ECE 675/EDCI 690/RDG 690
Parent Partnerships and Family Literacy
COURSE SYLLABUS: SUMMER I 2016

Instructor: David L. Brown, Ph.D.
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COURSE INFORMATION

Class Meetings:

June 07	Tuesday	5:00 PM – 9:00 PM
June 09	Thursday	5:00 PM – 9:00 PM
June 14	Tuesday	5:00 PM – 9:00 PM
June 16	Thursday	5:00 PM – 9:00 PM
June 21	Tuesday	5:00 PM – 9:00 PM
June 23	Thursday	5:00 PM – 9:00 PM
June 28	Tuesday	5:00 PM – 9:00 PM
June 30	Thursday	5:00 PM – 9:00 PM
July 05	Tuesday	5:00 PM – 9:00 PM
July 07	Thursday	5:00 PM – 9:00 PM

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Wasik, Barbara H., (2012) "Handbook of Family Literacy" (2nd Edition). Routledge, ISBN # 978-0415884587

Crane, D. Russell & Heaton, Tim, (2007) "Handbook of Families and Poverty". SAGE Publications, ISBN # 978-1412950428

Optional (Recommended):

Taylor, Denny (1990) Family Literacy, Portsmouth, New Hampshire, Heineman

Taylor, Denny (1997) Many Families, Many Literacies: An International Declaration of Principles. Portsmouth, New Hampshire, Heineman.

Morrow, L., Tracy, D., and Maxwell, C. M. (Eds) (1995) A Survey of Family Literacy in the United States, Newark, Delaware: International Reading Association.

Purcell-Gates, V. (2000) Family Literacy, In M. L. Kamil, P. B. Mosenthal, Pearson, P. D., & Bar, R. (Eds) Handbook of Reading Research, Volume III. pp. (853-890), Mahwah, N.J. Lawrence Erlbaum Associates.

Taylor, Denney (1983) Family Literacy: Young Children Learning to Read & Write. Exeter, N. H. Heineman

Taylor, Denney, & Dorsey-Gaines, C. (1988) Growing up Literacy: Learning from Inner-city Families. Portsmouth, New Hampshire, Heineman.

Purcell-Gates, V. (1995) Other People's Words: The Cycle of Low Literacy, Harvard University Press, Cambridge, Massachusetts. (ISBN: 0674644-972)

Purcell-Gates, V. (2004) Print Literacy Development: Uniting Cognitive and Social Practice Theories, Cambridge, Massachusetts, Harvard University Press

Purcell-Gates, V. & Waterman, Robin (2000) Now We Read, We See, We Speak: Portrait of Literacy Development in an Adult Freirean-based Class, Mahwah, New Jersey, Lawrence Erlbaum & Associates

Prerequisite:

Doctoral level standing or consent of instructor
Multiple individualized reading and writing assignments will be required of all class participants.

Course Description:

This course will examine theoretical, pedagogical, and research issues on the topic of family literacy. Special emphasis will be placed on the impact of these factors on the outcomes of students and families. Additionally, participants will study significant theoretical and historic perspectives on family literacy that have influenced the development of programs and policy. Finally, participants will have opportunities to examine different approaches and programs to family literacy.

Course Topics:

1. What is Family Literacy?
2. Why is Family Literacy important?
3. Adult Education & Literacy Activities
4. Parenting Education
5. Family Literacy Programs
6. Families & Poverty
7. Historical & Theoretical Positions on Family Literacy
8. Current Research in Family Literacy
9. Early Childhood Interventions in Family Literacy Programs
10. Relationships among Children and Adults
11. Technology in Family Literacy Programs
12. Resources, Family Literacy, and Children Learning to Read
13. Home Literacy Experiences of Latino Families
14. Home Visiting and Family Literacy Programs
15. Integration of Components in Family Literacy Services
16. Family Literacy and Culture
17. Language-Minority Adults in Family Literacy in Family Literacy Programs
18. Early Childhood Assessment and Family Literacy
19. Assessment and Evaluation of Parent Participation and Outcomes
20. Assessment of Adult Literacy Skills
21. Future Directions in Family Literacy
22. Elements of Family Literacy Programs (Adult Education, Children's Education, Parenting Education)

Student Learning Outcomes:

1. Demonstrate knowledge and engagement of the theoretical, pedagogical, and research issues in family literacy.

2. Understand the implications of theory and research for family literacy programs.

3. Read and critique research on family literacy.

4. Understand the benefits of connecting family, community, and schools.

5. Understand strategies for increasing family and community involvement in schools.

6. Understand specific elements of partnership programming that can improve student 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. Each student will attend and participate in discussions, readings, and collaborative activities during each class session. Additionally, each student will complete assigned readings and be ready to share and discuss in class. Class participation is defined as regular attendance to class, coming to class prepared by having read the assigned readings; formulating questions for class discussion; active participation during in-class activities and discussions; and displaying professional conduct during class.

