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

Whitlowe R. Green College of Education

Department of Curriculum and Instruction
Reading Program

COURSE OUTLINE/SYLLABUS

RDNG 5663: Clinical Experiences in Reading
2010 Spring Semester

Instructor Name: Tenured Professor, Dr. Clarissa Gamble Booker
Office Location: Wilhelmina Fitzgerald Delco Building, Room 315
Office Telephone: 936-261-3408
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E-Mail Address: cgbooker@pvamu.edu
Snail Mail: None
Office Hours:
- Tuesday 9:00 a.m.-11:00 a.m.
- 3:30 p.m.-6:00 p.m.
- Wednesday 3:00 - 5:30 p.m., By Appointment Only
- Thursday 9:00 a.m.-11:00 a.m.
- 3:30 p.m.-6:00 p.m.
- Saturday 9:00 a.m.-11:00 a.m.; 2:00 p.m.-3:00 p.m.

Virtual Office Hours: None
Course Location: Wilhelmina Fitzgerald Delco Building, room 328
Class Meeting Days and Time: Saturday 11:00 a.m.-1:50 p.m.
Course Abbreviation and Number: RDNG 5663

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

B. CATALOG DESCRIPTION
Case study analysis, seminars, and field experiences in school classrooms.

Prerequisite: Consent of Instructor
Co-requisites: None
C. REQUIRED TEXT:


Additional professional References:

English Language Arts and Reading (ELAR), and Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills (TEKS)

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

*Texas College Readiness Standards*, Adopted by the Texas Higher Education Coordinating Board, January 24, 2008.


Access to Learning Resources:

Prairie View A&M University Library
Telephone: 936-261-1500
Web: http://www.tamu.edu/pvamu/library

University Bookstore
Telephone: 936-261-1990
Web: http://www.bkstr.com/Home/10001-10734-1?demoKey=d

TrueOutcomes

TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments will be considered an “artifact” (an item of course work that serves as evidence that course objectives are met) and will be loaded into both WebCt and TrueOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor.

TrueOutcomes also allows candidates to electronically post documents that can be used to create an electronic portfolio (e-portfolio) for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes web site at: http://www.pvamu.ed

Assignment Number 1: My Résumé See TrueOutcomes
D. COURSE GOALS

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

**Educators as Facilitator of Learning for Diverse Populations** (E-FOLD-P) is fundamental to learning content in all areas and in teaching a diverse populations. It is designed to achieve these outcomes:

1. To develop the reading teacher as a problem-solver, critical thinker, and decision maker [IRA 5.3].

2. To develop the reading teacher as a reflective and a continual learner utilizing effective teaching practices [IRA 5.2].

3. To develop the reading teacher as a facilitator of student growth and development, by precept and example [IRA 4.1].

4. To develop the reading teacher who demonstrates an understanding and appreciation of human diversity and global awareness [IRA 1.3, 5.1].

**Scientifically-Based Reading Research**

National Reading Panel. (2000). *National Reading Panel report*. Washington, DC:

Department of Education. Available online at [http://www.nationalreadingpanel.org](http://www.nationalreadingpanel.org)

(This report can be read online or downloaded or a free copy can be ordered.)

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Text Comprehension
The conceptual framework for both the basic and advanced programs at Prairie View A&M University has evolved over the last fourteen years to view educators as facilitators of learning for diverse populations. The conceptual Framework was developed by the Unit faculty after extensive review of the literature in education and guidelines of learned societies. The conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning. This new visual depiction of the conceptual framework with no changes in the wording was adopted by the Teacher Education faculty, in February 2008. The framework consists of four major goals anchored by technology.
E.  COURSE OBJECTIVES

The candidate will demonstrate the ability to:

1. Discuss the major components of the reading process
   [STANDARD I, IRA 1.4].

2. Explain the nature of reading problems and factors that contribute to them
   [IRA 1.1, 1.4].

3. Research and discuss emergent literacy [IRA 2.1, 2.1, 2.3].

4. Demonstrate word recognition-accuracy [STANDARD I, IRA 2].

5. Model fluency [IRA 1.4].

6. Read with ease and fluency [IRA 1.4].

7. Study and learn what is read [STANDARD 2].

8. Demonstrate language structures and word meanings [IRA 2.3].

9. Make the reading and writing connection [IRA 4.1, 4.3].

10. Demonstrate enjoyment and appreciation of reading [IRA 4.3, 4.4].

11. Use informal and formal assessment instruments in reading
    [STANDARD II, IRA 3.1].

12. Analyze case studies [STANDARDS II, III, IRA 3.2].

13. Demonstrate the ability to use communication skills (oral, written, and
     presentation) in the reading program [STANDARD I, IRA 4].

