I. Course Description
This course is designed to provide reading professionals with the knowledge and strategies to evaluate literacy-related materials, methodologies, and assessment. Students will develop a process to evaluate teacher-produced and commercial materials.

II. Rationale
The reading professional with an advanced degree is expected to be a knowledgeable resource for teachers, administrators, parents, and other educational professionals at the school and district level. The reading professional must demonstrate the high level of knowledge necessary to understand, apply, and evaluate a wide range of reading materials, tasks, and assessments. Criteria for evaluation must be developed with consideration of theory, pedagogy, developmental appropriateness, feasibility, and cost-effectiveness.

III. State Adopted Proficiencies and Competencies
State Adopted Proficiencies – The state-adopted proficiencies covered in this course include the following:

1. Equity in Excellence for All Learners – The teacher responds appropriately to diverse groups of learners.
2. Learner-Centered Communication. While acting as an advocate for all – students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
3. Learner-Centered Instruction. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

IV. TExES Competencies
Not applicable
V. Course objectives and outcomes
This course is designed to enable students to:

- Identify methods, materials, and assessments appropriate for diverse groups of learners. (State Proficiency 1)
- Communicate knowledge of effective methods, materials, and assessments to other educational professionals. (State Proficiency 2)
- Review, analyze, and evaluate current literacy methods, materials and assessments. (State Proficiency 3)
- Analyze literacy methods, materials, and assessments in relation to district goals and policies. (State Proficiency 3)
- Analyze methods, materials, and assessments in relation to established best practices in literacy. (State Proficiency 3)
- Identify methods, materials, and assessments, which are supported by accepted research in the field of literacy. (State Proficiency 3)
- Analyze methods, materials, and assessment in relation to national, state, and district standards. (State Proficiency 3)

VI. Topics
The following components of literacy methods, materials, and assessment will be explored:

Theoretical framework
Pedagogical principles
Research base
Evaluation approaches and instruments.

VII. Instructional Methods and Activities
Methods and activities for instruction include:

Traditional experiences (lecture/discussion, demonstration, guest speaker, video)
Clinical experiences (simulations, cooperative groups, student demonstrations or presentations, guided discovery, role play, lab exercise)
Field experiences (field teaching, field trips, community resource use, case studies, internships, practicum)
VIII. Evaluation and Grade Assignment

Note: This course will be managed via BlackBoard 9.1 (Learn). You must have an Island Online account. If you have not participated in an online course before, go to https://iol.tamucc.edu/ In the Island Online Login Box, click on “I am a new user” and follow directions to establish your account. You will need to go to http://bb9.tamucc.edu to establish your BlackBoard 9.1 login.

This course will be the product of interactive inquiry. While the professor has a guiding framework, much of the specific content of the course will be developed collaboratively. As a doctoral student, you are expected to take a large share of responsibility for your own learning. You are expected to do outside reading beyond the course requirements.

All materials submitted for evaluation in this course must be on time, word-processed, and spell- and grammar-checked. You must use a professional type font, such as Times or Times New Roman, size 12, double-spaced. All writing and citations must conform to APA style (6th edition.)

All written assignments will be submitted via BlackBoard. Details, time lines and due dates are posted on BlackBoard. The information presented in this syllabus should not be considered inclusive.

The specific requirements for the course are:

1. Quickwrite Journals
   You will submit four quickwrites about the major topics in this class. These will be done before the class addressing that topic meets. These are not researched – they are your thoughts on the topic before we discuss them in class. They should be approximately 50-75 words long. (5 points each — Submit through BlackBoard Journal assignment. See BlackBoard for details)

2. Discussion leader
   You will be the discussion leader for a major topic in the course. You will research the topic beyond the assigned reading and will prepare discussion points for the class. Your research will include the reading and analysis of original texts. As the leader, you will share research information on relevant literacy leaders and significant research. You will meet with Dr. Garrett at least one week before you lead the class. (50 points)

3. Research paper
   You will research a course-related topic. It may be related to the topic for which you are the discussion leader. In this paper, you will review the professional literature related to the topic, making appropriate citations. You should have no less than 10 citations for this paper. The body of your paper will include:
   - An introduction
   - Review of literature related to the topic
4. District analysis paper
You will select one program, practice, material, or assessment used in your district/school. You will evaluate that practice based on McEwan’s five questions about research. You will research the topic you select as well as provide your own analysis based on McEwan. You will interview at least one classroom teacher and one administrator about the topic.
(75 points — Submit through BlackBoard; see BlackBoard for details)

5. Reflection papers
You will prepare three papers expressing your understandings of and reflections on methodology, materials, and assessment. These papers will be no less than 500 words.
(50 points each — Submit through BlackBoard; see BlackBoard for details)

Grades (points)
Quickwrites/Journal 20
Discussion leader 50
Research paper 100
District analysis paper 50
Reflection papers 150
Pearson visual (-10 if not completed)
Total 395