2. **Reflective Responses and Leading of Discussions of Assigned and Selected Readings.** Much of our class interaction will center on your responses to the professional readings. It is vital that each of you come to class having read and responded to the assigned and selected readings. These responses will take a variety of forms. **Note.** As you respond to the readings, make connections across readings (those of this course and of other courses). _Challenge the author by raising your own questions. Attempt to answer your questions, supporting those responses with evidence. Synthesize and analyze rather than simply summarize._

3. **Chapter Summaries and Presentations**:
   Each student will select chapters from the textbook and develop a written chapter summary of the key ideas in the chapter. Copies of the chapter summary should be provided for each member of the class. The handout material maybe copies of PowerPoint materials.

4. **Family Literacy Program**:
   Each student will be assigned a Family Literacy Program to research and prepare a PowerPoint presentation that incorporates theoretically sound learning principles. The presentation should engage the audience as active learners and provide a comprehensive review of the program including goals and objectives of the program, philosophy, implementation activities, evaluation or assessment practices, targeted audience, and recruitment strategies. The following family literacy programs will be examined:

1. Parents as Teachers
2. Hippy Program
3. Advance
4. Even Start
5. Early Head Start
6. Toyota Family Literacy Program
7. Parents and Literacy (PAL) Family Literacy Program
8. PACT Parents and Children together
9. Family Initiative for English (FIEL) Language Project
10. Goshen Adult Literacy Program
11. Kenan Family Literacy Project

5. **Evaluation of Family Outcome Measure**:
   Each student will select a measurement construct (i.e. Family Resources, basic literacy skills, parenting skills), then identify a standardized measurement tool that you would recommend to your doctoral committee members. Using the guidelines provided by the instructor, the student will describe in detail the psychometric soundness of the selected measure. Please include your rationale for selecting the measure and its appropriateness for the selected participants, information regarding reliability and validity, cost of the instrument, training and qualifications for the examiner, types of scores from the measure, time to administer the test, and any other relevant information that might be used to support the selection of this measurement tool.

   You should connect to the website of the company that published the measurement tool and look for pictures and other relevant information which might be included in your review and evaluation. Additionally, students should consult **Tests in Print, Mental Measurement Handbook,** and **Test Critiques** for reviews of the measure.

   Afterwards, students will develop a PowerPoint Presentation containing the information found in the review and evaluation. Students will share the PowerPoint presentation in class and will provide handouts for participants.

6. **Advocacy Paper**:
   After completing the class assignments referenced above, each student will write a focused response paper of 3-5 pages based upon your course readings that are designed to convince a School Board or local Business Consortium of the need for a comprehensive Family Literacy Program in your community or school setting.

<u>Resources for Family Assessment Measures</u>

Murphy, Linda L. & Plake, B. et al. (2002) ***Tests in Print: An Index to Test Reviews and Literature Specific Tests***, (Volume VI), The University of Nebraska Press, Lincoln Nebraska.

Plake, Barbara & Impara, J. and et al. (2003) ***The Fifteenth Mental Measurement Handbook***, The University of Nebraska Press, Lincoln, Nebraska.

Keyser, Daniel & Sweetland, Richard (1985) ***Test Critiques***, Volume X, Pro-Ed, Austin, Texas
Note: Student must purchase subscription to website.

