

University of Texas at El Paso
RED 5349/27324: Literacy Education Practicum
Spring 2020

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Course Overview:

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

Course Objectives:

The overriding objective of this course is to prepare you to be an effective literacy 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; and (2) the practicum experience, which will be supervised by a Reading Education faculty member, and which will culminate in a final paper.

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.*

[\(http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/\)](http://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:

- (1) Demonstrate understanding of the theoretical and research foundations of literacy;
- (2) Show how to tailor reading and writing instruction for bilingual students and English Learners;
- (3) Demonstrate understanding of how to collaborate and communicate with educational stakeholders, including teachers, administrators, and parents;
- (4) Apply knowledge of the research base in literacy to specific educational settings and practices, with implications for teachers/literacy practitioners.

Course Readings:

Required texts:

Bean, R.M. (2015). *The Reading Specialist, 3rd Ed.* New York: Guilford. ISBN: 978-1462521531.

Lems, K., Miller, Leah D., and Soro, T.M. (2010). *Teaching Reading to English Language Learners: Insights from Linguistics.* New York: Guilford. 978-1-60623-468-6

Course requirements:

Successful completion of this course will be based on two key elements: written syntheses of the readings, and a literacy practicum and portfolio. An explanation of each follows:

Reading Responses (40 points total – 8 points each) – To facilitate understanding of and discussion about the reading, 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 teaching practice. You should also include any questions that you thought of while reading.

There will be five reading responses throughout the semester based on the readings due in Blackboard. You can earn up to 8 points for each reading response. Points will be deducted for late responses. A rubric can be found in the appendix.

Practicum project (60 points) – This course includes a field-based experience in literacy instruction and leadership via a practicum project. As part of this course, you will design a project that connects literacy research to hands-on practice in an educational setting. The purpose is for you to demonstrate and apply mastery of key concepts/practices in literacy theory/research developed throughout the program.

The practicum consists of five components, each of which will be explained in detail below:

- (1) Topic and origins of topic** – In 100-200 words, you should present your focus for the practicum project and explain the origins of your topic. This can be written in first-person. (5 points)
- (2) Annotated bibliography** – The annotated bibliography should include 15-18 scholarly sources/studies related to your topic. (10 points)
- (3) Practicum proposal** – In a one-page document, describe your practicum site and proposal. Your proposal should include an applied research question and methods for collecting data (see note below about IRB). (10 points)
- (4) Practicum updates** – You will have the opportunity to share two informal updates of 200-300 words on the status of your project. (2.5 points each)
- (5) Practicum paper** – Your final paper is the culmination and presentation of your practicum project. It should be 12-15 pages in length, and should include:

origins of the topic, literature review, methods of data collection/analysis, findings, and conclusions/implications for literacy teachers/leaders. (30 points; draft-5 points; final draft-25 points)

Grading:

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

A Note on Research/Inquiry:

The purpose of this course is to prepare master's level students to be effective literacy 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.

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 (CASS) located in Union E Room 106. Students who have been designated as disabled must reactivate their standing with CASS 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).

Academic Ethics:

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Additional Resources:

The following journals can assist you in your inquiry practicum project. These are just some examples. Most of them 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

Course Schedule: [all class meetings are online unless otherwise noted as F-t-F]

	Readings & Assignments
Week 1: January 25 F-t-F	Introduction to the course
Week 2: February 1	Bean, Chapters 1-3 Topic due on Blackboard by 2/2 at midnight
Week 3: February 8	Lems et al, Chapter 1 Reading Response #1 due on Blackboard by 2/9 at midnight: RR1 should cover Bean (Ch 1-3) and Lems (Ch 1)
Week 4: February 15	Bean, Chapters 4-5 Annotated Bibliography due on Blackboard by 2/16 at midnight
Week 5: February 22	Lems et al, Chapter 2-3 Reading Response #2 due on Blackboard by 2/23 at midnight: RR2 should cover Bean (Ch 4-5) and Lems (Ch 2-3)
Week 6: February 29 F-t-F	Bean, Chapters 6-7 Practicum Proposal due on Blackboard by 3/1 at midnight; share draft in class on 2/29
Week 7: March 7	Lems et al, Chapters 4-5 Reading Response #3 due on Blackboard by 3/8 at midnight: RR3 should cover Bean (Ch 6-7) and Lems (Ch 4-5)

Week 8: March 14	SPRING BREAK
Week 9: March 21	Bean, Chapters 8-9 Practicum Update #1 due on Blackboard by 3/22 at midnight
Week 10: March 28	Lems et al, Chapters 6-7 Reading Response #4 due on Blackboard by 3/29 at midnight: RR4 should cover Bean (Ch 8-9) and Lems (Ch 6-7)
Week 11: April 4 F-t-F	Bean, Chapter 10-11 Practicum Update #2 due on Blackboard by 4/5 at midnight; provide update in class on 4/4
Week 12: April 11	Lems et al, Chapters 8-9 Reading Response #5 due on Blackboard by 4/12 at midnight: RR5 should cover Bean (Ch 10-11) and Lems (Ch 8-9)
Week 13: April 18	Draft #1 of practicum paper due on Blackboard by 4/19 at midnight
Week 14: April 25	Continue developing practicum paper
Week 15: May 2 F-t-F	Present practicum project and findings in-class on 5/2
Week 16: May 9	Final draft of practicum paper due by 5/10 at midnight

Syllabus is subject to change.

Appendix A: Rubrics

Reading Response (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