ECE 663/EDCI 690/RDG 690
Seminar in ECE and Literacy Research
COURSE SYLLABUS: SPRING 2014

Instructor: David L. Brown, Ph.D.
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Office Fax: 903-886-5581
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COURSE INFORMATION

Class Meetings:

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
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<tr>
<td>Jan 22</td>
<td>Wednesday</td>
<td>4:30 PM – 10:00 PM</td>
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<td>Feb 05</td>
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<td>Feb 19</td>
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<td>Mar 05</td>
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<td>Mar 19</td>
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<td>Apr 16</td>
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<td>Apr 30</td>
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Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:


Course Description:

The purpose of this course is to explore the current issues in reading and literacy research and to critically examine the findings and implications for sound instructional practices and policy making. Students will be provided with multiple opportunities to engage in professional dialogue and readings that will increase their professional knowledge base. Finally, students will be encouraged to explore the political contexts of literacy research and practice. The following questions will guide the class process:

1. What are the characteristics of “good” research in reading and literacy?
2. What are the different paradigms being used to research reading and literacy?
3. What theories of teaching, learning and literacy guide those different paradigms?
4. What issues are currently being researched, discussed, and debated?
5. What issues will be important in the future?
6. How does the research impact policy?

Student Learning Outcomes:

1. Students will identify, analyze, compare, and critique various learning theorists and learning theories.
2. Students will identify, read, comprehend, analyze, discuss, and critique significant and current research dealing with literacy development, home and community influences, literacy teaching and learning, instructional materials and classroom practices, and special intervention efforts.
3. Students will select specific topics related to research on the learner, conduct literature reviews, identify classic research studies, find and create theoretically sound learning strategies, reason out implications for teachers, identify avenues to extend their knowledge base, and share their expertise with other seminar participants.
4. Students will design, present, and discuss a model of learning that synthesizes research, theory, and their beliefs about learning.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Methods of Instruction:

Multiple methods of instruction will be used. They include lecture/discussions, cooperative groups, and web-assisted instruction. Additionally, students will take an active role as peer instructors in the class.
Course Requirements:

1. **Attend every class and be prepared to discuss, question, analyze, critique, and debate assigned readings, special topic readings, and other class assignments.**

   **Appropriate Research Journals include:**

   - Reading Research Quarterly
   - Journal of Literacy Research
   - Early Childhood Research Quarterly
   - Research in the Teaching of English
   - Journal of Educational Psychology
   - Reading and Writing Quarterly
   - Reading Psychology
   - Reading Research and Instruction
   - Review of Educational Research
   - American Educational Research Journal
   - Elementary School Journal
   - Journal of Educational Research
   - Journal of Adolescent Research
   - Journal of Abnormal Child Psychology
   - Applied Developmental Science
   - Remedial and Special Education
   - Journal of Learning Disabilities
   - The Journal of Experimental Education
   - Journal of Literacy Research
   - Early Childhood Research and Practice
   - International Journal of Bilingualism
   - Second Language Research
   - Bilingualism: Language & Cognition
   - Journal of Memory & Language
   - Language Learning
   - Studies in Second Language Acquisition
   - Psychological Science
   - Applied Psycholinguistics
   - Journal of Cognitive Neuroscience
   - Journal of Child and Family studies

   **Appropriate Practitioners Journals include:**

   - Reading Teacher
   - Childhood Education
   - Language Arts
   - Journal of Adolescent and Adult Literacy
   - Reading Online
   - English Journal
   - Young Children
   - Phi Delta Kappa
   - Primary Voices

2. **Doctoral Exam Questions:** Each student will provide a written response to (2) doctoral level qualifying examination questions. References to the questions should follow the APA (6th Edition) format and will be submitted to the Instructor for review and feedback. (100 pts)

3. **Power Point Presentation:** Students will identify a literacy topic of interest and examine the topic in depth. Topics must be selected from one the following: Adolescent Literacy, Comprehension, Early intervention/Beginning Reading, English-Language Learners, Family Literacy, Fluency, Informational/nonfiction texts, Literacy coaches/reading coaches, Motivation, New literacies/media literacies, Phonics/Phonemic awareness, Professional Development, Reading/learning disabilities, Struggling/Striving readers (Grade 4 & Above), Teacher education for reading (pre-service), Word meaning/vocabulary or Writing. After a critical analysis of the topic, students will draw conclusions about the body of knowledge on the topic. Further, students will develop a PowerPoint presentation to communicate the research findings related to the literacy topic to an
audience of educators. Copies of all handout material will be provided to students during the presentation. Students will be provided with 30-45 minutes to present their findings. (100 pts) 4. **Chapter Presentations:** Each student will select chapters from the textbooks and create a power point presentation to depict the key ideas in the chapter. The student will provide copies to each class member during the presentation. The presentation should include appropriate visuals to enhance our understanding of the key ideas and should engage the audience in their understanding of the implications for classroom practice. All information may come from the chapters and may be obtained from other sources as well. The presentation should be approximately 30 minutes. (100 pts)

