

**RDG 775, LEADERSHIP IN LITERACY
SPRING, 2008**

Course Number is a required course for the Doctoral Program in Reading
College of Education

Department of Language Literacy and Special Populations

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Office Hours: Tues: 10-12; 2-5 and by appointment

Text/Readings: Noddings, N. (2005). *The challenge to care in schools*. New York: Teachers College Press.
Other books for book clubs:
Vygotsky, L. (1978). *Mind in society*. Cambridge, MA: Harvard Education Press.
Nichols, S. & Berliner, D. (2007). *Collateral damage*. Cambridge, MA: Harvard Education Press.
MacMurray, J. (1998). *Persons in Relation*. London: Humanity Books.
Belenky, N., Clinchy, B., Goldberger, N., & Tarule, J. (1997). *Women's ways of knowing*. New York: HarperCollins.
Dewey, J. (2007). *Democracy in education*. Echo Library.
Recommended:
Rudestam, K. & Newton, R. (2007). *Surviving your dissertation*. London: Sage Publications.
Krathwohl, D. & Smith, N. (2005). *How to prepare a dissertation proposal*. Syracuse, NY: Syracuse University Press.
Wolcott, H. (2001). *Writing up qualitative research*. London: Sage Publications.

Course Description: Candidates will spend time examining the research and publication issues that contribute to leadership in the field of literacy. A variety of books focused on curricular aspects and highlighting a variety of research perspectives will be read and discussed as a way to aide candidates as they progress through candidacy, proposal and dissertation stages. The ethical and technical issues of research, proposal writing, and presenting of scholarly work will be featured. Students will be actively engaged in the literature and research associated with the field of literacy.

Standards Matrix:

| Objectives/Learning Outcomes | Activities (* indicates field-based activity) | Performance Assessment | Standards: • <u>State Standards</u> • <u>Specialty Organization Standards</u> • <u>Conceptual Framework #</u> |
|--|--|---|---|
| Candidates understand and can explain the bigger role of curriculum as it relates to the field of literacy | Participate in book clubs over a selection of books with theoretical curriculum topics | Self-evaluation of book club experience Present book club highlights to classmates | 2.1, 2.2, 2.3 |
| Candidates pursue | Working individually or in pairs develop a | Submitted proposal for | 1.3, 1.4, 5.1, 5.2 |

| | | | |
|--|--|---|---------------|
| the development of professional knowledge | pilot study and write a proposal for a professional conference Present a proposal for the University wide Academic Exchange | a professional presentation at either CRA, IRA, NRC or related national/international conference Submitted proposal for the University Academic Exchange | |
| Candidates understand and demonstrate understanding of the role of professionalism in the research process | Participate in the course and certification for human subjects clearance Submit a proposed research study for human subjects approval | Certificate showing successful completion of human subjects course Submission of human subjects documents for qualitative or quantitative pilot research study | 5.1, 5.2, 5.3 |

Web address for *specialty organization standards*: <http://www.reading.org/>

Web link for *Conceptual Framework*: To be included later.

Course Format:

Through readings, individually selected topics, and in-class and On-line discussions and presentations candidates will

1. Explore the variety of curriculum perspectives related to the greater issue of literacy and literacy acquisition.
2. Use theories and processes to examine current issues focused on literacy acquisition and issues and apply these to a research agenda.
3. Examine the role of literacy leader on a local, state, regional and national/international level.
4. Participate in the research and literature of the field through conference proposals leading to a presentation presence at the local, regional, national/international level.
5. Examine the ethical role of the profession.

IDEA Objectives:

E – Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

I – Learning to apply course material (to improve thinking, problem solving, and decisions)

Course Content:

Curriculum and curriculum theory

Human Subjects

Ethics in research

Leadership roles through professional organizations and presentations

Collaboration

Topics to be continued throughout the program and which are embedded in the content:

- Meeting the literacy needs of a diverse population
- Professionalism how a professional educator thinks, acts, and speaks

Course Requirements:

1. Readings/discussions: In class and online we will engage in seminar style discussions of Noddings' book and the book choice assigned for book clubs. Connections to other readings and courses are encouraged. When the book club is concluded, each group will be responsible for leading a discussion.

2. Human Subjects: Access the following website and complete the HPPERT Certification. Turn in the certificate when you have completed the course. http://www.shsu.edu/~rgs_www/

3. Human Subjects: Spend some time examining the request for human subjects approval documents.

4. Proposal for Presentation: Spend some time looking at presentation proposals. Identify the one most relevant to your needs and propose to present at a conference next fall. You may work with a partner on this proposal.

<http://www.collegereadingassociation.org/craconference.html>

<http://www.reading.org/>

<http://www.nrconline.org/>

Or others by approval

By way of practice, propose to present at the Sam Houston Academic Exchange. More information on this to follow.

5. Participation: It is expected that candidates will participate in both online and face-to-face discussions.

Evaluation (* indicates field-based activity):

Book Clubs 10 points

Noddings'book 10 points

Human Subjects HPERT certification 10 points

Human Subjects proposal 10 points

Academic Exchange 20 points

Conference Proposal 20 points

Participation 20 points

Expectations:

Given the heavy emphasis on discussion and engagement, attendance is a requirement whether in class or online.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential.

NOTE: no accommodation can be made until registration with the Counseling Center is complete.

Bibliography:

Belenky, N., Clinchy, B., Goldberger, N., & Tarule, J. (1997). *Women's ways of knowing*. New York: HarperCollins.

Dewey, J. (2007). *Democracy in education*. Echo Library.

Dewey, J. (1997). *Experience and education*. Chicago: Free Press.

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