14. Demonstrate the ability to integrate use of technology in the reading program
    [IRA 4.2].

15. Demonstrate an appreciation of cultural diversity [IRA 3.3, 4.2].

16. Demonstrate an understanding of these objectives: READING SPECIALIST
     STANDARDS and STANDARDS for the ENGLISH LANGUAGE ARTS AND
     READING [STANDARDS I-IV; IRA 1-4].

17. Demonstrate an understanding of the English Language Arts and Reading (ELAR), and
    Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills
    (TEKS) [STANDARD I].

18. Demonstrate an understanding of competencies for the Texas Examinations of
    Educator Standards (TExES) [STANDARD I]

19. Sponsor SPRING READING WORKSHOP
Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University

What Is Desired?
Continuous Improvement Circle (CIC)
How Will It Be Assessed?
When Will it Be Assessed?
What Were You Meant to Do?
Use of Results
Strategies
Outcome

1. What Is Desired?
2. Continuous Improvement Circle (CIC)
3. How Will It Be Assessed?
4. When Will it Be Assessed?
5. What Were You Meant to Do?
6. Use of Results

Dana/Thomas-Smith/Closing the Loop Six Question Model/landscape
F. STATE STANDARDS or COMPETENCIES

NEW EDUCATOR STANDARDS

READING SPECIALIST STANDARDS
http://www.sbec.state.tx.us/stand_framework/nes.subject.htm

**Standard I.** Components of Reading: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

**Standard II.** Assessment and Instruction: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

**Standard III.** Strengths and Needs of Individual Students: The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

**Standard IV.** Professional Knowledge and Leadership: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

INTERNATIONAL READING ASSOCIATION (IRA) STANDARDS

1. **Foundational Knowledge.** Candidates have knowledge of the foundations of reading and writing processes and instruction.

2. **Instructional Strategies and Curriculum and Materials.** Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

3. **Assessment, Diagnosis, and Evaluation.** Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

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

5. **Professional Development.** Candidates view professional development as a career-long effort and responsibility.

*Texas College Readiness Standards*, Adopted by the Texas Higher Education Coordinating Board, January 24, 2008.
G. OUTLINE OF COURSE CONTENT AND SCHEDULE OF TOPICS

WEEK 1
- Introduction to the Course, State and National Standards
- Discuss Professional Education Unit Conceptual Framework
  Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P)
- Introduction to TrueOutcomes
- Discuss the following:
  - University Policies: Eligibility for Enrollment in the Class, Class Attendance,
  The Americans with Disabilities Act (ADA), Academic Dishonesty, etc.
- READING SPECIALIST STANDARDS
- INTERNATIONAL READING ASSOCIATION (IRA) STANDARDS
- Demonstrate an understanding of the English Language Arts and Reading (ELAR), and
  Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills
  (TEKS)
- Texas College Readiness Standards
- Assessment and Rubrics
- Research Skills and Documentation of Data
- Performance Assessment
- Criteria for Oral, Written and Presentation Skills, Assignments and
  PowerPoint Presentations
- Overview of Reading and Reading Problems
- Factors Associated with Reading Disability
- Reading First Impact Study: Interim Report (NCEE 2008-4016)
  National Center for Educational Evaluation and Regional Assistance, Institute of
- Components of a Scientifically-Based Reading Program

WEEK 2
- Obtaining Background Information
- Reflective Journal and Case Studies
- Assignments and Research Criteria
- Plan for SPRING READING WORKSHOP

WEEKS 3-4
- Assessing Reading: Formal Measures
- Using an Informal Reading Inventory for Assessment
- Providing Instructional Support for Struggling Readers
- Case Studies
- Oral and Written Research Reports--PowerPoint Presentations
- Components of a Scientifically-Based Reading Program
Note: Special Assigned Project: Office of the Dean, Whitlowe R. Green College of Education
Read and Write a Reflection Paper on the book:

WEEK 5
- Early Literacy
- Improving Word Recognition Accuracy
- Improving Reading Fluency
- Plan for SPRING READING WORKSHOP
- Oral and Written Research Reports
  - PowerPoint Presentations

WEEK 6
- Improving Vocabulary Development and Listening Comprehension
- Improving Comprehension of Narrative Text
- Improving Comprehension of Informational Text
- Oral and Written Research Reports
  - PowerPoint Presentations

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

WEEK 8  Mid-Semester Examination and Reading Portfolio
  March 13, 2010

  [STANDARDS I-IV; IRA 1-5].

