EDRD 6324
Section, Fall, 2021
Syllabus

Basic Information

Instructor Name

OFFICE:
OFFICE PHONE:
E-MAIL:
OFFICE HOURS:

This course is a Web Course and is conducted within Canvas
http://utpb.instructure.com

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Course Description

Course Catalog Description:

Leadership in Literacy is a practicum course that focuses on how to disseminate literacy research effectively to educational stake holders (i.e. campus / district administrators, teachers, parents). Some of the techniques addressed are instructional coaching, mentoring, and collaborating with colleagues. Students will spend 55 hours in the field.

Measurable Learning Outcomes:

By the end of this course, you will be able to:

A. Provide professional development opportunities for educators
B. Identify the ILA standards for the preparation of literacy professionals and apply them to the literacy leader role
C. Demonstrate collaboration abilities by assisting teachers with literacy assessments, curriculum and instruction
D. Describe the role of a literacy leader

This course meets TEA Reading Specialist standards: II, III & IV

This course also meets ILA standards: 1.4, 2.4, 3.2, 3.3, 3.4, 4.2, 4.3, 4.4, 5.1-5.4, 6.1-6.4, 7.2, 7.3 & 7.4

Prerequisites:

Admittance into the Literacy Master's program

Materials

Required Materials:

Dagen, A. S., & Bean, R. M. (Eds.). (2020). *Best practices of literacy leaders: Keys to School improvement (*2nd ed.) Guilford Press. ISBN: 978-1462542284

https://www.literacyworldwide.org/get-resources/standards/standards-2017

Other materials:

Internet access, web cam

Important Academic Dates

UTPB Academic Calendar

Course Overview

Preparation of Literacy Professionals Standards (objective B)(TEA II & IV)(ILA1.4, 4.2 & 6.4)(worth 20 points) Candidates will choose one of ILA's Literacy Professional standards. The standard must be approved by the professor, so that there will not be duplicates. Candidates will study their standard and gather additional relevant information. Candidates will create a Prezi in order to share their standard with the class.

Best Literacy Practice PD (objective A)(TEA IV)(ILA 3.3, 4.3, 6.2 & 6.3)(worth 40 points) Candidates will choose a topic from *Best Practices* that they would like to turn into a Professional Development presentation. Candidates will read a minimum of 4 articles referenced in the book pertaining to the chosen topic. Candidates will write a literature review that synthesizes their learning on the topic. In the paper, they will also include a part on how literacy leaders can use this information. Candidates will turn this paper into a 1-hour interactive professional development experience that they will conduct on their campus. This must be documented on field log (5 hours max.).

Discussions (objectives C & D)(TEA II, III & IV)(ILA 1.4, 4.2-4.4, 5.3, 6.1-6.4)(worth 5 points each) Candidates will participate in four online discussions throughout the semester. There are prompts to guide each discussion. More information can be found in Canvas.

Literacy Leadership Project (objectives A)(TEA II & IV)(ILA 2.4, 3.3, 4.3, 4.4, 5.1, 6.2-6.4 & 7.3)(worth 50 points) Candidates will implement a "new" literacy practice on their campus. Candidates will look at their current literacy practices and decided where change is needed. Candidates will research the "new" literacy practice and then implement it in their classroom. They will report the results to classmates as one of the discussions mentioned above. The candidate will also provide an informative and interactive professional development opportunity for teachers on their campus. This must be documented in the field log (25 hours max).

Coaching Hours (objectives A, B & C)(TEA IV)(ILA 1.4, 2.4, 3.2-3.4, 4.2, 4.4, 5.1-5.4, 6.2-6.4, 7.2-7.4)(worth 50 points) *In addition to* the above-mentioned practicum hours, candidates will complete a minimum 25 practicum hours. Half of the time can be observations that the candidate does of other literacy teachers/coach/specialist, and the other half need to be them coaching that is observed by a mixture of reading specialist, administrator and recorded. The candidate will take anecdotal notes.

ALL hours MUST be documented in the candidate's literacy field log!

Journal (objective D)(TEA II & III)(ILA 1.4, 4.2, 6.1)(worth 20 points) As candidates read each chapter in *Best Practices* they will take notes using a graphic organizer of their choice. Reflections will also be written after each chapter. Candidates are to locate a peer reviewed journal article that supports each chapter of the book. This article will be included in the journal.

Grading:

Course Activity	Points
Lit. Professional Standards	20
Best Lit. Practice PD	40
Discussions (4)	20
Literacy Leadership	50
Coaching	50
Journal	20
Total	**200**

Grading Scale:

Grade Range	Letter Grade
186 points and above	A
166 to 185 points	B
144 to 165 points	C
Less than 144 points	F

Unless otherwise stated, all materials, activities, and assessments are required and are not optional.