Maddox, Teddy (1997) ***Tests: A Comprehensive Reference for Assessments in Psychology, Education, and Business***, (Fourth Edition) Pro-Ed, Austin, Texas

Grading:

Evaluation of Family Outcome Measure	-	100 points
Family Literacy Program	-	100 points
Chapter Presentations (2 @ 25 points)	-	50 points
Advocacy Paper	-	50 points
Total	**-**	**300 points**

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 is expected to participate fully in assigned readings related to course topics, chapter presentations, and discussions of current articles. 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 (http://drbrown-ece675-s16.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 of materials. 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://writingcenter.unc.edu
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Attendance: Attend all classes. Arrive on time and remain until class is dismissed. Class meets from 5:00 PM until 9:00 PM every Tuesday and Thursday 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).*

RESOURCES

Websites and Resources for Family Literacy

National Center for Families Learning
American Library Association
Education Northwest
Family Education
Family Literacy: A Review of Programs and Critical Perspectives
Family-School Partnerships for Students' Reading Success Workshop
Home Instruction Program for Preschool Youngsters (HIPPY)
Houghton Mifflin Harcourt Education Place
Literacy Link

Journals – Family Literacy

Family Literacy Forum: A peer-reviewed journal published twice a year by the National Even Start Association (MESA). Family Literacy Forum is committed to bringing the ideas and experiences of individuals in the field to the forefront of discussions about literacy development of families in home, community, and school-based settings.

Literacy Harvest: Annual journal of the Literacy Assistance Center. Published since 1992, it highlights research, trends, and exemplary practices in adult, family, and youth literacy education.

Journal of Marriage & Family: Published by the National Council of Family Relations and is the leading research journal in the field of family studies.

Family Relation - Interdisciplinary Journal of Applied and Family Studies: A premier applied journal of family studies. Family retention is mandatory reading for family scholars and all professionals who work with families. The journal content emphasizes family research with implications for intervention, education, and public policy.

Funding Sources

Funding Sources for Family Literacy Programs
- Barbara Bush Foundation
- Chrysler Corporation
- Mac Arthur Foundation
- Nissan Motor Foundation
- Toyota Motor Corporation
- Stride Rite Corporation
- American Library Association
- Family Dollar

These resources are available from ED.gov (U.S. Department of Education)
1. No Child Left Behind: A Parent Guide
2. Questions Parents Ask About Schools
3. Helping Your Child Become A Reader
4. Helping the Pre- School Child.
5. Reading Tips For Child
6. A Child Becomes A reader: Proven Ideas For Parents From Research- Birth To Pre-School

References

1. DeBruin, Parecki, A. & Krol-Sinclair, B. (2003) (Eds.) Family Literacy: From Theory to Practice. Newark, Delaware: International Reading Association. Pp. 184-201.

2. Berger, Eugenia H. (2004) Parents as Partners in Education: Families and Schools Working Together. 6th Ed. Englewood Cliff, N. J. Prentice Hall. pp. 367-414.

3. McCarthey, Sarah (2000). Home-school Connections: A Review of the Literature. The *Journal of Educational Research* (Washington D. C.) 93 No 3, 145-153, Jan/Feb.

4. McCarthey, Sarah (1999). Identifying Teacher Practices that Connect to Home and School. *Education and Urban Society*, 32. No 1, pp. 83-107.

5. Hayes, A. (1996). Longitudinal Study of Family Literacy Program Outcomes. In Family Literacy: Directions in Research and Implications for Practice. OER/USDE.

6. Paratore, J. R., Melzi, G. & Krol-Sinclair, B. (1999) What Should We Expect of Family Literacy? Experiences of Latino Children Whose Parents Participate in an Intergenerational Literacy Project. IRA, Newark, Chicago, Illinois.

7. Rogers, Rebecca (2203) A Critical Discourse Analysis of Family Literacy Practices: Power In and Out of Print. Mahwah, N. J. Erlbaum.

8. Gaitan, Concha, Delgado (2004) Involving Latino Families in Schools: Raising Student Achievement through Home-School Partnerships. Corwin Press, Thousand Oaks, California.

9. Sikes, Michael (2007) Building Parent Involvement through the Arts: Activities and Projects that Enrich Classrooms and Schools. Corwin Press, Thousand Oaks, California.

10. McDermott, Dana (2007) Developing Caring Relationships Among Parents, Children, Schools, and Communities, Sage Publications, Thousand Oaks, California.

11. Hanson, Marci, & Lynch, Eleanor (2004) Understanding Families: Approaches to Diversity, Disability, and Risk, Brookes Publishing, Baltimore, Maryland.

12. Hall, Nadia, Kulkarni (2007) Your Guide to Nurturing Parent-Child Relationships: Positive Parent Activities for Home Visitors, Brookes Publishing, Baltimore, Maryland.

13. Landy, Sarah & Menna, Rosanne (2006) Early Intervention with Multi-Risk Families: An Integrative Approach, Brookes Publishing, Baltimore, Maryland.