Grades (Letter assignments)
93% - 100% A
86% - 92% B
79% - 85% C
73% - 78% D
Less than 73% F
IX. Course topics and schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments due</th>
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<tbody>
<tr>
<td>Aug. 24</td>
<td>Introductions</td>
<td>Topic signups</td>
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<td></td>
<td>Course overview</td>
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<td></td>
<td>Reading and research</td>
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<td>Aug. 31</td>
<td>Research and group meetings</td>
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<td>No formal class meeting</td>
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<tr>
<td>Sept. 7</td>
<td>Evaluating Methodology</td>
<td>M&amp;M 1,2</td>
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<td>Approaches to reading</td>
<td>Pearson visual</td>
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<td>Reading quickwrite</td>
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<td>Methodology quickwrite</td>
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<td>Sept. 14</td>
<td>Conferences/research</td>
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<tr>
<td>Sept. 21</td>
<td>Methodology discussion</td>
<td>M&amp;M 3,4</td>
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<td></td>
<td>Skills based</td>
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<td>Whole language</td>
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<td>Balanced literacy</td>
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<td>Sept. 28</td>
<td>Evaluating Materials</td>
<td>M&amp;M 5, 6</td>
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<td>Methodology reflection paper</td>
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<td>Materials quickwrite</td>
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<td>Oct. 5</td>
<td>Conferences/research</td>
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<td>Oct. 12</td>
<td>Materials</td>
<td>M&amp;M 7</td>
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<td>Basal, core programs</td>
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<td>Technology-based programs</td>
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<td>Materials reflection paper</td>
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<td>Assessment quickwrite</td>
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<tr>
<td>Oct. 26</td>
<td>Assessments</td>
<td>A 6-9</td>
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<td></td>
<td>Assessments for internal &amp; external purposes</td>
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<td>Nov. 2</td>
<td>Research/writing day</td>
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<td>Nov. 9</td>
<td>Early reading issues</td>
<td>Assessments reflection paper</td>
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<td></td>
<td>Elementary reading issues</td>
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<td>Nov. 16</td>
<td>Adolescent literacy issues</td>
<td>Research paper due</td>
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<td></td>
<td>Adult literacy issues</td>
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<tr>
<td>Nov. 23</td>
<td>Writing day</td>
<td></td>
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<td>Nov. 30</td>
<td>Final thoughts</td>
<td>District analysis paper due</td>
</tr>
</tbody>
</table>
X. Texts:


**Recommended reading:**


Free online version:


XI. Bibliography of Selected References:


Texas Education Agency. (1997). *Beginning reading instruction: Components and features of a research based reading program.* Austin, TX: TEA.


XII. Additional Course Policies

**Attendance/tardiness**

Attendance will be recorded for this class. Points will be deducted for class absences. Notification of an absence does not constitute a class waiver.

**Late work and Make-up Exams**
Full credit will not be given for late assignments or unexcused missed conferences.

**Extra Credit**
Extra credit is not an option for this course.

**Cell Phone/Electronic Device Usage**
Cell phones and other electronic devices should not be used during class. If a potential emergency exists where a student is expecting an important call concerning a child or family member, the phone should be put on vibrate.

**Ground rules for discussions and assignments:** Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to proceed, so that we may refer directly to them if the situation arises.

Respect
- We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
- When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved.
- Show courtesy.

Comfort
- Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.
- I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
- No question is stupid! We all learn at different paces and by asking questions.

Honesty
- You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.
- All work you submit must be your own. If you use someone's words or work other than your own please use the appropriate citation.

World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.
- In interpreting others' comments, we should be fair-minded and understanding.

**Academic Integrity/Plagiarism.**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will
result in a level of discipline appropriate to the misconduct. This may include a requirement to re-do work in question; requirement to submit additional work; lowering of grade on work in question; assigning grade of ‘F’ to work in question; assigning grade of ‘F’ for course; recommendation for more severe punishment, such as suspension or dismissal from the University. The procedure for Academic Misconduct cases is posted on BlackBoard.

Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.

Plagiarism is wholly unacceptable and, for the purposes of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless specific credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet and/or provided by classroom teachers, or found in any form of publication (e.g., books, magazines, Internet sites), book descriptions/reviews, course work done by previous students (or any other current or TAMU-CC student). Appropriate citation of resources is required.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 5, 2011, is the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations
Scholarly paper organization and citations must follow the Association of American Psychologists Style Manual, 6th Edition. (See required textbook.)

Classroom/professional behavior

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and
University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*

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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
Appendix: Discussion Topics

1. Skills-based approaches to teaching reading
2. Whole language approach to teaching reading
3. Balanced literacy
4. Basal/core programs
5. Technology-based programs
6. Assessment for internal use
7. Assessment for external use
8. Early reading issues
9. Elementary reading issues
10. Adolescent literacy issues
11. Adult literacy issues