



**Texas A & M University – Commerce
Department of Education Curriculum and Instruction**

**RDG 567: Practicum in Organizing for Effective Literacy Instruction in
Elementary, Middle, and High School
Online class, Spring 2016**

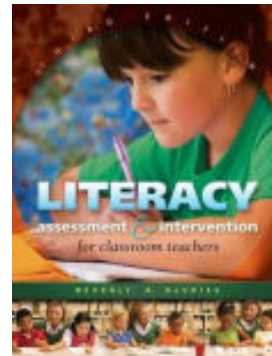
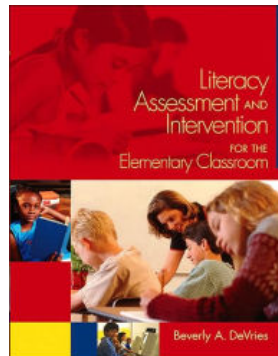
Instructor: Dr. Susan Szabo, Associate Professor
University Email: susan.szabo@tamuc.edu

Office Hours: This is a virtual class, so my office hours are Monday-Sunday through virtual office. Please use virtual office via eCollege. For personal problems please email me directly. (I am online daily, but I could be grading. So, allow 24 hours for response time). In addition, when someone posts a question in virtual office, and you know the answer, please feel free to answer it. We are all teachers and we are all learners in this class. If you want me to call you, email me your phone number and I will call in the evening.

Need Help because this is your First Online Class? During the first week of class, if you are new to online coursework and feel unsure of what to do, please email me IMMEDIATELY with your phone number and a time to call you. I will talk you through eCollege and where everything is located. There is also a nice tutorial on how to use eCollege that you can view.

COURSE INFORMATION

Textbooks



1. DeVries, B. (2011). Literacy Assessment & Intervention for the Elementary Classroom Teachers. Holcomb Hathaway, Publishers

This book is also used in RDG 560. If you do not have one, use the web to find it cheaply (Amazon, ½ Price Books, etc).

Course Description: This graduate reading course provides opportunities through practicum component to apply substantive, research-based assessment and instruction that prepares reading specialist and Master Reading Teacher candidates to deliver a balanced, comprehensive program of instruction in reading, writing, and related language arts.

Teaching Standards: The Teacher will understand and apply Language Arts knowledge and skills to plan, organize and implement instruction and assess learning.

- Understands the ELAR content and performance standards that constitute the TEKS.
- Understand the vertical alignment of the TEKS.
- Understand and uses Reading terminology correctly.
- Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials
- Understand and promote students' use of language arts components skills.
- Uses a variety of formal and informal assessments and knowledge of TEKS to determine students' progress and needs and to help plan addresses needs of all students
- Communicates the value of using ELAR components in the learning process to students, parents, colleagues and community

Student Learning Goals and Objectives: Learning outcomes are achieved via the activities, readings, instruction, thinking and reflection that have occurred in this course.

1. Students will enhance their understandings of multiple formal and informal literacy assessments used in educational settings.
2. Students will enhance their understandings of multiple components of literacy.
3. Students will enhance their understandings of multiple types of literacy research.
4. Students will enhance their understandings of all levels of literacy practicum in organizing for effective literacy instruction.
5. Students will be active and engaged participants in the learning process and use the metacognitive process to enhance their understanding of a variety of assessments that can be used to create lesson plans in a tutoring setting.

COURSE REQUIREMENTS

Assignments:

1) Student Reading Diagnostic Assessment: Finding the Strengths and Weaknesses of Students

You will assess 5 students (1 or 2 at the elementary level, the middle school level and the high school level) using the assigned assessments. You will create a written Diagnostic Evaluation that includes all test results and your interpretations. After completing the write-up, you will create a strength and weakness list and determine recommendations on how to help the child.

You will be given detailed information, which will be found in Doc Sharing in the folder entitled Reading Diagnostic Assessment.

2) Textbook Assessment

You will use different readability formulas to determine the reading level of the textbooks one of the students you choose in assignment #1 would read. You will write a report on your research about readability, write your report on the textbook assessment, and list some strategies that a teacher could use to help the students use and read a hard book. Research text complexity and close reading/deep reading. All information for textbook assessment is found in Doc Share in the Textbook Assessment Folder.

3) Technology Assessment

You will find 5 programs that your tutee can use to help them the necessary skills. A technology assessment rubric is found in Doc Share in the Technology Assessment Folder.

4) Tutoring:

You will pick one of the students you assessed in assignment #1, create tutoring plans and tutor for 6 weeks. You may want to pick the level of a student you are least familiar with, as a Reading Specialist is a k-12 teacher. All information for tutoring is found in Doc Share in the Tutoring Folder.

5) Final Reflection/Summary

You will reflect on all four assignments, tell what you learned from each assignment and how this helped you further your understanding of the Teaching Standards.

Grading

Assessments/Grading: Grades will be determined via a simple point system and assignment rubrics. **You** are responsible for reviewing them prior to submitting an assignment - they tell you all you need to know in order to earn a passing grade in this course. Check out each WebQuest carefully. The gradebook in eCollege is used to keep track of your activities and points, thus it is your responsibility to keep track of how you are doing. To see the comments and the questions missed on the quiz, [CLICK on the grade and it will open a new screen.](#)

Grades will be determined as follows:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60	F

Grades will be in the eCollege grade book. If you are not aware of how that works, you can call the helpdesk. If you want to see the comments and the questions missed on the quiz, CLICK on the grade and it will open a new screen. Or at least it is suppose to.

Due to the nature of the course, I am usually a week behind in my grading. I do send out emails to let you know when I get done so you can check gradebook and let me know if anything is missing.

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology in your web enhanced course.

The following technology is required to be successful in this course.

- *Internet connection – high speed recommended (not dial-up)*
- *Word Processor (Microsoft Office Word – 2003 or 2007)*
- *Access to University Library site*
- *Access to an Email*
- *Access to eCollege.*

ACCESS, NAVIGATION and Log in Information

This course will be utilizing eCollege to enhance the learning experience. eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

REPORT any problems immediately to helpdesk. It must come from you and not me. In addition, if your computer does not allow you to access eCollege, contact the helpdesk to find out how to install the needed “cookies.”

COMMUNICATION AND SUPPORT

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues, while taking your exams or at any other point, feel free to contact the support desk.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege

I am online daily. If you have questions either, email me or post them in the correct week under My Questions, as others may have the same question. Please allow a 24 hour response time.

When engaging in online discussions, please remember the Core Rules of Netiquette as follows:

Rule 1: Remember the Human

Rule 2: Adhere to the same standards of behavior online that you follow in real life

Rule 3: Know where you are in cyberspace

Rule 4: Respect other people's time and bandwidth

Rule 5: Make yourself look good online

Rule 6: Share expert knowledge

Rule 7: Help keep flame wars under control

Rule 8: Respect other people's privacy

Rule 9: Don't abuse your power

Rule 10: Be forgiving of other people's mistakes

To meet face to face with the instructor during office hours, schedule an appointment via email as times fill quickly.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Policies and Expectations

Participation:

I consider class participation to be one of the most important, yet is considered an underrated elements of a student's education. There are numerous elements that go into class participation:

- a. You need to have somewhat frequent (at least 4; 1 to me and 3 to peers), and preferably intelligent, contributions to class discussion.
- b. On-line discussion helps you to engage in self-evaluation, critical thinking, and reflective learning.
- c. You need to have polite and civil interactions with all members of the class ["All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct)].
- d. Failure to prepare and participate effectively will negatively impact the learning processes devised for the class and will impact not only your understanding but your grade for this course. "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment" (Student Guide Book, pp. 67-73).

Late work: Everything should be turned in a timely manner. **Develop a routine**, so you do not fall behind. However, we all have problems, as life gets in the way, thus email me why you did not or cannot do the weekly assignments. Once you have uploaded the late assignment, you must email me to let me know.

Scholarly Expectations: All works submitted for credit must be **original works** created by the scholar uniquely for the class. It is considered inappropriate 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. In addition, all assignments turned in should have gone through the editing process. **In addition, all work should go through the writing/editing process.**

4. Plagiarism is a BIG DEAL. Plagiarism of writings and/or other materials in any form will result in a grade of “F” for the course and WILL result in your dismissal from the program. Please cite your references carefully and consistently!

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.

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**

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 and Core Rules of Netiquette found above*).

AD Compliance: A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

University Services Offered to You Free

- A. Financial Aid Support:** You will be dropped on Monday, September 3rd 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, so check them out.**

B. 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 them 24/7 at <https://leo.tamu-commerce.edu/login.aspx>. Also, YOU must check this daily and delete or archive your emails so that none are lost in cyberspace. It will not be returned and you may miss important information. **It is your responsibility to empty your email daily, so that nothing will bounce back.**

COURSE OUTLINE / CALENDAR

Assignment	Name of Assignment	When Due
1	Student Assessment	Week 4
2	Text Assessment	Week 5
3	Technology Assessment	Week 8
4	Tutoring Writing-Up	Week 14
5	Reflection on Learning	Week 15