WEEK  SPRING BREAK  March 15-20, 2010

WEEK 9
- Literacy Instruction for Diverse Populations: Multicultural Diversity, English Language Learners, Parents and Families, Adolescents, and Adults with Reading Problems
- Literacy Instruction for Students with Special Needs
- Case Studies
- Oral and Written Research Presentations
  - PowerPoint Presentations
WEEK 10
- Collaborative Assessment and Instruction
- Computers and Technology in Reading
- Case Studies
- Plan for SPRING READING WORKSHOP
- Oral and Written Research Reports
  PowerPoint Presentations

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

WEEKS 13-14
- Sponsor SPRING READING WORKSHOP
  [STANDARDS I-IV; IRA 1-5].

WEEK 15
- Research in Clinical Experiences
  Final Examination

“Time itself is an invaluable gift. It is wise to cherish it carefully and give it away generously.”
- Dr. Maya Angelou
## H. LEARNING EXPERIENCES AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>Week</th>
<th>Learning Experiences</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>1. Illustrate the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders) [IRA 1.1, 2.3].</td>
<td>Discuss course requirements.</td>
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<td></td>
<td>2. Pursue knowledge of literacy by reading professional journals and publications; and participating in conferences and other professional activities [IRA 5.1].</td>
<td>Purchase and read textbook.</td>
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<tr>
<td></td>
<td>— Scientifically-Based Reading Program <a href="http://www.nationalreadingpanel.org">http://www.nationalreadingpanel.org</a></td>
<td>Discuss criteria for scientifically-based reading research assignments.</td>
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<td></td>
<td>— Florida Center for Reading Research <a href="http://www.fcrr.org">http://www.fcrr.org</a></td>
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Week 2

1. Teach students to connect prior knowledge with new information [IRA 1.1].

2. Discuss assigned readings.

3. Plan for SPRING READING WORKSHOP [IRA 5.4].

   - Read textbook.
   - Present oral discussion.
   - Discuss criteria for Reflective Reading Journal.
   - Write a one-page summary of one article from a professional journal or reading research report.
   - Discuss criteria for Case Studies.
Week 3
1. Show that goals, instruction, and assessment should be aligned [IRA 3.1, 3.2].
2. Reflect on one’s practice to improve instruction and other services to students [IRA 5.2].
3. Discuss assigned readings.

Week 4
1. Promote collegiality with other literacy professionals through regular conversations, discussions, and consultations about learners, literary theory, and assessment and instruction [IRA 5.3].
2. Discuss assigned readings.
Week 5

1. Create a literate environment that fosters interest and growth in all aspects of literacy [IRA 4.1].

2. Show that spelling is developmental and is based on student knowledge of the phonological system and of the letter names, their judgments of phonetic similarities and differences, and their ability to abstract phonetic information from letters [IRA 1.4].

3. Use phonemic awareness and phonics to teach students to use their knowledge of letter/sound correspondence to identify sounds in the construction of meaning [IRA 1.4].

4. Teach students to use context to identify and define unfamiliar words [IRA 1.4].

5. Teach students to recognize and use various spelling patterns in the English language as an aid to word identification [IRA 1.4].

6. Discuss assigned readings.

7. Plan for SPRING READING WORKSHOP [STANDARDS I-IV, IRA 5.2, 5.4].

8. Other.

Read textbook.

Engage candidate in field experiences in local school.

Submit lesson plans.

Teach mini-lessons.

Submit lesson plans.
Week 6

1. Employ effective techniques and strategies for the ongoing development of independent vocabulary acquisition [STANDARD I, IRA 1.4].

2. Provide direct instruction and model when and how to use multiple comprehension strategies, including retelling [STANDARD I, IRA 1.4].

