

Literacy/Biliteracy Education Practicum (Online) Fall 2021

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COURSE INFORMATION

RED 5349-001 Literacy Education Practicum [CRN 19059]

COURSE DESCRIPTION

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

COURSE OBJECTIVES

The objective of this course is to prepare literacy/biliteracy leaders in school settings who are capable of studying and resolving educational problems through action research so as to promote equitable learning environments for diverse students. The class is designed to assist students in developing the following skills: (a) identifying and specifying an educational problem of practice broadly related to literacy/biliteracy education that can be examined through action research, (b) critically reviewing the literature related to the problem, (c) devising a means by which to examine the problem in a scientific manner through action research, (d) conducting the action research project, including collecting, analyzing data, writing up the results and discussion, and (e) reflecting on how the research can be used to lead to a resolution of the problem of practice.

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 a critical understanding of the theoretical and research foundations of literacy/biliteracy;
- Define and articulate an equity problem related to literacy/biliteracy to be researched;
- Write a well-formed literature review for an action research topic;

- Develop a complete action research plan, including the methodology;
- Collect data for an action research project;
- Analyze and interpret data for an action research project;
- Write about the results and discuss and interpret results;
- Write a final research paper for an action research project;
- Reflect on how to use findings to increase equity in the school context;
- Provide helpful critiques of peers' research.

COURSE READINGS

Required Course Text

Efron, S. E., & Ravid, R. (2020). *Action Research in Education: A Practical Guide, Second Edition* (Second). The Guilford Press.

Recommended Reading

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

Additional Readings

Additional readings are listed in the course calendar.

COURSE REQUIREMENTS

Successful completion of this course will be measured in by an annotated bibliography on your research topic, written drafts of each section of the action research (final practicum) paper, peer feedback, and a final draft of the action research practicum paper. Assignments (excepting final practicum paper) receive full credit for timely submission. The rubric for the practicum paper can be found in the appendix of this syllabus. The student should refer to the rubric along with the assignment description as a guide for each assignment. ALL ASSIGNMENTS SHOULD BE SUBMITTED THROUGH BLACKBOARD.

Assignments	Points	Description
Research Problem Statement and Questions Assignment	5	<p>Identify a research problem of practice related to equity in literacy/biliteracy instruction and learning; explain the origins of your interest in this problem of practice and how you identified the need for this inquiry based on reflecting on your classroom practice. Discuss the significance of studying this problem in terms of advancing equity in instruction and learning in your classroom and/or school. The statement of the problem is approximately 1.5 pages in length.</p> <p>The recommend readings for this course will also help you identify topics within literacy/biliteracy leadership and practice that can focus your study.</p>
Annotated bibliography	5	<p>Create an annotated bibliography of at least 10 scholarly sources/studies that are related to your practicum topic. Each annotation should briefly summarize the text you have selected, including the methods used for the study (if empirical) and explain how this text connects to your research project. You should refer to the recommended readings for this course to identify primary literature in the field on your topic. Organize your citations thematically within your topical area.</p>
Draft of Literature Review	5	<p>The literature review synthesizes the research you identified in your annotated bibliography and is 2-3 pages in length. You should refer to the checklist in Figure 2.6 on page 34 of the Efron and Ravid textbook when developing your review.</p>
Draft of Methodology Section	5	<p>The methodology section is 3-4.5 pages in length. It includes the following subsections: 1) Researcher Role, 2) Site and Participants, 3) Data Collection Procedures, 4) Ethical Considerations, 5) Data Analysis. For the researcher role subsection refer to Efron and Ravid (pages 62-64). For the Site and Participants subsection follow the guidance of Efron and Ravid (pages 66-73). Refer to Efron and David, chapter 5 (data collection tools) and/or chapter 6 (assessment data), for describing your data collection tools and procedures. The Ethical</p>

