RDG 567.41E  
PRACTICUM IN ORGANIZING FOR EFFECTIVE LITERACY INSTRUCTION IN ELEMENTARY, MIDDLE, AND HIGH SCHOOL  
COURSE SYLLABUS: Spring 2013

Instructor: Dr. Larkin Page--Assistant Professor & Program Coordinator-  
Master of Education in Reading  
Excellence in Teaching Award-Texas A&M University System (2009-2010 & 2011)

Office Location: TAMU-Commerce Campus, Education South #231 & Collin Higher Education Center Classroom & Metroplex Center Classroom

Office Hours: Monday 6:00-7:00pm or  
by appointment @ Metroplex Center  
Tuesday 9:00-10:00am AND 1:15-2:15pm or  
by appointment @ Collin Higher Education Center  
Thursday 9:00-10:00am AND 1:15-2:15pm or  
by appointment @ Collin Higher Education Center

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Office Fax: 903-886-5581

University Email Address: larkin.page@tamuc.edu  
Faculty Website: http://faculty.tamu-commerce.edu/lpage/

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:  
None-required readings will come from TAMU-Commerce libraries link

Optional:  

Course Description:

The graduate reading course provides opportunities through practicum component to apply substantive, research-based instruction that effectively prepares reading specialist and Master Reading Teacher candidates to deliver a balanced, comprehensive program of instruction in reading, writing, and related language arts Prerequisites RDG 520, 521, 523.
Student Learning Outcomes:

1. This course will enhance educator understandings of multiple formal and informal literacy assessments used in educational settings.
2. This course will enhance educator understandings of multiple components of literacy.
3. This course will enhance educator understandings of multiple types of literacy research.
4. This course will enhance educator understandings of all levels of literacy practicum in organizing for effective literacy instruction.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments:

A. Expectations: Students in this course are exposed to diverse perspectives in the context of literacy assessments that will stretch your thoughts and perceptions beyond your present experiences and knowledge. This action will occur while encouraging depth of knowledge through discussion and interaction with the professor and peers.

- Written assignments must be well-written, typed, and error-free.
- No late assignments! You will receive a ZERO if assignments are late.
- Specific assignment details will be given for each assignment.

1. Attendance, including Professional Attitude: (200 pts. total)

Attendance will be monitored to ensure student success. Students will receive a grade based on a point system each class period for a total of 300 points. If classes are done via the internet attendance grades will be given. This will include, but not limited to, being involved with web conversations during specific times indicated by the professor, full participation in individual and group work, etc.

ONE MISSED CLASS=A DEDUCTION OF 100 PTS.
TWO MISSED CLASSES=A DEDUCTION OF ANOTHER 100 PTS.

If you are unable to attend class you will not receive attendance points and this will impact your final grade.

Grading

- 20%-(200 points) Daily Attendance including Professional Attitude (see above)
- 80%-(800 points) Specific Activities/Readings/Assignments for each concept covered throughout the semester (see Tentative Course Schedule) (15 weeks of assignments/800 points

In order to earn an A, you must have an A average in all work, including attendance, participation, activities, readings, responses, and presentations. Assignments must be turned in on time, students must display a professional attitude in all classes, have missed no more than one class (equivalent of three instruction hours) for any reason, and have been tardy no more than once. More than 15 minutes tardy will equal an absence.

In order to earn a B, you must have a B (or better) average in all including attendance, participation, activities, readings, responses, presentations, display professional
behavior, have missed no more than two classes, have been tardy no more than two times. More than 15 minutes tardy will equal an absence. Any exceptions to this need to be discussed with me during my office hours.

**ACCESS AND NAVIGATION**

**eCollege:** eCollege will be used for this course. You get to eCollege through your MyLeo account.

**COMMUNICATION AND SUPPORT**

**MyLeo:**
As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to you 24/7 at https://leo.tamu-commerce.edu/login.aspx.

**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

Course Specific Procedures:

A. **Class Attendance Policy:** Expectations for attending class are in accordance with the statement on attendance set forth in the Texas A & M University-Commerce Graduate Catalog. It is essential to attend and participate in class.

Students are expected to attend class in a professional manner, i.e., regularly, on time, with a professional attitude. Missing two classes without contacting the professor will result in a failing grade. Having more than 2 absences (even though you have contacted me) in this course is considered excessive and will result in a conference to discuss your professionalism and status in the course. You should notify me as soon as possible regarding your absence, tardy or leaving early. Please contact me by email, phone, or during office hours.

