READ 5396.001: Literacy Research Seminar

I. Course Description:
This course is designed as the culminating course for the masters of reading. Covered in the class are: historical and current trends in literacy research, the critical examination of selected reading research studies, and a self-analysis of personal and professional interests and needs. The course calls for students to integrate and use information from previous graduate classes with information presented in this class to develop, implement, and defend an action-based reading/literacy research project.

II. Rationale:
This course is designed to provide graduate students in the Masters of Reading degree an opportunity (1) to become familiar with key reading research studies; and 2) to design, conduct, and defend a classroom inquiry study.

III. State Adopted Proficiencies:

A. The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful experiences for all students.
B. The teacher as a reflective practitioner dedicated to all students’ success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

IV. TeXES Objectives:

759-004 Understand models and dimensions of the reading process.
759-25 Understand the various approaches to reading instruction
759-40 Understand Research in Reading
V. International Literacy Association Standards for the Preparation of Literacy Professionals 2017

STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.

STANDARD 2: CURRICULUM AND INSTRUCTION Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.

STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.

STANDARD 4: DIVERSITY AND EQUITY Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.

STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES Candidates complete supervised, integrated, extended practica/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.

VI. Course Objectives and Outcomes

1) Students will demonstrate ability to design an action research project.
2) Students will conduct an action research study or comparable project.
3) Students will present their research to an open form.
4) Students will show an understanding of basic aspects of major reading research.
5) Students will write a paper describing their papers.

In order to pass this course, students will need to:
1) Participate in class discussions and activities
2) Complete assigned readings and submit write up of each week’s assigned readings
3) Secure instructor approval for action research project.
4) Conduct and submit a review of the literature on that topic.
5) Conduct a presentation of their project to an audience consisting of class members, invited faculty and others (i.e., principals, etc.)
6) Turn in a completed paper that describes and presents the project.

Students’ successful conduct of research project
Students will successfully conduct and present a research study for their capstone project.

Department Objective
Students will successfully conduct and present a research study for their capstone project.

VII. Course Topics

Overview of literacy research
Past research projects completed by TAMUCC students
Action based research
Descriptive Research in Literacy
Experimental Research in Literacy
Qualitative Research in Literacy
Landmark Literacy Research
Student projects

VIII. Instructional Methods and Activities

Activities will consist of a series of lectures, student discussions, and student presentations.

IX. Evaluation and Grading Procedures:
These requirements will be weighted as follows:

Completion of CITI Plagiarism Training 10
Submission of Chapters 1 – 3 10
Submission of Raw Data 10
Submission of Data Analysis 10
Submission of Chapter 5 10
Oral presentation of paper (outlined in Rubric)  

Completed written research paper (outlined in Rubric)  

Final Grades:  
A =100%-94%, B =93%-87%, C =86%-79%, D =78%- 72%
X. TENTATIVE SCHEDULE OF TOPICS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>10-14</td>
<td>Course Introductions &amp; Expectations Course Timeline This will be a synchronous class meeting that will take place online. Chapters 13 &amp; 17 (Tuckman)</td>
<td>10-20 Submit chapters 1 – 3 from EDFN 5301 by</td>
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<td>10-21</td>
<td>Begin to collect data Revise Chapters 1 – 3 as requested</td>
<td>10-27 Submit revisions</td>
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<td>10-28</td>
<td>Continue to collect data Chapter 12 (Tuckman)</td>
<td>11-03 Submit raw data</td>
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<td>11-04</td>
<td>Begin to analyze data</td>
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<tr>
<td>11-11</td>
<td>Continue to analyze data Begin Writing Chapter 5 This will be a synchronous class meeting that will take place online.</td>
<td>11-11 Submit data analysis</td>
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<tr>
<td>11-18</td>
<td>Begin working on PPT presentation</td>
<td>11-24 Submit chapter 5 discussion</td>
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<td>11-25</td>
<td>Submit PPT presentation online under Discussion Forum Tab</td>
<td>12-05 Critique 3 of your classmates PPT. You are to critique for clarity, organization, spelling, and mechanics.</td>
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<td>12-02</td>
<td>Synchronous presentation of research</td>
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XI. Textbook

(Required)

(Recommended)

XII. Bibliography Of Selected References