3. Model questioning strategies [STANDARD I, IRA 1.4].

4. Teach students strategies for monitoring their own comprehension [STANDARD I, IRA 1.4].

5. Ensure that students can use various aspects of text to gain comprehension, including conventions of written English, text structure and genres, figurative language, and intertextual links [STANDARD I, IRA 1.4].

6. Demonstrate fluency.

7. Discuss assigned readings.

Read textbook.

Engage candidate in field experiences in local school.
Week 7

1. Model and discuss reading and writing as valuable lifelong activities
   [STANDARD I, IRA 1.1, 4.1, 4.3].

2. Guide students to refine their spelling knowledge through reading and writing
   [STANDARD I, IRA 1.1, 2.3, 4.1, 4.3].

3. Ensure that students gain understanding of the meaning and importance of the conventions of
   standard written English (e.g., punctuation or usage) [STANDARD I, IRA 2.3].

4. Discuss assigned readings.

5. Plan for SPRING READING WORKSHOP [STANDARDS I, II, III, IV, IRA 5.2, 5.4].

Read textbook.

Engage candidate in field experiences in local school.

Prepare two lesson plans.

Teach mini-lessons.

Week 8

Mid-Semester Examination
[STANDARDS I, II, III, IV, IRA 1, 2, 3, 4, 5].

Saturday, March 13, 2010

Administer formal Mid-Semester Examination. (Multiple Choice, Essay, etc.)

Submit reading portfolio.

SPRING BREAK March 15-20, 2010
Week 9
1. Provide opportunities for creative and personal responses to literature, including storytelling [STANDARD I, IRA 4.2.4.4].
3. Help develop individual educational plans for students with severe learning problems related to literacy [STANDARD III, IRA 3.2].
4. Discuss assigned readings.

Engage candidate in field experiences in school library.
Prepare two lesson plans.

Week 10
1. Provide opportunities to locate and use a variety of print, nonprint, and electronic reference sources [IRA 2.1].
2. Teach students to vary reading rate according to purpose(s) and difficulty of material [IRA 2.2].
3. Plan SPRING READING WORKSHOP.

Evaluate 3 Websites for reading teachers.
Week 11
1. Teach students effective time management strategies [IRA 2.2].
2. Teach students strategies to organize and remember information [IRA 2.2].
3. Teach test-taking skills [IRA 2.2].

Engage candidates in field experiences at the University.

Week 12
1. Plan lessons for paraprofessionals [IRA 3.3].
2. Observe and evaluate paraprofessionals interacting with children and provide feedback to them on their performance [IRA 5.3].
3. Provide professional development and training for paraprofessionals [IRA 5.3].
4. Provide emotional and academic support for paraprofessionals [IRA 3.3].
5. Finalize Plans for SPRING READING WORKSHOP.

Review lesson plans of a reading teacher.
Engage candidate in field experiences in local school.
Submit Reflective Journal and Case Study.
| Weeks 13-14 | 1. Promote and facilitate teacher and classroom-based research [IRA 5.3]. |
|            | 2. Conduct a search with a range of methodologies (e.g., ethnographic, descriptive, experimental, or historical) [IRA 5.1]. |
|            | 3. Apply research for improved literacy [IRA 1.2, 5.1]. |
| Week 15    | FINAL EXAMINATION |
|            | Administer formal Final Examination. (Essay, Multiple Choice, etc.) |
|            | Conduct a computer search of the reading literature. |
|            | Enhance a lesson with an innovative idea from “reading search.” |
|            | Submit reading portfolio of work. |
|            | Sponsor SPRING READING WORKSHOP [STANDARDS I, II, III, IV; IRA 1, 2, 3, 4 and 5]. |
I. COURSE EVALUATION

Course evaluation will be based upon:

Classroom Attendance, Classroom Participation and High Quality Completion of Assignments 50%

MID-SEMESTER EXAMINATION and Portfolio 20%

Scheduled Practice Examinations No Credit Given

FINAL EXAMINATION 20%

Professional Development and Leadership 10%
1. Attendance at Professional Meetings
2. Membership in Professional Organizations
3. Participation and Attendance at Century II Book Reviews
4. Writing of Professional Articles in Reading
5. Professional Attire and Decorum
6. Professional Leadership Characteristics
7. Documented Community Service
8. Other(s)

J. GRADING SYSTEM FOR GRADUATE STUDENTS*

Grades in the course will be assigned as listed below.