		<p>Considerations subsection should describe how you protected confidentiality and obtained informed consent. The Data Analysis subsection discusses how you analyzed the data. Chapter 7 of our text should guide you in writing this section.</p>
Peer Review of Draft of Literature Review and Methodology	5	<p>Based on you and your peer's preference, you can provide written feedback on your peer's draft or discuss the draft orally. Submit either the written feedback you provided your peer or a summary of your conversation with your peer.</p>
Draft of Findings, Conclusion, Action Plan, and Reflection on your role as a future literacy specialist	5	<p>The Findings and Conclusions sections are 4-7 pages long. These sections include an introduction that gives a clear overview of the findings and states how the findings answer the research questions. It is organized by patterns (findings) rather than by participants. It uses evidence (such as interview quotes or assessment data) to support your arguments that you found certain patterns. It includes a conclusion that summarizes the main findings and circles back to your literature review to report how your findings contribute to what we know about your topic of study.</p> <p>Your action plan is approximately 2 pages and discusses next steps for resolving your problem of practice based on what you learned from conducting your study.</p> <p>Your reflection should discuss how what you learned as part of doing your action research project will inform your future work as a literacy specialist. You should refer to scholarship on effective literacy leadership (ideally from our recommended reading list).</p>
Peer Review of the Draft of Findings, Conclusion, Action Plan, and Reflection on your role as a future literacy specialist	5	<p>Based on you and your peer's preference, you can provide written feedback on your peer's draft or discuss the draft orally. Submit either the written feedback you provided your peer or a summary of your conversation with your peer.</p>
Conference with Instructor	5	<p>You will schedule a meeting with the course instructor at some point during the semester when</p>

		it will be most beneficial to you. Provide a draft of what you would like feedback on along with one or two specific questions as to where you feel you need support. The draft should be submitted at least four days prior to the meeting.
Action Research Practicum Project	60	The final action research practicum project compiles the components described above and is 12-15 pages in length. Revisions suggested by peers and the instructor should be made in this draft.
TOTAL	100 points	

A NOTE ON RESEARCH/INQUIRY

The practicum project involves research with human subjects. 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 should be informed of the research orally or through signed consent and remain anonymous in your reporting.

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

Late and missing assignments: All course assignments are due by 11:59 PM on the dates listed in the calendar. Work submitted after due date will be penalized 10 percent per day. Peer review activities must be completed on time. Let your instructor know if your peer is not communicating with you (e.g. sending drafts and providing feedback).

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 informatio

ONLINE COURSE SCHEDULE

Week 1 – Aug 23	Introduction to the course
	Review syllabus and skim course text
Week 2 – Aug 30	Self-reflection on Classroom Practice and Issues of Equity in Literacy Leadership
	<ul style="list-style-type: none"> • Read “Literacy Coaching for Change” (2018) <i>International Literacy Association</i> • Begin writing daily reflections on your classroom practice and be prepared to discuss these reflections in Zoom meeting. • Zoom meeting invite will be sent to your email.
Week 3 – Sept 6	Choosing an Equity Problem in Literacy/Biliteracy Instruction and Practice
	<ul style="list-style-type: none"> • Read Efron & Ravid, Chapters 1-2 • Begin to review research on your potential topic and compile citations for your annotated bibliography. • Continue to reflect daily on aspects of your classroom practice for conducting action research
Week 4 – Sept 13	Choosing an Equity Problem in Literacy/Biliteracy Instruction and Practice (cont.)
	<ul style="list-style-type: none"> • Read Richards, S. (2007). “What strategies Can I Incorporate So That the English Language Learners in my Classroom Will Better Understand Oral Directions.” • Annotate Richards, S. (2007) with an interest how she chose her research problem (read “my story” and “my question”) and annotate to identify the parts of an action research project (as described in Efron & Ravid). • Review readings from prior week, including those you are compiling for your annotated bibliography as you complete this week’s assignment. • Review your daily reflections <p><i>Due September 17th: Research Problem Statement and Questions</i></p>
Week 5 – Sept 20	Conducting a literature review on your literacy/biliteracy topic
	<ul style="list-style-type: none"> • Read Ferraro, J. M. (1999). Teacher Education Reform: An ERIC Bibliography. <i>Journal of teacher education, 50(4)</i>, 315-317. [This is a model of an annotated bibliography] • Review Efron & Ravid, pages 20-34 • Find at least 10 academic journal articles or book chapters for your literature review. • Begin to summarize each citation, reflecting on how it connects to your study and describing methods used (if empirical study).

