



RDG 640.310
SEMINAR IN RESEARCH: Literacy Research
COURSE SYLLABUS: Fall 2014
Every other Tuesday, 4:30-10:00
Rockwall

Professor: Dr. Susan Szabo
 Associate Professor & Co-coordinator
 Doctoral Program in Supervision, Curriculum, and Instruction
Excellence in Teaching Award-Texas A&M University System

Office Location: TAMU-Commerce Campus, Education South #226
 Rockwall

Office Hours: by appointment or before/after class

Office Phone: please use email

University Email Address: susan.szabo@tamuc.edu

University Faculty Webpage: <http://faculty.tamu-commerce.edu/lpage/>

| |
|---------------------------|
| COURSE INFORMATION |
|---------------------------|

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

1. Cummins, S. (2013). *Close Reading of Information Texts*. ISBN 978-1-4625-0781-8 Gilford Press (\$26.00)
2. Paratore, J. & Robertson, D. (2013). *Talk that Teaches*. Gilford Press: ISBN 978-1-4625-1042-9 (\$25.00)
3. Tyner, B. *The Literacy Jigsaw Puzzle: Assembling the Critical Pieces of Instruction*. Buy through International Reading Association. (\$30.00)
4. Walpole & McKenna (2013). *The Literacy Coach's Handbook*, 2nd edition. Gilford Press: ISBN 978-1-4625-0770-2 (\$30.00)
5. Frey, Fisher & Gonzales (2010). *Literacy 2.0: Reading and Writing in 21st Century Classroom*. Gilford Press: ISBN 978-1-935249-80-1 (\$25.00)
6. Fisher, Frey & Lapp (2011). *Teaching Students to Read Like Detectives*. Gilford Press: ISBN 978-1-935543-52-7

Course Description:

This course offers students a study of significant research in literacy and related areas. The course also serves to expand the understanding of research as a whole.

Student Learning Outcomes:

1. The student will identify and analyze historical changes and the reasons for the great debate.
2. The students will expand their understanding of the research behind the reading and writing elements.
3. The student will increase their knowledge of literacy research and what it means to be literate in the 21st century.

COURSE REQUIREMENTS**A. Attendance**

Since this is an interactive seminar, attendance, and participation in class discussion and experiences are integral components of this course. Therefore attendance is important and expected.

Since this class meets for a six-hour block, each class period is the equivalent of two weeks of classes. Therefore, it is important to arrive on time and remain until class is dismissed. 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 **make-up plan**. If you must miss a class or arrive late due to an unforeseen excused absence or professional responsibility, email a message for the professor before class, then give the instructor a written plan for make-up work before or at the beginning of the next class session. You must discuss this plan with the instructor and gain her 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 average scores by 1.00. Each unexcused late arrival—or excused late arrival without a written plan for make-up work and completion of the plan--will lower average scores by .25. For a definition of an excused absence/late arrival, please see the Texas A&M-University Catalog.

25% of total grade -- Therefore, it is critical to your success that you attend every class, arrive on time, and read and respond to assignments. In addition, you must be prepared to share written and oral responses and discuss, question, critique, extend assigned readings/assignments and engage in interactive learning experiences. Some readings/topics/models may require posting responses to e-college and/or e-mail communication.

B. Facilitate exploration/understanding of specific topics:

You will need to plan a BD strategy for us to use while you we read the chapter you are facilitating. Each group will develop several after strategies/activities that will help us use the information learned in the chapter. You also need to look carefully at the Questions at the end of the Introduction for each section. These questions should be included in your after activities.

This does not mean that you only read the chapters you facilitate. Everyone must read every chapter so they are to interact and contribute to our discussion during the After activities. The After activities are planned by the facilitating team.

The class session prior to the topic you share and facilitate, you will provide/share a format/framework for response to readings (each chapter) because everyone is responsible for reading ALL of the chapters and responding to them. **BE SURE TO READ THE INTRODUCTION TO THE PARTICULAR SECTION YOU ARE SHARING. THE INTRODUCTION PROVIDES VALUABLE INFORMATION AND THOUGHTFUL QUESTIONS.**

Your exploration(s) should include, but not be limited to:

- a “pre” that activates schema for your genre/topic and aids classmates in book selection. Be sure to provide a handout that provides information concerning readings and responses and the format/framework that responses should be in.
- a “during strategy” that can be used to explore the reading.
- You will have a short interactive presentation. Be sure to utilize an interactive instructional/learning strategy and anything else that extends, refines, elaborates, provokes thought!!
- You need to provide a brief closure involving a “revisiting” of the “things to remember” and a brief discussion of the key points of your topic/readings/models.
- ***You need to provide the class with both information about important people, explaining why they are important in the field. What are their qualifications?
- You also need to provide the class with a write-up of your After strategies and step-by-step on how to use them. This can be downloaded to eCollege.