**If you must miss a class or arrive late due to a professional responsibility and know ahead of time, discuss this with the instructor on the first night of class to create a written plan for make-up work. Keep in mind you will not receive attendance and participation credit for this class period.**

**If you must miss a class or arrive late due to an unforeseen excused absence or professional responsibility, email or leave a telephone message for the instructor before class, then give the instructor a written plan for make-up work before or at the beginning of the next class session. Keep in mind you will not receive attendance and participation credit for this class period.**

**If you miss a class due to an unexcused absence email or leave a telephone message for the instructor before class, then give the instructor a written plan for make-up work before or at the beginning of the next class session. Keep in mind you will not receive attendance and participation credit for this class period. You must discuss the plan for make-up work with the instructor and gain his approval to receive make-up credit.**

**Each unexcused absence—or excused absence without a written plan for make-up work and completion of the plan—will lower final grade. Each unexcused late arrival—or
excused late arrival without a written plan for make-up work and completion of the plan—will also lower your grade. For a definition of an excused absence/late arrival, please see the Texas A&M University Catalog.

Absences, tardiness, and leaving early will lower your grade. If you are tardy or absent, it is your responsibility to obtain assignments, make-up work, handouts, or other class information that you may have missed. Get another student’s email address and/or phone number to get information/handouts when you miss class.

<table>
<thead>
<tr>
<th>Name of Peer</th>
<th>Phone Number</th>
<th>E-mail Address</th>
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No changes will be made to your final grade after I have submitted your grades at the end of the semester so it is your responsibility to keep track of your absences and tardies.

**B. Professional Attitude:** Student expectations for a professional attitude include active, respectful participation in every class. It does not include activities which are not related to the class. Examples include reading a book or paper, doing a puzzle, doing work for another course. Professional attitude means that you listen politely when your colleagues are talking or presenting. They have valuable professional ideas which you will be able to use in your teaching. Please take notes of ideas they have. There is no way you can remember all the little suggestions or examples that are presented in class without notes. In addition, professional attitude means that you try to glean every tidbit of information that you can from the interactions you have with other students in class.

All students enrolled at the University WILL follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student’s Guide Handbook, Policies and Procedures, Conduct). If you display disruptive behavior, you WILL BE asked to leave class and/or drop the class. A positive learning environment does not include you dominating the classroom and discussions with your political and social views, your negative views of students/cultures, your “talking to hear yourself talk”, or anything near this. You chose to get a graduate degree to enhance your learning and hopefully that of your students, part of this includes you sharing in a positive way as well as learning from others who also share in a positive way. Choosing to argue with me or other students does not include a positive learning environment. If this happens you will be asked to leave the classroom or the course, as it is not acceptable.

Cell phones/IPODs must be turned off during class time. If you are expecting an emergency call let the teacher know and your group know. Also, the phone must be on vibrate and set on the table. If the phone rings, pick it up and leave the room.

Leaving During Class: If, for some reason you have an emergency (being sick, phone call or bathroom) your business is expected to be conducted in a timely manner and returning to class quietly and quickly.
C. Expectations of Instructor and Students: You can expect that I, as your instructor, will be prepared for class, begin class on time, and hold class for the full time allotted. I will be available for meeting with you outside class time. I will be courteous, encouraging, and willing to counsel you about this course.

For your part in this class, my expectations are similar. I expect you to (1) arrive on time and stay for the whole class, (2) read the text and complete any assignments before class, (3) bring the text to class and participate in class activities and discussions, (4) engage in work related to this class only during class time, and (5) act in an encouraging and courteous manner to all others.

D. Written Assignments: All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Letters/materials written by you as a professional and sent to parents/administrators MUST BE PERFECT. Therefore, if you need extra help, the writing center can assist you. You can get assistance online at http://faculty.tamu-commerce.edu/scarter/rfwOWL.htm

Written Assignments should be:

- Use APA 6th edition style
- double spaced
- 1" top and left side margins, 1" bottom and right side margins
- 12 point font size
- Times New Roman or Arial
- revised for clarity and meaning
- edited for accuracy in grammar and mechanics
- saved on computer disk or copied on paper for your records

E. Academic Integrity/Honest Statement: This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an F in the course, or will be brought before a higher level of governance for possible dismissal from the university.

F. Financial Aid Support: You will be dropped from class if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also forgivable loans. You may want to check in to this by contacting the Bursar’s Office for more details.

