

# READ 5375-110 READING RESEARCH & ASSESSMENT

Fall 2018

Texas A&M University - Central Texas

## PROFESSOR CONTACT INFORMATION

Professor: Dr. Amber Lynn Diaz

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Office Hours: Monday (3:00 p.m. – 5:00 p.m.) or by appointment.

## Mode of Instruction and Course Access:

This course is an Independent Study meeting face-to-face utilizing web-enhanced instruction. The majority of the course activities will take place face-to-face. However, some of the learning will be supplemented by online activities (40% online activity). The first class meeting is Monday, August 27, 2018 and the last class meeting will be Monday, December 10, 2018. This course utilizes TAMUCT Canvas Learning Management System: [<https://tamuct.instructure.com>].

## Student-Professor Interaction:

The best learning environment is a result of the efforts of both graduate students and the professor. We can all learn a lot from one another, but we must each recognize our responsibilities to the group and our work this semester. You can reach me at any time during my office hours, by email, or by phone. If you would like to request a conference, please email me and I will get back to you with available times. Additionally, please do not email me through Canvas.

## 911 Cellular:

Emergency Warning System for Texas A&M University-Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

## COURSE INFORMATION

### Course Overview and Description:

Examine methods and techniques employed in reading research and assessment. Review research and the development, implementation, and dissemination of classroom research. Explore the application of appropriate diagnostic and correctional procedures for elementary, secondary, and adult learners having difficulty reading. Prerequisite(s): READ 5373 or 9 hours of undergraduate READ courses or permission of department chair.

### Course Objective:

This course is designed to enhance teaching practices and strategies in the areas of planning, selecting, and organizing teaching materials based on existing classroom environments and “best practice” research. Students will develop a solid knowledge base of learning and instruction theories designed to meet the needs of diverse learners that compose today’s classrooms.

### Required Reading and Textbooks:

Gunning, T. G. (2018). *Assessing and Correcting Reading and Writing Difficulties* (6<sup>th</sup> ed.). Boston: Pearson.

Print ISBN: 9780134516622, 0134516621

eText ISBN: 9780134516547, 0134516540

Leslie, L. & Caldwell, J. (2017). *Qualitative Reading Inventory – 6*. Boston: Pearson. OR

## **Student Learning Outcomes:**

1. Exhibit knowledge of research-based reading theory
2. Demonstrate knowledge of current research and issues concerning reading disabilities
3. Demonstrate knowledge of reading strategies that are appropriate for disabled learners
4. Demonstrate the ability to formally and informally assess and remediate disabled readers
5. Demonstrate the ability to use computer-based technologies to access, manage, and use information to support research, remediation, and instruction of disabled readers
6. Demonstrate the ability to conduct, evaluate, and present research concerning issues in reading disabilities.

## **COMPETENCY STANDARDS**

This graduate level course builds upon prior knowledge and experience of the reading process and language learning. Course content is grounded in professional expertise and reading research that characterize the components of effective literacy assessment and instruction. Course readings, assignments, and discussions will build a deeper understanding of the factors which inhibit students' developmental processes in learning to read and write. An investigation of these factors support the classroom teacher in the development of an effective program of instruction for all students, including those with language and learning challenges. Course content incorporates the International Literacy Association (ILA) as well as the Texas Examination of Educator Standards (TExES) standards for the preparation of reading specialists (IRA, 2010; TEA, 2006).

### **Reading Specialists Standards:**

Standard 1. Components of Reading: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction and the levels of early childhood through grade 12.

Standard 2. Assessment and Instruction: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

Standard 3. Strengths and Needs of Individual Students: The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and secondary language acquisition to promote literacy and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

Standard 4. Professional Knowledge and Leadership: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

### **International Reading Standards:**

Standard 1. Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Standard 2. Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Standard 3. Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Standard 4. Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Standard 5. Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard 6. Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

## COURSE REQUIREMENTS

### Grading Criteria Due Dates:

Assignment	Points	Due
Reflection Papers	350	1-09/10 2-09/17 3-09/24 4-10/08 5-10/22 6-10/29 7-11/19
Philosophy of Teaching Reading	50	09/10
Literacy Difficulties in Reading & Writing Module Assignment 1	50	09/17
Reading Assessment Module Assignment 2	50	10/01
Reading Data Binder Module Assignment 3	50	10/22
Emergent Literacy and Prevention Program Module Assignment 4	50	11/05
Reading Instruction & Interventions Module Assignment 5	50	11/26
Reading Research & Assessment Investigative Report	350	12/10

Note: All assignments must be completed by the required due date to receive full credit. The course outline and calendar list all assignment and assessment requirements with due dates. Changes of those dates are at the discretion of the professor. Late assignments will not be accepted.