25% of total grade -- The division of topics/readings/models will be determined the first class meeting. Each class meeting, you will implement innovative content reading lessons/explorations on your topics/readings that facilitate peer reading, discussion, and reflection using unique pre, during, and post reading strategies.

C. Building Your Literature Review.

You will read 1 article a week toward your dissertation literature review (Chapter 2). An APA reference of the 12-15 articles read for the semester will be presented for verification of this assignment. In addition, each week you will share your article during f2f.

D. Self-Evaluation

First, you will reflect on your participation and knowledge growth by critically thinking about the course objectives. Write ½ to 1 page on your knowledge growth pertaining to each objective.

Second, reflect on your participation during class and your attitude toward course work, reading and strategies.

Third, reflect on your knowledge growth on action research and its importance in the classroom.

Fourth, read the grading below. Assign yourself a grade and support it with thoughtful detail.

25% of total grade – This should be a critical thoughtful reflection of your growth, learning and professionalism.

Grading

A (5) = All objectives met. All course requirements completed with the highest degree of quality, initiative and impact—exceptional quality. Continually demonstrated the highest degree of professionalism, dedication, responsibility, and initiative in all situations including but not limited to class participation/interaction, responsibility, civility, attendance, and punctuality.

B (4) = All objectives met. All course requirements completed with high quality. Demonstrated highest to high degree of professionalism, dedication, and initiative in all situations including but not limited to class participation/interaction, responsibility, civility, attendance, and punctuality.

C (3) = All objectives met. All course requirements met with substantial to minimal degree of quality. Demonstrated a high/substantial degree of professionalism, dedication, and initiative including but not limited to class participation/interaction, responsibility, civility, attendance, and punctuality.

D (2) = 80% or more of objectives met with minimal degree of quality. May have demonstrated lapses in professionalism, dedication, responsibility, or initiative. Areas could include but are not limited to class participation/interaction, responsibility, civility, attendance, or punctuality.

F (1) = Less than 80% of objectives met with minimal degree of quality. May have demonstrated deficiencies in professionalism, dedication, responsibility, or initiative. Areas could include but are not limited to class participation/interaction, responsibility, civility, attendance, or punctuality.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

You need to make sure your myLeo email is correct, as that is the email that will be used to contact you. In addition, you need to check e-mail daily (or at least every two days!). Your myLeo account will only hold so many email messages, before it starts returning important emails. So, don't forget to **delete old emails**.

All students enrolled at the University shall follow the **tenets of common decency**, civility, and acceptable behavior conducive to a positive learning environment. (See Policies and Procedures, Conduct). Student expectations for a professional attitude include active, respectful **participation in every class**. Your interactions and discussion comments should be professional—substantive and respectful. Although different viewpoints will be expected and encouraged, students should respond in a supportive and polite manner to one another. As in any professional environment, significant and/or confidential concerns should be communicated to the instructor in a private conference.

All **cell-phones** should be turned off or put on vibrate so they do not disrupt the learning environment.

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.

Plagiarism is not tolerated. Plagiarism can result in failing a course and dismissal from the doctoral program. Plagiarism is taking the ideas of others and presenting them as your own. Yes, you may share the ideas and words of another author-- if you cite them. If you use their words exactly (5 word rule), do so as a quotation and reference the page number. According to Texas A&M University-Commerce policy:

Effective September 1, 1996 Supplements System Policy 13.021. The university will not condone plagiarism in any form. The faculty, administration, and students are expected to uphold and support the highest academic standards in this matter.

References: Prior ETSU Policies V C 1.3 and B-21 approved October 16, 1975; revised October 7, 1977 and January 19, 1990; Faculty Handbook, current revised edition.

Writing assignments are expected to go through the writing process. Please make sure you use **6th APA formatting** to site your references and reference anything that is not your own wording.

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](#)

COURSE CALENDAR

We will determine who will be the facilitator of each chapter and then a calendar will be emailed to you and uploaded to eCollege.

Week 1 – Introduction, Overview and the Great Debate with Reading Panel Findings

Week 2 – Close Reading

Week 3 – Talk that Teaches

Week 4 – Teaching Students to Read like Detectives

Week 5 – Literacy 2.0

Week 6 – In a Reading State of Mind: Brain Research (articles)

Week 7 – The Literacy Coach’s Handbook

Week 8 – The Literacy Jigsaw Puzzle with hand out from Exemplary Literacy Teacher