Week 6 – Sept 27	Considering Research Methods To Explore Your Equity Problem
	<ul style="list-style-type: none"> • Read Efron & Ravid, Chapter 3 • Reflect on which research approaches (e.g., case study, narrative research, etc.) will best address your research problem and questions. • Revise Research Problem Statement and Questions based on instructor feedback <p><i>Due September 10th: Annotated Bibliography</i></p>
Week 7 – Oct 4	Drafting Your Research Methodology
	<ul style="list-style-type: none"> • Efron & Ravid, Chapters 4-5 • Efron & Ravid, Chapter 6 (optional for those using assessment data) • Outline the methodology section for your project • Reflect on your positionality related to your research topic and population of study <p><i>Due October 8: Submit Draft of the Literature Review to colleague and instructor</i></p>
Week 8 – Oct 11	Peer Conferencing on Literature Review and Revised Drafts
	<i>Due October 15: Your Feedback on a Peer’s Literature Review</i>
Week 9 – Oct 18	Drafting Your Research Methodology (Cont.)
	<i>Due Oct. 22: Draft of Research Methodology</i>
Week 10 – Oct 25	Data Collection
	<ul style="list-style-type: none"> • Begin data collection
Week 11 – Nov 1	Data Collection (cont)
	<ul style="list-style-type: none"> • Continue data collection
Week 12 – Nov 8	Data Analysis
	<ul style="list-style-type: none"> • Read Efron & Ravid, Chapter 7 • Begin Data Analysis
Week 13 – Nov 15	Data Analysis (cont)
	<ul style="list-style-type: none"> • Read Efron and Ravid, Chapter 8 • Continue Data Analysis
Week 14 – Nov 22	Draft of Findings
	<p>Review Efron and Ravid, Chapter 8</p> <p><i>Due: Submit Draft of the Findings to colleague and instructor</i></p>
Week 15 – Nov 29	Action Plan for Resolving Problem of Practice in Literacy/Biliteracy Peer Review of Draft of Findings

	<ul style="list-style-type: none">• Draft your conclusion, action plan, and reflection on your future role as a literacy specialist <p><i>Due October 15: Your feedback on a peer's Draft of Findings</i></p>
Week 16 – Dec 6	<i>Due Dec. 10 Final Drafts of Practicum Project</i>
	<ul style="list-style-type: none">• Revise Methodology based on instructor feedback• Revise Findings based on peer feedback• Assemble all parts of your paper into one document and submit before the deadline

APPENDIX

RUBRIC FOR PRACTICUM PROJECT			
Content	Exemplary	Proficient	Unsatisfactory
Introduction (5 points)	The Introduction is approximately 1.5 pages in length and gives a thorough overview of the equity problem in literacy/biliteracy instruction and practice that you chose to research and why you chose to study this problem.	The Introduction is approximately 1.5 pages in length and gives an overview of the equity problem that you chose to research.	The Introduction does not meet the page requirement. And/or it does not provide a clear overview of the problem.
Literature Review (10 points)	The Literature Review is 2-3 pages in length and shows evidence of all the items in the checklist in Figure 2.6 on page 34 of the Efron and Ravid textbook.	The Literature Review is 2-3 pages in length and shows evidence of most all the items in the checklist in Figure 2.6 on page 34 of the Efron and Ravid textbook.	The Literature Review is not the correct page length. And/or the Literature Review is missing items from the checklist in Figure 2.6 on page 34 of the Efron and Ravid textbook.
Methodology (10 points)	The Methodology section is 3-4.5 pages in length. It includes the following subsections: 1) Researcher Role, 2) Site and Participants, 3) Data Collection Procedures, 4) Ethical Considerations, 5) Data Analysis. The Researcher Role subsection follows the guidelines of Efron and Ravid (pages 62-64) and insightfully and reflectively describes aspects of your positionality—including	The Methodology section is 3-4.5 pages in length. It includes the following subsections: 1) Researcher Role, 2) Site and Participants, 3) Data Collection Procedures, 4) Ethical Considerations, 5) Data Analysis. The Researcher Role subsection follows the guidelines of Efron and Ravid (pages 62-64) and describes aspects of your positionality—including race/ethnicity—and how your positionality may	The Methodology section is not 3-4.5 pages in length and is missing one or more of the following subsections: 1) Researcher Role, 2) Site and Participants, 3) Data Collection Procedures, 4) Ethical Considerations, 5) Data Analysis. The Researcher Role subsection may not follow the guidelines in Efron and Ravid and/or may not