Communication, Grading & Feedback:

What is your preferred method of contact? How long should a student expect to wait for a reply to a message? How long for return of graded assignments? How will you provide individual feedback on performance?

Time Management:

A statement letting students know how much time is to be expected to spend on the lectures and assignments in this course.
(Example: A student should expect to spend three hours on preparation and learning assignments for every semester credit hour. If a class is a 3-semester credit hour class, it is expected that a student should spend about 9 hours out of class on assignments in addition to 3 hours of in-class time for a total of about 12 hours per week to obtain an "A" in a class. It is important to develop a Time Management Plan to be successful.)

Policies

Discussion Board

Discussion Board is primarily for discussing course related topics and issues.
Best practices are:

- Read all message postings in online discussion.
- Respond to the question directly
- Reply to minimum of two other student posts.
- Use a person's name in the body of your message when you reply to their message.

- Avoid postings that are limited to 'I agree' or 'great idea', etc.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.
- Follow **Rules of Behavior (below).**

Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Make-Up/Late Submission Policy

Describe make-up and late policy. (Example: All course activities must be submitted before or on set due dates and times. If the student is unable to abide by the due dates and times, it is her/his responsibility to contact the instructor immediately.)

Academic Dishonesty/Plagiarism/Cheating

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student

conduct and discipline procedures consult the University's Handbook:Scholastic Dishonesty.

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

Attendance and Class Participation

Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise.

Tracking

Learning management systems have tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

Absenteeism

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

Course Incomplete/Withdrawal/Grade Appeal

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

> **ADA Officer for Students**: Mr. Paul Leverington
> **Address:** Mesa Building 4242/4901 E. University, Odessa, Texas 79762
> **Voice Telephone:** 432-552-4696
> **Email:** ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Computer Skills, Technical & Software Requirements

Describe any special prerequisite skills (word processing, spreadsheet, presentation software, YouTube account, etc. Example: This course is designed as a web-based class, which necessitates specific computer expertise on the part of the student, specific computer equipment or programs, and a commitment on the part of the student beyond that of most other courses.) Student will need to create word processing documents, save files, submit files.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to [UTPB Office 365 Page](#).

Computer Technical Requirements

See [Technical Requirements](#).

Online Student Authentication

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login

to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies the second method of student authentication by: [ONLINE FACULTY – Please select a second method from the list below that you will employ in your course and include specific instructions to assist students in following the procedures:

- Proctored exams using an approved photo ID*.
- Presentation of approved photo ID* through a web cam and video recorded proctoring during assessment (Respondus Monitor, Examity)
- Field or clinical experiences using an approved photo ID*.
- Synchronous or asynchronous video activities using an approved photo ID*.
- Other technologies or procedures [ONLINE FACULTY MUST SPECIFY]

*Approved up to date photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD. Dual credit and early college high school students use school district identifications.

Using LockDown Browser & Respondus Monitor for Online Exams

This course requires the use of LockDown Browser and Monitor for online exams. Watch this short video to get a basic understanding of LockDown Browser and Monitor.

Download and install LockDown Browser.

To take an online test, open LockDown Browser which opens Canvas and navigate to the exam. (You cannot access the exam with a standard web browser.)
When taking an online exam, follow these guidelines:

- Setup web cam for exams using Monitor.
- Ensure you're in a location where you won't be interrupted.
- Turn off all mobile devices, phones, etc.
- Clear your desk of all external materials — books, papers, other computers, or devices.
- Remain at your desk or workstation for the duration of the test.
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

Preparation for Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	Services for Students with Disabilities (432) 552-4696
Testing Services	Testing Services & Academic Accommodations Department (432) 552-2630
Advising	(432) 552-2661

SERVICE	CONTACT
	UTPB Academic Advising Center
Bookstore	UTPB Campus Bookstore (432) 552-0220
Email, Office 365, my.utpb.edu	Information Technology
Financial Aid and Scholarship	UTPB Financial Aid (432) 552-2620
Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635
Student Services	Student Services (432) 552-2600
Technical Support	Canvas 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

Schedule

DATE	Assignments/Activities/Topics	Due Date
Week 1	Read syllabus and look over Canvas. Reads chps. 1-3 in *Best Practices*. Start journal. Introduction discussion due.	
Week 2	Read chps. 4 & 5 in *Best Practices* Preparation of Literacy Professionals Standards due	
Week 3	Read chps. 6, 7 & 8 in *Best Practices* Discussion #2 due	
Week 4	Read chps. 9, 10 & 11 in *Best Practices*	
Week 5	Read chps. 12, 13 & 14 in *Best Practices* Discussion #3 due	
Week 6	Read chps.15, 16 & 17 in *Best Practices*	
Week 7	Read chps. 18 & 19 in *Best Practices* Discussion #4	
Week 8	Read chp 20 in *Best Practices*	