

Literacy Education Practicum (Online) Spring 2021

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COURSE INFORMATION

RED 5349-001 Literacy Education Practicum [CRN 26325]

COURSE DESCRIPTION

This course involves the hands-on application of key concepts and practices for literacy/biliteracy leaders across grade levels.

COURSE OBJECTIVES

The overriding objective of this course is to prepare you to be an effective literacy/biliteracy leader in a school setting (public or private; elementary, middle, high school, or postsecondary). The primary ways that we will work towards achieving this goal will be through: (1) written reflections on the readings based on your own experiences as a teacher of reading/writing; (2) a virtual teaching observation and reflection on it; and (3) the practicum project.

These Course Objectives and accompanying Student Learning Outcomes (listed below) align with the following Texas standard for Reading Specialist:

Standard IV. 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.*

(<https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards>)

STUDENT LEARNING OUTCOMES

By the end of this course, students should be able to:

- Demonstrate understanding of the theoretical and research foundations of literacy/biliteracy;
- Tailor reading and writing instruction for bilingual and emergent bilingual students;
- Demonstrate understanding of how to collaborate and communicate with educational stakeholders, including teachers, administrators, and parents;
- Apply knowledge of the research base in literacy/biliteracy to specific educational settings and practices.

COURSE READINGS

Required texts

Bean, R.M. (2015). *The reading specialist, 3rd Ed.* Guilford. ISBN: 978-1462521531.

Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-Gonzalez, L., Ruiz-Figueroa, O., Escamilla, M. (2013). *Biliteracy from the start: Literacy squared in action.* Caslon Publishing. 978-1934000137

Lems, K., Miller, Leah D., and Soro, T.M. (2017). *Building literacy with English Language Learners: Insights from linguistics, 2nd Ed.* Guilford. 978-1-46253159

COURSE REQUIREMENTS

Successful completion of this course will be based on three key elements: written syntheses of the readings, a virtual teaching observation and reflection, and a final literacy practicum project and portfolio. An explanation of each follows:

Reading Responses (40 points total – 5 responses @ 8 points each) – To facilitate understanding of and discussion about the readings, you will be asked to do written responses tied to the required readings. The reading response should be 500 words in length and should do three main things: (1) summarize the main arguments of the readings; (2) identify common themes/threads across the readings; and (3) make connections between the theme(s) of the reading and in relationship to your own (present or future) literacy/biliteracy teaching practice. You should also include any questions that surface for you while reading. A rubric can be found in the appendix.

Virtual Teaching Observation and Reflection (10 points) – To gain practice in observing literacy/biliteracy teaching in action and providing feedback, you will observe and reflect on a short literacy/biliteracy lesson through The Teaching Channel. This assignment will be two pages in length and will draw from course texts to reflect on literacy/biliteracy instruction you observed.

Practicum project (50 points) – There are two options for the final practicum project: Option #1 is a field-based project that connects literacy research to hands-on practice in an educational setting. Option #2 is to create a unit of study to develop literacy/biliteracy that can be delivered online and in the future. (Option #2 does not require you to have current access to an educational setting.) The purpose of both projects is for you to demonstrate and apply mastery of key concepts/practices in literacy/biliteracy theory/research developed throughout your programs of study.

Both options for the practicum project will be developed over the course of the semester and consist of five different components, each of which is explained below:

(1) Topic and origins of the topic – In 100-200 words, you should identify your choice of practicum project, present the focus of your particular project, and explain the origins of

- your interest in this topic. This can be written in first-person. (3 points)
- (2) Annotated bibliography - Both the practicum research project and the practicum unit of study will be supported by scholarly research in the field of literacy/biliteracy. To begin developing your practicum project you will create an annotated bibliography of between 15-18 scholarly sources/studies that are related to your topic or otherwise support the unit of study you develop. Each annotation should briefly summarize the text you have selected and explain how this text connects to your research project or unit of study. (7 points)
 - (3) Practicum proposal – This will be a one-page document. The practicum research project will describe your practicum site and proposed topic of study. This proposal should include an applied research question and outline methods for collecting data (see note below about IRB). The proposal for the practicum unit of study project will present an overview of the unit of study you will be developing, including the grade level for which the unit has been developed, a description of the students in the class, lesson objectives, standards, materials, online platforms or apps required, and number of lessons/length of time to complete the unit. (8 points)
 - (4) Practicum updates – You will have the opportunity to share two informal updates of 200-300 words on the status of your project. (2 points each)
 - (5) Final practicum project – Final practicum research projects should be 12-15 pages in length, and should include: origin of the topic, literature review, methods of data collection/analysis, findings, and conclusions/implications for literacy teachers/leaders. Final practicum units of study projects should be comprised of detailed lesson plans that include grade level; standards; lesson objectives; materials, online platforms, and/or apps used; and detailed steps outlining each of the lessons. The unit of study should also include a 6-8 page paper discussing literacy/biliteracy research that supports the specific lessons/unit of study you have developed. A draft of your projects (5 points) will be emailed to me prior to the final version (23 points) being due.