University Specific Procedures:
A. 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:
B. 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).
RDG 567 Tentative Schedule-Spring 2011

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<thead>
<tr>
<th>Class Date</th>
<th>Topics for this class</th>
<th>Assignment due-beginning class</th>
<th>Pages completed</th>
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| Wk 1 1/19  | Introduction/Course Outline  
Understand the 6 Elements of Literacy; Understand school-based literacy and home based literacy; Understand how the 6 Elements of Literacy should be connected to our school-based literacy lessons                                                                 | Several assessments/assignments/scenarios/readings will be given throughout the semester, contributing to your grade.                                                                                                           |                 |
<p>| Wk 2 1/26  | Continued discussion of 6 Elements of Literacy; School-based literacy and home based literacy; Connection of the two elements: Understand the National Reading Panel, National Literacy Panel and NCLB in the context of literacy | Scenario 2; Article read determined by professor with Reader Response                                                                                                                                                         | Determined by professor based on differentiated instruction |
| Wk 3 2/2   | What is considered HOT and what is considered NOT in the field of literacy for 2010: Educational reforms in the context of literacy; Hybridize and finesse literacy curriculums                                            | Scenario 3; Article read determined by professor with Reader Response                                                                                                                                                         | Determined by professor based on differentiated instruction |
| Wk 4 2/9   | Literacy in the context of multiple forms and levels of research                                                                                                                                                    | Scenario 4; Article(s) read determined by professor with Reader Response(s)                                                                                                                                                   | Determined by professor based on differentiated instruction |
| Wk 5 2/16  | Broaden understanding of literacy and English Language Learners                                                                                                                                                      | Scenario 5; Article(s) read determined by professor with Reader Response(s)                                                                                                                                                   | Determined by professor based on differentiated instruction |
| Wk 6 2/23  | Literacy Models and Theories                                                                                                                                                                                            | Scenario 6; Article(s) read determined by professor with Reader Response(s)                                                                                                                                                   | Determined by professor based on differentiated instruction |</p>
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<tr>
<th>Wk 7 3/2</th>
<th>Enhance knowledge of literacy and African American students</th>
<th>Scenario 7; Article(s) read determined by professor with Reader Response(s)</th>
<th>Determined by professor based on differentiated instruction</th>
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<tr>
<td>Wk 8 3/9</td>
<td>Family Literacy: Home based family literacy activities and school-educator understandings of family literacy</td>
<td>Scenario 8; Article(s) read as determined by professor with Reader Response(s)</td>
<td>Determined by professor based on differentiated instruction</td>
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<td>Wk 9 3/16</td>
<td>Spring Break</td>
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<td>Wk 10 3/23</td>
<td>Multiple Literacies in the 21st century; Boys in the context of literacy acquisition</td>
<td>Scenario 9 &amp; 10; Article(s) read as determined by professor with Reader Response(s)</td>
<td>Determined by professor based on differentiated instruction</td>
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<td>Wk 11 3/30</td>
<td>Adolescent and Adult Literacy Acquisition</td>
<td>Article(s) read as determined by professor with Reader Response(s)</td>
<td>Determined by professor based on differentiated instruction</td>
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<tr>
<td>Wk 12 4/6</td>
<td>Writing/Fluency/Vocabulary/Phonics/Phonemic Awareness</td>
<td>Article(s) read as determined by professor with Reader Response(s)</td>
<td>Determined by professor based on differentiated instruction</td>
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<tr>
<td>Wk 13 4/13</td>
<td>Literacy Comprehension</td>
<td>Article(s) read as determined by professor with Reader Response(s)</td>
<td>Determined by professor based on differentiated instruction</td>
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<td>Wk 14 4/20</td>
<td>Literacy Assessments</td>
<td>Article(s) read as determined by professor with Reader Response(s)</td>
<td>Determined by professor based on differentiated instruction</td>
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<td>Wk 15 4/27</td>
<td>Literacy Instruction</td>
<td>Article(s) read as determined by professor with Reader Response(s)</td>
<td>Determined by professor based on differentiated instruction</td>
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<td>Wk 16 5/4</td>
<td>Literacy Strategies</td>
<td>Scenario 16; Article(s) read as determined by professor with</td>
<td>Determined by professor based on differentiated instruction</td>
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<td>Reader Response(s)</td>
<td>instruction</td>
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<td>Wk 17 5/11</td>
<td>Final</td>
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