5. **Literature Review:** Student will prepare a literature review on a current literacy topic. Students will be required to prepare a literature review that presents a logically argued case on the state of knowledge on a current literacy topic. This topic must be stated as a well defined question that is related to a specific academic discipline. Students are expected to provide a written argument that builds a case from credible evidence based on research. **Students may focus their efforts on the dissertation topic for the Literature Review.** The review should include an alphabetical list of references using the American Psychological Association Format. A written Literature review will be submitted to the Instructor of record using the format provided in class.(100pts)

6. **Self Evaluation:** A final written self evaluation that addresses each objective, each requirement, and suggests a final grade for the course.

**Grading**

Final course grades will be determined using the following scale:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Literature Review (Dissertation Topic)</td>
<td>100</td>
</tr>
<tr>
<td>Doctoral Exam Questions (2)</td>
<td>100</td>
</tr>
<tr>
<td>PowerPoint Presentation (Special Research Topic)</td>
<td>100</td>
</tr>
<tr>
<td>Chapter Presentations</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
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**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.
ACCESS AND NAVIGATION

Dr. Brown will send email attachments of all readings relating to course topics. We will not use e-college in this course.

COMMUNICATION AND SUPPORT

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.Brown@tamuc.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 the class website for individual assignments. Students will be provided information to access documents on the website.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Course Specific Procedures:

*Lecture and readings:* Material from course lectures will not always be found in your text. Use of class discussions and class activities will be included in most class sessions. Please note that all questions on the examinations will be taken from the text, as well as the classroom lectures, videos, and discussions. Typically, you will be expected to read 1 to 2 chapters per week. It is advised that you do not wait until the night before to start the reading material. It is recommended that you stay current with chapter readings, and read the assigned chapter/s before each class.

If you would like to review an assignment, come by my office during office hours or set up an appointment. If you are having problems in class, please come and talk to me immediately. I am better able to help you if you come to me early. Please understand that you should not come to me at the end of the semester, unhappy with your grade, asking for a way to change it. Grades will not be changed.

*Citizenship:* All Students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).
**Student Conduct:** All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class. If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

**Late Work:** Assignments are due on specific dates, as assigned. Assignments will be accepted after the due date with the exception of major projects. However, a 10 point deduction will be applied to assignments that are 1 day late, and an additional 5 points for each day thereafter.

**Plagiarism:** Plagiarism WILL NOT be tolerated and will result in an automatic F in the course. Various versions of your work and final papers will be run through Turnitin software – this is not meant to “catch” you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution.

Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. As the University states, “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” These policies are stated in detail in the Student’s Guide Handbook. Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this class. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 or F on the assignment. The maximum penalty is expulsion from the University.

Texas A&M University-Commerce further does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:

http://www.plagiarism.org/
http://www.unc.edu/depts/wcweb/handouts/plagiarism.html
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

**Attendance:** Attend all classes. Arrive on time and remain until class is dismissed. Class meets from 4:30 PM until 10:00 PM every other Wednesday unless noted otherwise by the instructor. If you must miss a class due to a professional responsibility and know ahead of time, discuss this with the instructor on the first night of class to create a make-up plan. If you must miss a class 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 at the beginning of the next class session. You must discuss this plan with the instructor and gain his approval to receive make-up credit. Each unexcused absence will lower your final average score by 10 points. For a definition of an excused absence, please see the Texas A&M University-Commerce Catalog or Student’s Guidebook.
Cell Phones/Computers: Please respect the instructor and your peers by turning off your cell phones and other technical devices during chapter presentations, unless you have notified me at the beginning of class that you have a critical family situation about which you must be notified. This should constitute only emergencies.

Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered in appropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

University Specific Procedures:

ADA Statement

Students with Disabilities: 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- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

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).
Suggested Readings


Jerry L. Johns (1997), Spanish Reading Inventory Form B. Kendall/Hunt Publishing Company Dubuque.


Yvonne Pratt-Jhonson; Eileen Ledford (2002), So This Is America! Kendall/Hunt Publishing Company Dubuque.


Specific topics bibliographies will be developed during the semester.

**Reports**


National Reading Panel Report (2003) – Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction.