

Eastern Mennonite University Lancaster
EDPC 601 Literacy Practicum Syllabus
Spring 2012

Course Description:

This course is supervised by a graduate faculty mentor. Field experience will take place in a setting necessary to complete literacy track requirements.

Credit Hours: 3 semester hours

Instructor: Sue Francis

Phone: 717-687-7178

Email: sfrancis56@verizon.net

Mailing Address: 56 East Main Street, Strasburg, PA 17579

Class Session Times: February 9 – June 15, 2012

- Introduction Meeting: Thursday, February 9, 2012 at 4:30 pm at EMU.
- Tutoring will start within two weeks of the beginning of the course and continue for a ten-week period ending by May 4, 2012. Two students of varying ages/reading levels shall be tutored for 30 hours each during this period. A schedule of all tutoring times and locations shall be submitted to the instructor prior to the tutoring period. The instructor should be notified of changes to the schedule.
- Three observation meetings will be scheduled throughout the eight weeks. Dates and times to be determined by instructor and student.
- Three other group meetings will take place during the semester. Dates and times to be determined by instructor and students.
- The course will be completed by June 15, 2012.

Course Prerequisites:

This course is part of the MA in Education Program. The practicum is required for all persons seeking a reading specialist endorsement. Minimum requirements include Foundations of Literacy and Literacy Assessment or their equivalent. Knowledge of diagnostic reading assessments, spelling stages and word sort activities is helpful.

Course Overview:

This course focuses on applying literacy knowledge and expertise in a clinical or classroom setting. School age students who experience needs in reading and writing will be paired with a tutor (graduate student) for structured tutoring under the supervision of a reading specialist. A case study method of assessing literacy progress will be implemented. Practicum teachers will meet with at least two students at two different levels of instruction. The instructor will observe the teacher during the semester.

Rationale:

Standards for reading professionals as published by the International Reading Association (www.read.org) include a comprehensive understanding of assessment and instruction methods to meet the needs of those students in greatest need or a low proficiency level. This comprehensive understanding develops as students apply basic knowledge in actual teaching situations, are observed and receive feedback from a reading specialist, and are then engaged in reflection and problem solving to enhance their performance. A supervised practicum experience provides the graduate student with the support and critique that is needed to document performance proficiency.

Conceptual Framework: “Preparing Caring, Reflective Teachers for a Changing World”

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World*” as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

MA in Education Outcomes:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice. **(S)**

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change. **(I)**

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices. **(PK)**

Communication: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others. **(C)**

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peace building in diverse settings. **(Ca)**

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts. **(L)**

Course Outcomes:

The student will:

1. Acquire expertise in constructing and using multiple assessments to inform instruction and learning. (PK 15,16,18)
2. Use assessment data to improve reading, writing, and spelling in low proficiency students. (PK 16)
3. Examine school and non-school environments influencing the literacy of the learners (SA7)

4. Reflect on the teaching/learning process in light of current research and best practices. (I 6,7, L 6)
5. Increase collaboration among all stakeholders: parents, students, teachers, and resource personnel. (L 5)
6. Prepare a professional report for parents and schools. (L 5)
7. Evaluate the effects of his/her actions on student learning. (I 1, L 3)
8. Act as an advocate for students and work with colleagues to improve the overall learning environment. (L 4)

Methods of Instruction:

- One-to-one tutoring with two students of differing ages and needs under supervision. This includes approximately 60 hours of tutoring and 10 hours of case study (data analysis of progress, conferencing, and assignments.)
- Active participation in observation meetings following tutoring to discuss observations, to share strategies and materials, and to extend knowledge of reading, writing and spelling processes.
- To explore and practice parent communication.
- Prepare and write two case studies.
- Preparations of daily lesson plans will involve research, writing and reflection.
- Meeting as a group to share tutoring experiences and reflections on reading assignments.

Course Requirements:

Required Texts:

Bean, Rita M., Heisey, Natalie, and Roller, Cathy M., eds. (2010). *Preparing Reading Professionals, Second Edition*. Newark, DE: International Reading Association. ISBN: 978-0-87207-835-2

International Reading Association (2010). *Standards for Reading Professionals, Revised 2010*. Newark, DE: International Reading Association. ISBN: 978-0-87207-713-3

1. Prepare **written lesson plans** for each day, outlining strategies and materials used to improve reading, writing, and spelling. Each plan will include lesson, observations, and reflections. These plans will be emailed, as a Word document, to the instructor each Friday. **30%**
2. Prepare a **written summary**, in the form of a letter to the teacher and/or parent, outlining the student's strengths and accomplishments and share with the student and parent the last week. Included in the summary will be at least one piece of writing done by the student. It will also include a list of suggested books for the student to read independently. **15%**
3. Prepare a **written final case study report** for parent and professional audiences. The final case study will be due **on June 1, 2012**. Subsequent revisions will be made as needed before being given to the child's teacher and parent. Please use U.S. mail to submit **two** paper copies to the instructor or deliver the copies to EMU. Include a self-

addressed, stamped envelope if you wish to have one of the copies returned to you. Case studies should include background/assessment information, focus on instruction (strengths and weaknesses; reading, writing, and spelling strategies; suggested book lists; parent recommendations etc.), artifacts (assessments, sample work, IRI, etc.), and reflections about your overall tutoring experience with this student and as an educator.

30%

4. Read and prepare a **brief review of three articles from required text and one professional book** of your choice. Attached are suggestions for professional books.
- 25%**

Academic Integrity:

The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidents of academic dishonesty may result in a failing grade for the work submitted and a "Record of Academic Dishonesty" filed in the graduate dean's office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement:

If a student needs course adaptations or accommodations because of a documented disability, or has emergency medical information to share, please contact the instructor personally as soon as possible to discuss any accommodations necessary to ensure full participation and facilitate equal educational opportunity. All information and documentation of the disability is confidential and will not be released without permission.

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style

Candidates are expected to use *Publication Manual of the American Psychological Association 6th Edition* for written assignments including annotated bibliographies and references.

Candidates citing references in Power Point references are also expected to use APA style.

Instructors may exclude short personal narratives, essays, lesson plans, or some project work if APA writing style is inappropriate.

All instructors teaching in the Master of Arts in Education program are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion of the assignment does not lend itself to the EMU Graduate Writing Standards rubric. (See Appendix A). Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research projects.

Appendix A
Writing Standards – Graduate Level (Grid Version) (piloted 2011)

<u>Criteria</u>	<i>A excellent</i>	<i>B good</i>	<i>C minimal expectations</i>	<u>Comments</u>
Content (quality of the information, ideas and supporting details.)	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style (appropriate attention to audience)	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy (locating, evaluating, and using effectively the needed information as appropriate to assignment)	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity (appropriate acknowledgment of sources used in research)	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
Conventions (adherence to grammar rules: usage, mechanics)	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				<u>Grade</u>