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

*This system is in accordance with the University’s Graduate catalog 2005-2007, p. 85.
K. **BASIC METHODS OF INSTRUCTION**

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

L. **UNIVERSITY POLICIES, RULES AND PROCEDURES**

1. **Eligibility for Enrollment in the Class**

Registration consists of registering for courses and paying required fees. Fees are due the day you register for courses. If you do not pay your tuition and fees when due, you are not officially enrolled in the courses selected. Your name will be dropped from the class roll on the Census Day (Drop Day).

**Caution: You are still responsible for withdrawing from the University.** (*Registration and Term Information Spring 2007 Bulletin, p. 9).

2. The American with Disabilities Act (ADA) and Section 504 as applied to Colleges and University. An Overview

**The Americans with Disabilities Act (ADA) and Section 504 as applied to Colleges and Universities: An Overview**

**Who is considered to be “otherwise qualified” under the ADA and Section 504?**
Students who can meet the technical and academic qualification for entry into the school or program. and activities. A college may not discriminate against any individual solely on the basis of disability.

Students with a disability requiring accommodation should contact the Office of Disability Services, Evans Hall, Room 317 (936) 261-3583


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.
4. **UNIVERSITY POLICY on ACADEMIC DISHONESTY** *(Graduate catalog, 2005-2007, pp. 96-98; see Student Handbook) http://www.pvamu.edu*

Course credit, degrees, and certificates are to be earned by students and may not be obtained through acts of dishonesty. Students are prohibited from participation in acts of academic dishonesty including tampering with records or falsifying admissions or other information. Disciplinary action will be taken against any students who alone or with others engages in any act of academic fraud or deceit. The university’s policy on academic dishonesty is stated below:

It is the responsibility of students and faculty members to maintain academic integrity at the university by refusing to participate in or tolerate academic dishonesty. Each instance of academic dishonesty should be reported to the department in which the student has declared a major so that it can become a part of the student’s file; to the department head of the instructor of the course in which the alleged infraction occurred; and to the Office of Academic Affairs as deemed necessary.

**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.

5. **Nonacademic misconduct** *(See Student Handbook) http://www.pvamu.edu*

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.

6. **Sexual misconduct** *(See Student Handbook) http://www.pvamu.edu*

Sexual harassment of students and employees 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.
7. **Class Attendance Policy** *(Graduate catalog 2005-2007, p. 95; see Student Handbook):*

Effective September 1, 1998. [http://www.pvamu.edu](http://www.pvamu.edu)

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or an assignment of a grade of “F.” Absences are accumulated beginning with the first day of class.

8. **Student Academic Appeals Process** [http://www.pvamu.edu](http://www.pvamu.edu)

Read policies published in the University *Graduate catalog 2005-2007*, pp. 98-100; see *Student Handbook*.

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.

9. **Expectations of the Candidate:**

- Be on time for each class and remain in class for the full time.
- Purchase required textbook for RDNG 5663.
- Read handout on **Teacher Expectations**.
- Use TrueOutcomes in the course.
- Attend lectures on announced dates. Refer to Learning Experiences and Assignments.
- Participate and make meaningful contributions to class discussions.
- Attend scheduled Century II Book Reviews.
- Present quality assigned individually and/or group oral and written research report(s) in the course.
- Participate in professional meetings and all field-based assignments as scheduled.
- Read and complete all required research studies and articles according to the format provided by the professor of the course.
- Successfully pass all examinations as scheduled by the professor and by the university:
  - Take Practice Examinations, Mid Semester Examination and Final Examination.
- Use communication skills (oral, written, and presentation) in the course.
- Integrate use of technology in completing class assignments.
- Complete all assigned professional readings according to standards in the academic discipline.
- All papers are to be typed, double-spaced, and submitted on white erasable bond paper.
- References are to be properly cited and written according to the *Publication manual of the American Psychological Association*, (6th ed.), 2010.
- Submit all assignments and paper on the scheduled due date(s) and during the regular scheduled class time.
- Arrange to see the professor of the course for a minimum of two (2) conferences during the semester. Please check posted Office Hours for arranging conferences with the professor of the course.
10. **Submission of Assignments**

Unless a candidate has a documented written statement granting an excused absence, late or past due assignments will **not** be accepted.

