



**ECE 663/EDCI 690/RDG 690**  
**Research in Early Childhood Education**  
**COURSE SYLLABUS: SPRING 2016**

**Instructor:** David L. Brown, Ph.D.  
**Office Location:** Education South, 229  
**Office Hours:** By Appointment  
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**COURSE INFORMATION**

**Class Meetings:**

<b>Jan 27</b>	<b>Wednesday</b>	<b>4:30 PM – 10:00 PM</b>
<b>Feb 10</b>	<b>Wednesday</b>	<b>4:30 PM – 10:00 PM</b>
<b>Feb 24</b>	<b>Wednesday</b>	<b>4:30 PM – 10:00 PM</b>
<b>Mar 09</b>	<b>Wednesday</b>	<b>4:30 PM – 10:00 PM</b>
<b>Mar 23</b>	<b>Wednesday</b>	<b>4:30 PM – 10:00 PM</b>
<b>Apr 06</b>	<b>Wednesday</b>	<b>4:30 PM – 10:00 PM</b>
<b>Apr 20</b>	<b>Wednesday</b>	<b>4:30 PM – 10:00 PM</b>
<b>May 04</b>	<b>Wednesday</b>	<b>4:30 PM – 10:00 PM</b>

**Materials – Textbooks, Readings, Supplementary Readings:**

**Textbook(s) Required:**

Gambrell, Linda B. & Morrow, Lesley M. (2014). Best Practices in Literacy Instruction (5<sup>th</sup> Edition), Guilford Press (ISBN: 978-1462517190)

Hinchman, Kathleen & Sheridan-Thomas, Heather K. (2014). Best Practices in Adolescent Literacy Instruction (2<sup>nd</sup> Edition), Guilford Press (ISBN: 978-1462515349)

## **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 (6<sup>th</sup> 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. (100 pts.)

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:

<u>Assignments</u>	<u>Points</u>
Literature Review (Dissertation Topic)	100
Doctoral Exam Questions (2)	100
PowerPoint Presentation (Special Research Topic)	100
Chapter Presentations	100
Total	400

## 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](mailto: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 ([http://drbrown\\_ece663-sp16.weebly.com](http://drbrown_ece663-sp16.weebly.com)) for individual assignments.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### 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 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.

## **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](mailto: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

- American Psychological Association (2010) Publications Manual of the American Psychological Association (6<sup>th</sup> Edition), Washington D.C.
- Brown, A. (1978). Knowing When, Where, and How to Remember a Problem of Metacognition. In R. Glaser (ed.) Advances in Instructional Psychology, Hillsdale, NJ. Erlbaum.
- Cabell, D. (Ed). (1995). Cabell's Directory of Publishing Opportunities in Education. Beaumont, TX: Cabell.
- Darling-Hammond, L. (1997) The Right to Learn: A Blueprint for Creating Schools that Work. San Francisco: Jossey-Bass.
- Gardner, H. (1993). Multiple Intelligences. New York. Basic Books
- Gardner, H. (1991). The Unschooled Mind: How Children Think and How Schools Should Teach. New York: Basic Books
- Alvermann, Donna E., Unrau, Norman J. & Ruddell, Robert B. (2013) Theoretical Models and Processes of Reading (6<sup>th</sup> Edition): International Reading Association
- Snow, Catherine E., & Burns, M. Susan, and Griffin, Peggy. (1999) Preventing Reading Difficulties in Young Children. National Research Council, Washington, DC.
- Kamil, Michael L., Pearson, P. David, Birr Moje, Elizabeth & Afflerbach, Peter (2010) Handbook of Reading Research, Volume IV: Routledge
- Eileen N Ariza, Carmen A Morales – Jones(2006), Why Tesol? Theories and Issues In Teaching English To Speakers Of Other Languages In K-12 Classrooms. Kendall /Hunt Publishing Company Dubuque.
- Susan Lenski, Fabiola Ehlers-Zavala(2004), Reading Strategies For Spanish Speakers. Kendall/Hunt Publishing Company Dubuque.
- Eileen N Ariza, Carmen A Morales – Jones(2002), Fundamental Of Teaching English to Speakers Of Other Languages in K-12 Mainstream Classrooms. Kendall/Hunt Publishing Company Dubuque.
- Jerry L. Johns (1997), Spanish Reading Inventory Form B. Kendall/Hunt Publishing Company Dubuque.
- Elaine M. Hampton, Sylvia Peregrino (2007), Researching For Mutual Understanding In Diverse Communities: A Tool Kit For Educators. Kendall/Hunt Publishing Company Dubuque.
- Adele Macgowan-Gilhooly(2006), Achieving Fluency in English: A Whole- Language Book. Kendall/Hunt Publishing Company Dubuque.
- Christina Cavage (2006), Talking About it! Kendall/Hunt Publishing Company Dubuque.