### Grading Scale:

Letter Grade	Points	Description
A	(1000 – 900)	exceptional demonstration and deep coherent understanding
B	(899 – 800)	proficient understanding
C	(799 – 700)	acceptable understanding in most areas
D	(699 – 600)	developing understanding with some critical deficiencies
F	(599 – 0)	unsatisfactory understanding with significant deficiencies

### Posting of Grades:

Final grades will be posted to Canvas by December 18, 2018.

# COURSE OUTLINE AND CALENDAR

## Complete Course Calendar:

Date	Time	Location	Assignment/Activity	Assessment
Monday August 27	TBD	Face-to-Face	First Day of Class Review Syllabus	
Wednesday August 29	University Calendar	TAMUCT	Add/Drop/Late Registration Begins	
Monday September 3	University Calendar	No Class	Labor Day Holiday	
Monday September 10	TBD	Face-to-Face	Chapter 1: Introduction to Literacy Difficulties	Reflection Paper 1
Wednesday September 12	University Calendar	TAMUCT	Last Day to Drop 16 Week Classes	
Monday September 17	TBD	Face-to-Face	Chapter 2: Factors Involved in Reading and Writing Difficulties	Reflection Paper 2 Module Assignment 1
Monday September 24		Online	Chapter 3: Overview of Assessment	Reflection Paper 3
Monday October 1	TBD	Face-to-Face	Chapter 3: Overview of Assessment	Module Assessment 2
Friday October 5	University Calendar	TAMUCT	Deadline for Graduation Application for Ceremony Participation	
Monday October 8	TBD	Face-to-Face	Chapter 4: Placing Students and Monitoring Progress	Reflection Paper 4
Monday October 15		Online	Chapter 5: Assessment of Reading and Writing Processes	Module Assignment 3
Monday October 22		Online	Chapter 6: Assessment of Cognitive, School, & Home Factors	Reflection Paper 5
Monday October 29	University Calendar	TAMUCT	Last day to drop a 16-week course with a Q or W	
Monday October 29	TBD	Face-to-Face	Chapter 7: Emergent Literacy and Prevention Program	Reflection Paper 6
Monday November 5		Online	Review Chapter 8 and 9	Module Assignment 4
Monday November 12	University Calendar	No Class	Veteran's Day Holiday	
Monday November 19		Online	Review Chapter 10 and 11	Reflection Paper 7
Monday November 26	TBD	Face-to-Face	Chapter 14: Tier II and III Programs for Students of All Ages Chapter 15: Organization of Intervention & Corrective Program	Module Assignment 5
Monday December 3	TBD	Online	Reading Research & Assessment Investigative Report Draft	
Monday December 10	TBD	Face-to-Face	Reading Research & Assessment Investigative Report	Investigative Report
Friday December 14	University Calendar	TAMUCT	Fall Term Ends & Last day to file for Degree Conferral (Registrar's Office)	
Friday December 14	7:00 pm	Bell County Expo Center	Commencement	
Tuesday December 18	University Calendar	TAMUCT	Final Grades Submitted	

## PROFESSOR POLICIES

### Attendance.

Your commitment as a graduate student includes regular, timely attendance and participation. Professional behavior is an expectation. Attendance will be taken at the beginning of each class. Each unexcused absence will result in a 10 point deduction from your overall grade at the end of the semester. It is NOT possible to make up the work missed during the class period since it involves the interactions between the student and professor related to course content objectives and reading.

Late work will not be accepted unless given prior approval by the professor. In most situations, a doctor's note or legal documentation will be required. In the event of an excused absence (via doctor's note), you are responsible for asking a classmate to take notes and gather handouts or class information for you. It is your responsibility to find out what you missed.

Being prepared to participate includes completing assigned reading and bringing necessary materials and assignments to class or posting in Canvas.

### Cell Phones.

Cell phones must be silenced during class. The use of cell phones, smart phones, or other mobile communication devices is disruptive and is therefore prohibited during class. Except in:

1. emergency situations - please make prior arrangements with the professor
2. acceptable use - the professor will direct you to utilize your cell phone, smart phone, or other mobile device for educational purposes

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### Technology Requirements.

This course will use the TAMUCT Instructure Canvas learning management system.

Logon to TAMUCT Canvas [<https://tamuct.instructure.com>]

Username: Your MyCT username

(xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

### Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your professor.

### Other Technology Support.

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your professor before taking a course of action.

### Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

### Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

### **University Writing Center.**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.–5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCOOnline at [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [<http://tamuct.libguides.com/index>].

### **Copyright Notice.**

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