	<p>race/ethnicity—and how your positionality may influence your research. The Site and Participants subsection follows the guidance of Efron and Ravid (pages 66-73). The Data Collection subsection provides an in-depth description of how you collected the data. The Ethical Considerations subsection describes how you protected confidentiality and obtained informed consent. The Data Analysis subsection discusses how you analyzed the data. The subsection is in past tense. Overall, the Methodology section is very clear and thoughtful.</p>	<p>influence your research. The Site and Participants subsection follows the guidance of Efron and Ravid (pages 66-73). The Data Collection subsection clearly states how you collected the data. The Ethical Considerations subsection describes how you protected confidentiality and obtained informed consent. The Data Analysis subsection discusses how you analyzed the data. The subsection is in past tense.</p>	<p>describe your positionality. The Site and Participants subsection may not follow the guidance from Efron and Ravid. The Data Collection subsection may not be clear and/or information may be missing from the Ethical Considerations and Data Analysis subsections. Overall, the Methodology section may be missing key information, is not clear, or is poorly organized.</p>
<p>Findings (15 points)</p>	<p>The Findings section is approximately 5 pages long. It includes an introduction that gives a clear overview of the findings and states how the findings answer the research questions. It is organized by patterns (findings) rather than by participants. It uses evidence (such as interview quotes or assessment data) to support your arguments that you found certain patterns. It includes a</p>	<p>The Findings section is approximately 5 pages long. It includes an introduction that gives a clear overview of the findings and states how the findings answer the research questions. It is organized by patterns (findings) rather than by participants. It uses evidence (such as interview quotes or assessment data) to support your arguments that you found certain patterns. It includes a</p>	<p>The Findings section does not meet the page requirement. And/or the Findings do not have an Introduction with a clear overview of the findings that demonstrates the connection to the research question. And/or the Findings section is not organized by patterns (findings). And/or the Findings section does not use evidence or</p>

	conclusion that summarizes the main findings.	conclusion that summarizes the main findings.	use it well to support arguments. And/or the Findings lacks a conclusion that summarizes the main findings.
Conclusion (5 points)	The conclusion is 1-2 pages in length. It insightfully discusses the implications of your study for equity in literacy/biliteracy instruction and learning in your classroom and/or school. It insightfully circles back to and cites several readings discussed in the Literature Review, reporting how the current findings contribute or relate to existing knowledge.	The Discussion and Implications section is between 1-2 pages in length. It discusses the implications of your study for equity in literacy/biliteracy instruction and learning in your classroom and/or school. It cites readings discussed in the Literature Review, reporting how the current findings contribute or relate to existing knowledge.	The Discussion and Implications section does not meet the page requirement of 1-2 pages. And/or it does not discuss the implications of your study for equity in literacy/biliteracy instruction and learning in your classroom and/or school or does this in an unclear or superficial manner. And/or it does not circle back to readings discussed in the Literature Review.
Action Plan and Reflection on Literacy Leadership (10 points)	The Action Plan and Reflection on Literacy Leadership section is approximately 2 pages and proposes a concrete, clear, feasible and innovative plan of action to address the equity problem that was researched. The plan should directly address your findings. The Reflection thoughtfully discusses your knowledge of action research in light of your future work as a literacy	The Action Plan section is approximately 2 pages and proposes a plan of action to address the equity problem that was researched. The plan should directly address your findings. The Reflection discusses your knowledge of action research in light of your future work as a literacy specialist and makes connections to research on effective literacy leadership.	The Action Plan section does not meet the page requirement. And/or the action plan presented is unclear or vague. The action plan may not be connected to the research findings. The Reflection is unclear, superficial, and/or does not make connections to research on effective literacy leadership.

	specialist and makes connections to research on effective literacy leadership.		
Appendices (2 points)	All applicable appendices are included. Lists of interview (or focus group) questions are included for each group of participants, when applicable. Survey questions/items are included. All transcripts and notes are included. Each appendix is given a title starting with "Appendix A" and going forward in the alphabet.	All applicable appendices are included. Lists of interview (or focus group) questions are included for each group of participants, when applicable. Survey questions/items are included. Almost all transcripts and notes are included. The titles of the appendices may not following the alphabetical naming convention.	Not all applicable appendices are included.
Conventions (3 points)	The whole document follows APA 7 th Style conventions. The name of the school and the names of participants are pseudonyms. The document is double-spaced, in Times New Roman 12-point font, with one-inch margins.	The document mostly follows APA 7 th Style conventions. The name of the school and the names of participants are pseudonyms. The document is double-spaced, in Times New Roman 12-point font, with one-inch margins.	The document mostly does not follow the APA 7 th Style conventions. The name of the school and the names of participants are not anonymous. The document may not be double-spaced, in Times New Roman 12-point font, with one-inch margins.