GRADING

A	90-100 points
B	80-89 points
C	70-79 points
D	60-69 points
F	59 points and below

A NOTE ON RESEARCH/INQUIRY

The purpose of this course is to prepare master's level students to be effective literacy/biliteracy leaders. As part of this preparation, you will have the opportunity to engage in hands-on data collection and analysis through the practicum project. Unless you have approval from the Institutional Review Board (IRB), no data collected as part of the practicum project should under any conditions be presented in any public outlet, for example, in a conference presentation, research colloquium, or publication. All participants shall remain anonymous.

ADDITIONAL RESOURCES

The following journals may be of assistance to you with your practicum project and can be found

electronically using the UTEP Library website:

Journal of Adolescent and Adult Literacy

The Reading Teacher

Language Arts

Action in Teacher Education

International Journal of Bilingual Education and Bilingualism

Bilingual Research Journal

Reading Research Quarterly Linguistics & Education

POLICIES AND PROCEDURES

Disability policy: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services located in Union E Room 106. Students who have been designated as disabled must reactivate their standing with the Center for Accommodations and Support Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Equal educational opportunity: In order to create equal educational opportunities for all students, every student is expected to demonstrate respect for the diverse voices and individual differences in the class. No person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, gender, sexual orientation, disability, national origin, religious affiliation, age, or veteran status. Any member of the university community who engages in discrimination or other conduct in violation of university policy is subject to the full range of disciplinary action, up to and including separation from the university. Complaints regarding discrimination and inquiries regarding applicable policies should be reported to the University's Equal Opportunity Office at Kelly Hall, 3rd Floor, 915.747.5662 or at eoaa@utep.edu.

Academic integrity: Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not 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 or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. Refer to <http://www.utep.edu/dos/acadintg.htm> for further information

COURSE OVERVIEW

Week	*Date	Topics	Assignments Due* (in addition to readings)
1	Jan 19	Introduction to the course	
2	Jan 25	Reading Specialists & Literacy/Biliteracy Coaches in Schools; Literacy Squared	Topic of practicum project
3	Feb 1	Big Ideas/Research on Learning, Literacy, & Second Language Acquisition	Reading response #1
4	Feb 8	Leadership & Professional Learning	Annotated bibliography
5	Feb 15	First Language Influences in Second Language Acquisition; Oracy	Reading response #2
6	Feb 22	Coaching to Improve Instruction; Comprehensive Biliteracy Lessons and Units	Practicum proposal
7	March 1	Learning to Read, Write, & Spell in English	Reading response #3
8	March 8	Developing a Literacy/Biliteracy Program; Assessment of Reading Programs	Virtual teaching observation & reflection
Spring Break March 15-19			
9	March 22	Reading, Writing, & Metalanguage	Practicum project update #1
10	March 29	Partnerships with Schools, Communities, & Families; Proposal Writing	Reading response #4
11	April 5	Reading Comprehension; Writing to Learn	Practicum project update #2
12	April 12	Reading & Writing Assessments	
13	April 19	Multiliteracies; Reading Specialist as Lifelong Learner	Reading response #5 Draft of practicum project
14	April 26	Practicum Project	
15	May 3	Practicum Project	Practicum project due

