

Seminar in Reading Supervision
C&I 5793.001—CRN #25167
The University of Texas at San Antonio
Spring 2008

Instructor	Susan Keehn, Ph.D.
Office Location	MB 2.210B
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Course Description: Organization of developmental and remedial reading and writing programs. Techniques and procedures for maintaining quality programs, including professional development. The role of research in improving the teaching of reading and writing. The role of the Reading Specialist as mentor, coach, and consultant. Selection of appropriate materials.

This course is intended to increase the understanding of the administration and supervision of public school reading programs and the understanding of the role of the Reading Specialist as a change agent for improved reading and writing instruction. The purpose of this course is to provide research-based information about the development, implementation, evaluation, and improvement of literacy programs in culturally diverse PreK-12 classrooms. The course is designed to capitalize on the collective knowledge of class members and is intended to benefit class members at an individual level.

Course Objectives: The outcomes for this course will be aligned with the objectives outlined in the Texas Frameworks for Reading Specialist and Master Reading Teacher. (See green attachment to this syllabus.) Priority will be based on needs assessment of class members.

Required Texts:

Wepner, S.B., Strickland, D.S., & Feeley, J.T. (2002). *The administration and supervision of reading programs*, 3rd ed. New York, NY: Teachers College Press.

Allen, J. (2006) *Becoming a literacy leader: Supporting learning and change*. Portland, ME: Stenhouse Publishers.

Additional readings (selected journal articles and chapters) provided by professional and other online readings and books as selected by the student

Course Requirements:

Professionalism (25 pts.)

Attendance is expected and necessary. You are allowed one absence and no tardies. Please be here. Be on time. Make sure you sign the attendance register each week. Professionalism also includes preparedness: You need to have done readings and completed learning log, as well as prepared assignments for each week (e.g. investigation of intervention program, preparation of questions for guest speakers). Professionalism also encompasses attitude, response to others, response to feedback, seeking growth.

Learning Log (25 pts.)

As a means of helping you structure your learning in this course, you will keep an ongoing Learning Log. This Learning Log will show your engagement with class content and your responses to readings. This LL may be taken on two forms: a traditional “journal” form or a “quick writes” form. If you select to write in a journal, you will note key ideas, ah-has, and make notes re. your thinking as you read. If you select the quick-write form, you will jot notes of your thinking during/after class and as you read. NOTE: These learning logs should not be summaries or regurgitations of what you have heard and read. Rather, they must be reflective in nature. Make them thorough and concise.

The purpose of the LL is four-fold: (1) to help you become more aware of your thought process as you are learning; (2) to give you a place to refer to as you are preparing for your comprehensive exam or qualifying exam as MRT or Reading Specialist; (3) to allow me privy to your thoughts; and (4) to prepare for class each week. After you have completed your Learning Log for the week, go back and highlight one of your responses that you would like to use as a “conversation starter” in our discussion groups.

Philosophical Beliefs Statement (25 pts.)

As a Reading Specialist and instructional leader, you will be asked to make decisions for your school that will have long-lasting benefits for the children who attend your school. These decisions are guided by your philosophy and stance toward reading and reading instruction. This activity is intended to help you explicate your philosophical belief system and to identify the underlying research/theoretical support for your beliefs. The PBS will be a document that you will revise through the semester. (See attached specification for more details.)

Professional Development Project (30 pts.)

Texas mandates that Master Reading Teachers and Reading Specialists conduct professional development. You will plan, deliver, and evaluate professional development with a group of teachers. (A specification sheet will provide more details.)

Final Examination (10 pts.)

For your final exam, you will present your Professional Development Project in a 5-7 minute presentation. Your final exam will be judged on the content and presentation delivery. We will create a rubric by which your work will be evaluated in class.

University Policies

Classroom Conduct

All students are expected to exercise self-discipline and a respect for the rights of others at all times. Behavioral disruptions that interfere with the business of the classroom or with an individual's ability to learn may be referred to the Office of Student Judicial Affairs, in accordance with Section 202 of the Student Code of Conduct. Students are expected to demonstrate professional conduct and attire during class sessions. (See Fitness to Teach document located on ILT Department website.) All cell phones and beepers must be turned off during class periods unless prior permission has been given by the instructor. No electronic recording or lectures of class sessions may be done without prior permission of the instructor. No eating, drinking, or smoking is allowed in UTSA classrooms and laboratories (Ad. Mem. No. 54).

Scholastic Dishonesty

The instructor will follow all the policies and procedures in regard to students as specified in the UTSA Faculty Handbook and the Fitness to Teach Policy document. Any incidence of scholastic dishonesty, particularly plagiarism, will be managed as the Handbook specifies (Section 2.37).

Support Services

Students with disabilities must be registered with the Office of Disability Services located in MS 2.03.18 or FS 1.526, telephone 458-4157, 458-4981 TTY, to receive support services.

Criminal Background Checks

Criminal background checks will be conducted on all students enrolled in COEHD courses involving fieldwork. Students who do not have a clear criminal background check may not be allowed to continue in the programs of the College.

UTSA Honor Code

"On my honor, as a student at The University of Texas at San Antonio, I will uphold the highest standards of academic integrity and personal accountability for the advancement of the dignity and reputation of our university and myself."

Grade Assignments	
A	104-115 points
B	92-103 points
C	85-91 points
D	77-84 points
F	below 77 points