- Ruth Griffith (2006), *The Networks for Language Learners: Exploring The Internet For High Beginning ESL*. Kendall/Hunt Publishing Company Dubuque.
- South Texas Community College (2006), *Writing Made Easy : A Practical Approach*. Kendall/Hunt Publishing Company Dubuque.
- Madeleine Scalliet Waters (2005), *The Writing Puzzle*. Kendall/Hunt Publishing Company Dubuque.
- Ana Huerta –Macias (2005), *Working with English Language Learners: Perspectives and Practice*. Kendall/Hunt Publishing Company Dubuque.
- Paul Camhi (2004), *Getting It Right : An Editing Text For ESL/ EFL Students*. Kendall/Hunt Publishing Company Dubuque.
- Regina A Rochford (2004), *Getting Your Act Together: A Guide Book*. Kendall/Hunt Publishing Company Dubuque.
- Christina Cavage (2004), *Working At it ! W/ CD ROM*. Kendall/Hunt Publishing Company Dubuque.
- Roberta Orona Cordova (2003), *Chicano /A Studies Reader: A Bridge to Writing*. Kendall/Hunt Publishing Company Dubuque.
- Debra Freedman (2003), *Let's Communicate: Communication Skills for 21<sup>st</sup> Century*. Kendall/Hunt Publishing Company Dubuque.
- Irene Alterbaum; Joyce Buck (2003) *Listen Speak: Ease in Communication For Second Language Speakers Of English PAK W/CD*. Kendall/Hunt Publishing Company Dubuque.
- Joshephine Pantaleo (2003) ,*Navigating Towards Clearer Comprehension With QCC Writers*. Kendall/Hunt Publishing Company Dubuque.
- Fred Indenbaum, Alexis Indenbaum (2003), *No Barriers ! College Success Strategies For Hispanic Students*. Kendall/Hunt Publishing Company Dubuque.
- R. Richard Applebaum (2003), *Speaking Clearly: Activities To Improve Verbal Communication And Reduce Accent*. Kendall/Hunt Publishing Company Dubuque.
- Adele Macgowan- Gilhooly(2002), *Achieving Correctness In Academic Writing*. Kendall/Hunt Publishing Company Dubuque.
- Yvonne Pratt-Jhonson; Eileen Ledford (2002), *So This Is America!* Kendall/Hunt Publishing Company Dubuque.
- Adele Macgowan- Gilhooly(2001), *Achieving Clarity In English: A Whole Language-Book*. Kendall/Hunt Publishing Company Dubuque.
- Julia B Carroll; Dongmei Zeng(2001), *Breaking Boundaries: A Content- Based Academic Reading and Writing Text*. Kendall/Hunt Publishing Company Dubuque.

Regina A Rochford (2000) *An Inductive Approach To English Grammar And Composition For ESL Students*. Kendall/Hunt Publishing Company Dubuque.

Alison Mackey, Susan M. Gass (2005), *Second Language Research Methodology and Design*. Lawrence Erlbaum Associates Publishers, Mahwah New Jersey.

Christenbury, Leila, Bomer, Randy & Smagorinsky, Peter (2010) *Handbook of Adolescent Literacy Research*: The Guilford Press

Dougherty Stahl, Katherine A. & McKenna, Michael C. (2006) *Reading Research at Work: Foundations of Effective Practice*: The Guilford Press

Margaret G. McKeown, Linda Kucan (2010), *Bringing Reading Research to Life*. The Guilford Press, New York.

Specific topics bibliographies will be developed during the semester

### **Reports**

Snow, Adams, et al. (1998) - *Preventing Reading Difficulties in Young Children*, Washington D.C., National Academy Press.

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*.