*** ASSIGNMENTS DUE DURING THIS WEEK – SEE COURSE SCHEDULE BELOW FOR EXACT DUE DATES**

ONLINE COURSE SCHEDULE

Week 1 – Jan 19	Introduction to the course
	Review syllabus and Blackboard course shell
Week 2 – Jan 25	Reading Specialists & Literacy/Biliteracy Coaches in Schools; Literacy Squared
	Bean, Preface & Chapters 1-3 Escamilla et al., Forward, Preface, & Chapter 1 Topic of practicum project due to Blackboard before midnight on 1/28
Week 3 –Feb 1	Big Ideas/Research on Learning, Literacy, & Second Language Acquisition
	Lems et al., Preface & Chapter 1 Reading response #1 due to Blackboard before midnight on 2/2: RR1 should cover all readings from Weeks 2 and 3
Week 4 – Feb 8	Leadership & Professional Learning
	Bean, Chapters 4 & 5 Annotated bibliography due to Blackboard before midnight on 2/9
Week 5 – Feb 15	First Language Influences in Second Language Acquisition; Oracy
	Lems et al., Chapters 2 & 3 Escamilla et al., Chapter 2 Reading response #2 due to Blackboard before midnight on 2/16. RR2 should cover all readings from Weeks 4 & 5
Week 6 – Feb 22	Coaching to Improve Instruction; Comprehensive Biliteracy Lessons and Units
	Bean, Chapters 6 & 7 Escamilla et al., Chapters 8-10 Practicum project proposal due to Blackboard before midnight on 2/23
Week 7 – March 1	Learning to Read, Write, & Spell in English
	Lems et al., Chapters 4-7 Reading Response #3 due to Blackboard before midnight on 3/2. RR3 should cover all readings from Weeks 6 & 7
Week 8 – March 8	Developing a Literacy/Biliteracy Program; Assessment of Reading Programs
	Bean, Chapters 8 & 9

	Virtual teaching observation and reflection due to Blackboard before midnight on 3/9.
Spring Break March 15-19	
Week 9 – March 22	Reading, Writing, & Metalanguage
	Escamilla et al., Chapter 3-5 Practicum project update #1 due to Blackboard before midnight on 3/24
Week 10 – March 29	Partnerships with Schools, Communities, & Families; Proposal Writing
	Bean, Chapters 10 & 11 Reading response #4 due to Blackboard before midnight on 3/30. RR4 should cover all readings from Weeks 8-10
Week 11 – April 5	Reading Comprehension; Writing to Learn
	Lems et al., Chapters 8 & 9 Practicum project update #2 due to Blackboard before midnight on 4/6
Week 12 – April 12	Reading & Writing Assessments
	Escamilla et al., Chapters 6 & 7
Week 13 – April 19	Multiliteracies; Reading Specialist as Lifelong Learner
	Lems et al., Chapter 10 Bean, Chapter 12 Reading response #5 due to Blackboard before midnight on 4/20. RR5 should cover all readings from Weeks 11-13 Draft of practicum project due before midnight on 4/25 (please email this project to me at ajbach@utep.edu)
Week 14 – April 26	Practicum Project
	Continue working on practicum project
Week 15 – May 3	Practicum Project
	Final practicum project due Sunday, May 9 th by midnight (please email this project to me at ajbach@utep.edu)

** Syllabus is subject to change

APPENDIX A

Project/topic/origin of the topic rubric

Criteria	Possible points
Assignment is between 100-200 words in length	.5
Choice of practicum project identified	.5
Focus of project discussed	1
Origins of interest in the topic explained	1
Total	3

Reading Response Rubric (500 words)

Criteria	Possible points
Clear, coherent, and well-organized	2
Clearly and accurately synthesizes the main arguments and key points of the assigned readings	3
Makes thoughtful connections across the readings and provides examples	1
Makes thoughtful connections to practice/future practice	2
Total	8

Annotated bibliography rubric

Criteria	Possible points
Assignment contains between 15-18 scholarly sources	1
Correct APA formatting is used	1
Each annotation briefly summarizes the text	2
Each annotation explains how the text connects to your research project or unit of study	2
Scholarly sources connect to research in the field of literacy/biliteracy	1
Total	7

Practicum research project proposal rubric

Criteria	Possible points
Is at least one double-spaced page in length	1
Practicum site described	1
Proposed topic of study described	2
Includes an applied research question	2
Outlines method(s) of data collection	2
Total	8

Practicum unit of study proposal rubric

Criteria	Possible points
Proposal is at least one double-spaced page in length	1
Provides an overview of the focus of the unit of study	2

Intended grade level provided and description of the students provided	1
Includes discussion of materials, online platforms, apps required	1
Standards identified	1
Lesson objectives identified	2
Total	8

Virtual teaching observation and reflection rubric

Criteria	Possible points
Assignment is 2 double-spaced pages in length	1
Detailed summary of the lesson/activity/workshop provided	3
Discusses the lesson or activity in connection with course readings	3
Reflects on the literacy/biliteracy development of emergent bilingual students and draws connections to course texts	3
Total	10

Project update rubric

Criteria	Possible points
Assignment is between 200-300 words	.5
Assignment presents an overview of the status of the project to date	1.5
Total	2