necessary and will be expected of all students.

In regards to communication, please use my email (David.L.Brown@Tamu-Commerce.edu) to correspond with me regarding class matters. Also, I will be happy to schedule individual appointments with you, if needed. Also, I will post readings on my website for individual assignments. Students will be provided information to access documents on the website.

Websites and Resources for Family Literacy

http://www.famlit.org
(National Center for Family Literacy)
http://www.evenstart.org

Resources for family Literacy Educators:
http://www.ala.org (American Library Association)
Exploring Family Literacy
Family Education Network
Family Literacy: A Review of Programs and Critical Perspectives
Family-School Partnerships for Students’ Reading Success Workshop.
Home Instruction Program for Preschool Youngsters (HIPPY)
Houghton Mifflin – Education Place
Literacy Link

Journals – Family Literacy

Family Literacy Forum: A peer-reviewed journal published twice a year by the National Even Start Association (MESA). Family Literacy Forum is committed to bringing the ideas and experiences of individuals in the field to the forefront of discussions about literacy development of families in home, community, and school-based settings.

Literacy Harvest: Annual journal of the Literacy Assistance Center. Published since 1992, it highlights research, trends, and exemplary practices in adult, family, and youth literacy education.

Journal of Marriage & Family: Published by the National Council of Family Relations and is the leading research journal in the field of family studies.
**Family Relation - Interdisciplinary Journal of Applied and Family Studies**: A premier applied journal of family studies. Family retention is mandatory reading for family scholars and all professionals who work with families. The journal content emphasizes family research with implications for intervention, education, and public policy.

**Funding Sources**

**Funding Sources for Family Literacy Programs**
- Barbara Bush Foundation
- Chrysler Corporation
- Mac Arthur Foundation
- Nissan Motor Foundation
- Toyota Motor Corporation
- Stride Rite Corporation
- American Library Association
- Family Dollar

**These resources are available from ED.gov (U.S. Department of Education)**
1. No Child Left Behind: A Parent Guide
2. Questions Parents Ask About Schools
3. Helping Your Child Become A Reader
4. Helping the Pre-School Child.
5. Reading Tips For Child
6. A Child Becomes A reader: Proven Ideas For Parents From Research- Birth To Pre-School

**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**Course Specific Procedures:**

**Professionalism**
Students will demonstrate professional disposition at all times. Professional disposition refers to the values, commitments, and professional ethics that influence behaviors toward your peers and the instructor of record. Dispositions are guided by beliefs and attitudes related to values such as caring, honesty, and responsibility. Students will exhibit the following professional behaviors.

1. Arriving to class at designated start time
2. Preparing for class by reading the assigned materials
3. Participating in class discussions in a constructive manner
4. Interacting in a professional manner (verbally or nonverbally) with other students and the instructor
5. Taking responsibility for his/her professional learning
6. This list of professional behaviors is not limited. Other professional behaviors may be taken into account by the instructor when grading the student at the end of the semester.

**Attendance**
The general expectation is that students will be on time and in attendance. The student is responsible for informing the professor prior to an absence, either in person, via email, or
voicemail. If there is an unexpected absence because of some emergency, please email me or leave a message on my voice mail. You should always copy your correspondence to my email (dbrown8293@aol.com) at home. You will need to develop in concert with the Instructor, a plan for make-up work missed during your absence. This plan should be submitted to the Instructor before or at the beginning of the next class session. All work submitted without a plan or approval of the Instructor will result in a lower grade for that assignment.

Students requesting accommodations for disabilities must go through the Academic Support Committee. To obtain additional information, please contact the Director of Disability Resources & Services, Halladay Student Services Bldg, Room 303D. The telephone number is 903-886-5835.

Withdrawal from class
The administration at Texas A&M University-Commerce has established deadlines for withdrawal from graduate level courses. These dates and times are published on the University’s website and in the course schedule. The program will not drop or withdraw students. Students must initiate the proper paperwork to insure that you will not receive a formal grade of “F” in the course if you choose not to attend the class once you are enrolled.

Academic Integrity
The faculty in the Department of Curriculum & Instruction expects from its students a high level of responsibility and academic honesty. The value of an academic degree is related to the integrity of the work done by the student for that degree. Consequently, it is critical that students demonstrate a high standard of academic integrity in his/her scholastic work. Scholastic dishonesty includes, but is not limited to the submission as one’s own work or material that is not one’s own. As a general rule, scholastic dishonesty includes cheating and plagiarism. Students suspected of academic dishonesty are subject to disciplinary actions.

University Specific Procedures:

ADA Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

COURSE OUTLINE / CALENDAR

(See syllabus tool for content suggestions)