

## **READ 5375.115 CRN 10800, Reading Research and Assessment**

**Spring 2021**

Texas A&M University-Central Texas

### **COURSE DATES, MODALITY, AND LOCATION**

This is an 8 week, January 19, 2021 to March 12, 2021, 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

### **INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Shelley B. Harris, Ph.D.

**Office:** WH 332j

**Phone:** 254-519-5797

**Email:** [shelley.harris@tamuct.edu](mailto:shelley.harris@tamuct.edu)

**Office Hours:** Virtual office hours are available by appointment. Students will visit the Canvas WebEx virtual office to meet. Please email me at my TAMUCT email to request an appointment and be prepared.

### **Student-instructor interaction**

As your professor, my role is to facilitate in your learning and help assist you in your college journey. Please take advantage of the office hours provided – they are your time to visit. I will do my best to help you in any way. I will be checking my TAMUCT email daily. My response time will be returned within 72 hours. When sending an email, please put the course name in the subject line. For the body of the email, remember to address me as Dr. Harris, include your detailed information with a possible solution, if needed, and include a salutation with your W#. Professional communication is expected at all times.

### **WARRIOR SHIELD**

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

Warrior Shield 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 Warrior Shield through their myCT email account.

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

### **COVID-19 SAFETY MEASURES**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office

hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- **Face Coverings**— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
  - o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.
- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

## **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.

## **Student Learning Outcomes**

The learner will:

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 characterizes 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 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.

### **Required Reading and Textbook(s)**

Kamil, Michael L.; Pearson, P. David; Moje, Elizabeth Birr; Afflerbach, Peter. (2011). *Handbook of Reading Research, Volume IV*. Abingdon, Oxon: Routledge

### **Supplemental reading**

The Dyslexia Handbook – 2018 Update: Procedures Concerning Dyslexia and Related Disorders: <https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539627235>

### **Journal articles**

Allington, R. (2011). Reading intervention in the middle grades. *Voices from the Middle* 19(2), pp. 10-19.

<https://searchproquestcom.tamuct.idm.oclc.org/docview/909471667?accountid=91041>

Atkinson, C. & Cockroft, C. (2017), “I just find it boring”: Findings from an affective adolescent Reading intervention. *Support for Learning* 32(1), pp. 42-59, pp. 42-59.

<http://dx.doi.org/10.1111/1467-9604.12147>

Dennis, D. (2009-2010). “I’m not stupid”: How assessment drives (in)appropriate reading instruction. *Journal of Adolescent & Adult Literacy*, 53(4), pp.283-290.

Guthrie, J., Jo, A., & Klauda, S. (2013) Modeling relationships among reading instruction, motivation, engagement, and achievement for adolescents. *Reading Research Quarterly* 48(1), pp. 9-26. <http://dx.doi.org/10.1002/rrq.035>

Hazeltine, E., McMurray, B., Reed, D.K., & Roembke, T.C. (2018). Automaticity of word recognition is a unique predictor of reading fluency in middle-school students. *Journal of Educational Psychology*, pp. 1-17.

<http://psycnet.apa.org/doiLanding?doi=10.1037%2Fedu0000279>

Lei, P., Meyer, B., & Wijekumar, K. (2017). Web-based text structure strategy instruction improves seventh graders’ content area reading comprehension. *Journal of Educational Psychology*, 109(6), pp. 741-760. <http://dx.doi.org/10.1037/edu0000168>

Rennie, J. (2016). Rethinking reading instruction for adolescent readers. The 6R’s. *Australian Journal of Language and Literacy*, 39(1), pp. 42-53.

APA Formatting and Style Information - [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

## **COURSE REQUIREMENTS**

*Comprehensive Article Analysis (30 points)* Students will read and review ten peer reviewed research articles related to a reading question they have identified in their classroom. The information from the articles will be put into a Comprehensive Analysis Template. The template, an example, and a grading rubric will be provided in Canvas.

*Dyslexia Teacher Interview (20 points)* Students will interview a dyslexia teacher regarding assessment of and instruction for students identified as dyslexic. After the interview, a narrative paper will be written which addresses the interview findings in relation to The 2018 Updated Dyslexia Handbook. Questions for the interview will be discussed in class and posted on Canvas. A scoring rubric will be provided.

*Research Paper (20 points)* Students will write a paper synthesizing the main themes, implications, and recommendations from the ten research articles used in the comprehensive analysis, the textbook, and additional readings. The research will be presented to the class. Papers must be in APA style. A scoring rubric will be provided.

*Field Experience – Assessment and Case Study (30 points)* Students will work with a learner between 1st and 7th grade who exhibits reading behaviors associated with reading difficulties. Using the appropriate assessments for the grade level identified in the textbook, you will assess and evaluate the strengths, needs, and next learning steps for the student. A narrative Diagnostic Reading Report and Case Study will be written regarding the assessment results. A scoring rubric will be provided.

### **Grading Criteria Rubric and Conversion**

Grades will be assigned at the end of the semester on the following basis:

A = 100-90 points

B = 89-80 points

C = 79-70 points

D = 69-60 points

F = 59-0 points

### **Posting of Grades**

Grades will be posted on the Canvas Grade book where students can monitor their status. Turn-around time for grades to be posted are within 2 weeks. Larger projects may take more time. If you have any questions or concerns, please do not hesitate to email me or come by my office.

### **Grading Policies**

All assignments must be submitted on time to receive full credit. Any late assignment submitted will have an automatic 25% deduction or not accepted per the instructor's decision. Note: Arrangements in exceptional circumstances (hospitalization, catastrophe, etc.) are the responsibility of the student. This means you must meet with the instructor to discuss the situation and provide documentation. If you are having technology difficulties, email the assignment to yourself and print in the library. Paper copies and/or Canvas copies of

assignments are necessary to receive a grade. \*\*Students must complete and submit ALL assignments.

## COURSE OUTLINE AND CALENDAR

Date	Topic	Assignment/Due Date
1-19	Syllabus, Expectations, Getting to Know you, Set individual meeting time	
1-26	Part 1: Conduct of Reading Research	Comprehensive Article Analysis Due by 11:59pm
2-2	Part 2: Development of Reading	
2-9	Part 3: Process of Reading	Research Paper due by 11:59pm
2-16	“ “	
2-23	Part 4: Teaching and Learning of Reading	Dyslexia Teacher Interview due by 11:59pm
3-2	Part 5: Contexts of Reading	
3-9	“ “	Field Experience Assessment and Case Study due

### Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

## TECHNOLOGY REQUIREMENTS AND SUPPORT

This course is 100% online. Students must have access to a computer, Microsoft Office (Word) and internet to access the library and Canvas. Students will also be required to meet synchronously each week for class instruction. During Spring, TAMUCT will have space available in the library or computer lab. Students must sign up for a seat. Successful completion of this course means to have the technology requirements and submit all assignments online to Canvas by the due date.

### Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email 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 instructor.

## Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

## 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.*

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## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed 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, working with others in an unauthorized manner, 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 referred 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 instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=0].

### **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, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

### **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 [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, 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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

## **University Writing Center**

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

## **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].

**For Spring 2021, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.**

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## OPTIONAL POLICY STATEMENTS

### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses

an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

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## **OTHER POLICIES**

### **Copyright Notice**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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