- Submit all assignments and papers on the scheduled due date(s) and during the regular scheduled class time.

- Submit quality reports for all assignments (oral and written). **Be sure to document data.**

- **Keep a duplicate of all written work submitted. Be sure to document data.**

- Complete all professional reading and writing assignments according to directions provided by the professor of the course. Place data in reading portfolio.

11. **Formatting Documents:**

Microsoft Word is the standard word processing tool used at Prairie View A&M University. If you’re using other word processors, be sure to use the “save as” tool; and save the document in either the Microsoft Word, Rich-Text, or plain text format.

12. **Examination Policy**

Examinations should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (*See Student Handbook*).

Successfully pass all examinations as scheduled by the professor and by the university on the scheduled date(s), and during the regular scheduled class time(s).

13. **Professional Organizations**

- International Reading Association (IRA)
- Prairie View A&M University Reading Council
- The Century II Reading Committee
- KAPPA DELTA PI, International Honor Society in Education (KDP) Mu Epsilon Chapter 293
- National Alliance of Black School Educators, Inc. (NABSE)
- Black Child Development Institute, Inc. (BCDI)
- Others
January 19, Tuesday
- Instruction Begins
- Late Registration and Drop/Add Begins

January 28, Thursday
- General Student Assembly-All Students Attend

February 3, Wednesday
- Census Date (12th Class Day)
- Last Day to Withdraw from Course(s) without academic record

February 4, Thursday
- Withdrawal from courses with academic record ("W") Begins

March 11-13, Thursday-Saturday
- Mid-Semester Examination Period

March 15-20, Monday-Saturday
- Spring Break

March 26, Friday
- Graduation Application Deadline for SUMMER 2010 AND FALL 2010

March 31, Wednesday
- Founders Day/Honors Convocation

April 5, Monday
- Withdrawal from Course(s) with academic record ("W") Ends

May 15, Saturday
- Commencement


Educational Materials from the Vaughn Gross Center for Reading and Language Arts
The University of Texas at Austin College of Education www.texasreading.org/ota

- Searchlight http://www.searchlight.utexas.org
- ONLINE ELEMENTARY INSTITUTE
  Effective Instruction for Elementary Struggling Readers: Research-Based Practices
- Online Teacher Reading Academies
- Texas Teacher Reading Academies Kindergarten – Third Grade Videos

ELEMENTARY INSTITUTE CD: *Effective Instruction for Elementary Struggling Readers: Research Based Practices, Revised 2003*


*Texas College Readiness Standards*, Adopted by the Texas Higher Education Coordinating Board, January 24, 2008
**View DVD Reading First Teacher Education Network** national models on how to teach reading, funded with a 2003 grant from the U.S. Department of Education and the National Council for Accreditation of Teacher Education with Dr. Timothy Shanahan and Dr. Boyce C. Williams. Visit [www.RFTEN.org](http://www.RFTEN.org)

**Journals and Publications**

- **Electronic Learning**
- **Exceptional Children**
- **Journal of Adolescent & Adult Literacy**
- **Journal of Educational Research**
- **Journal of Learning Disabilities**
- **Journal of Reading Behavior**
- **Journal of Research in Reading**
- **Language Arts**
- **Middle School Journal**
- **Reading Improvements**
- **Reading Research Quarterly**
- **The Reading Teacher**

**Newspapers and World Wide Web Addresses**

- **Houston Chronicle**  [http://www.houstonchronicle.com](http://www.houstonchronicle.com)

**World Wide Web Addresses**

- Barbara Bush Foundation for Family Literacy - [www.barbarabushfoundation.com](http://www.barbarabushfoundation.com)
- Children’s Book Council - [http://www.cbcbooks.org](http://www.cbcbooks.org)
- International Reading Association - [http://www.ira.org](http://www.ira.org)
- Literacy Volunteers of America - [http://www.literacy.kent.edu/](http://www.literacy.kent.edu/)
- National Center for Family Literacy - [http://www.famlit.org](http://www.famlit.org)
- No Child Left Behind - [http://www.nochildleftbehind.gov](http://www.nochildleftbehind.gov)
Reading Online (an electronic journal of IRA) - http://www.readingonline.org

Searchlight: http://www.searchlight.utexas.org

Teacher Talk: http://education.indiana.edu/cas/tt/tthmpg.html

The Smithsonian - http://www.si.edu