

Literacy/Biliteracy Education Practicum (Online) Spring 2025

Professor: Dr. Sarah Jean Johnson
Email: sjohnson2@utep.edu
Tel: 915-747-5965
Office: EDUC 606
Office hours: Online or in person by appointment

COURSE DATES

January 21, 2025 to May 12, 2025

COURSE INFORMATION

RED 5349-001 Literacy Education Practicum [CRN: 27451]

COURSE DESCRIPTION

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

COURSE OBJECTIVES

The course objectives are for students to apply course texts to critically reflect on their learning across the multiple courses they have completed within their masters program and to consider how they will apply this learning to their career goals as educators and literacy specialists. This reflection is documented through a portfolio project that includes: a) an essay where the student discusses the role of theory in educational practice and how their learning in the program will inform their work as a leader in the field of literacy education, particularly in terms of supporting teacher professional development, and b) documentation of key assignments from coursework.

LEARNING OUTCOMES

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

1. Demonstrate a critical understanding of the theoretical and research foundations of literacy/biliteracy;
2. Reflect on how connecting theory to practice serves in promoting equity in literacy/biliteracy teaching and learning;
3. Apply this knowledge (from the first two outcomes) to inform student's work as a literacy leader in schools.

These course objectives and learning outcomes 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>)

COURSE READINGS

Course readings can be found on the Blackboard course website. Students are expected to identify additional scholarship to support their area of literacy specialization. Library resource information is included in this syllabus.

Dewey, J. (1904). The relation of theory to practice in education. In J. Boydston (Ed.), *Essays on the new empiricism 1903–1906: The middle works of John Dewey 1899–1924* (Vol. 3, pp. 249–272). Carbondale, IL: Southern Illinois University Press.

Nasir, N. I. S., Lee, C. D., Pea, R., & McKinney de Royston, M. (2020). *Handbook of the cultural foundations of learning*. Taylor & Francis.

- Ball, A. & Ladson-Billings, G. (2020). Educating teachers for the 21st Century: Culture, Reflection, and Learning
- Darling-Hammond, L. (2020). Culture, Learning, and Policy.

Nieto, S. (2000). Placing equity front and center: Some thoughts on transforming teacher education for a new century. *Journal of Teacher Education*, 51, 180–187.

Reichenberg, J. S. (2020). Literacy coaching with teachers of adolescent English learners: Agency, sustainability, and transformation for equity. *Journal of Adolescent & Adult Literacy*, 64(1), 57-66.

Sailors, M. & J.V. Hoffman (2018). "Literacy Coaching for Change: Choices Matter. Literacy Leadership Brief." International Literacy Association.

Villegas, A. M., & Davis, D. E. (2008). Preparing teachers of color to confront racial/ethnic disparities in educational outcomes. In M. Cochran-Smith, S. Feiman-Nemser, & D. John McIntyre (Eds.), *Handbook of Research on Teacher Education* (pp. 583-605). Routledge.

ONLINE COURSE ACTIVITIES

The completion of the masters portfolio is an independent capstone project the student performs with the support of faculty. The student will deliver sections of the portfolio as part of the course forum for feedback from faculty and peers and the opportunity to make revisions. The student is expected to refer to course readings and conduct their own research in completing the assignments. It is the responsibility of the student to schedule meetings with faculty when additional support is needed. This contact can be made through email at any time in the semester (though preferably not at the last minute before an assignment deadline).

COURSE ASSIGNMENTS

The primary assignment for this course is the successful completion of a masters portfolio. The portfolio has multiple components that will be submitted separately (as part of the forum assignment for each module) prior to submission of the full project. The rubric for the portfolio 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 completing the portfolio. All assignments should be submitted through blackboard and are due on the dates and times listed on Blackboard.

Portfolio (85 points)

Part I: The role of theory in educational practice

In an essay of approximately 700 words, describe the role of theory in educational practice. In your discussion, address the following concerns or questions:

- a. Discuss John Dewey's thesis on the relation of theory to practice in education.
- b. Dewey explains that his focus is from the standpoint of educational psychology as it is impossible for him to take on all of the philosophy and science of education (p. 258). Draw upon additional course readings and literature you identify to extend your discussion of question 1 from at least one other theoretical standpoint.

Part II: Application of theory to practice

In an essay of approximately 700 words, address the following concerns or questions:

- a. In the course of your masters program, how have you have applied theory in your own educational practice?
- b. Discuss your future career goals and how you will address issues of educational equity in literacy and biliteracy teaching and learning in your role as a teacher, leader, or other position.

Your discussion for Part II should refer to the key course assignments you include in part III of the portfolio. You will summarize and paraphrase from your work as part of this discussion. (You should not plagiarize your own work as this is a unique essay separate from your prior assignments.) You should also draw upon course readings and relevant scholarship in your area of interest.

Part III: Collection of key assignments from coursework.

Collect three key course assignments from your coursework that you reference in Part II of your portfolio. The key assignments to be included should be as follows:

- a. Literature Review on Problem of Practice (RED 5300 *Foundations of Literacy Education in Diverse Contexts*)
- b. Case Study of Literacy Acquisition or Literacy Coaching Reflection (RED 5341 *Assessment in Teaching of Reading* or RED 5350 *Mentoring/Coaching Literacy Educators*)
- c. Key assignment of student's choice.

Writing Requirements for Portfolio

You should follow guidelines from the American Psychological Association (APA) for manuscript structure, writing style, and for crediting sources. The Purdue OWL is a free online source for APA guidelines:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Your final portfolio should include the following elements:

- Title Page
- Main Body (Part I, II, III of portfolio)
- Reference Page
- Appendices (if relevant)

Forum Participation (15 points)

Each of the three course modules requires participation in a course online forum. The forums are designed to support your development of your portfolio and will involve dialogue with your peers and instructor. Forum questions are posted on Blackboard.

COURSE CALENDAR

Assignment deadlines are available on BB

Module 1	Examining the Role of Theory in Educational Practice	Assignments
<i>January 21 – February 24</i>	Readings: <ul style="list-style-type: none">• J. Dewey (1904)• A. Ball & G. Ladson-Billings (2020)• L. Darling-Hammond (2020)• S. Nieto (2000)• A. Villegas & D. Davis (2008)	Forum post 1 Peer response 1
Module 2	Reflecting on your application of theory to practice in literacy/biliteracy teaching and learning	
<i>February 24 – April 7</i> March 10-14 is Spring Break	Readings: <ul style="list-style-type: none">• Review your key assignments to address the essay question for part II(a) of your portfolio	Forum post 2 Peer response 2
Module 3	Reflecting on how you will apply your learning to your career goals as a literacy leader	
<i>April 7 – May 12</i>	Readings: <ul style="list-style-type: none">• J.S. Reichenberg (2020)• M. Sailors & J.V. Hoffman (2018)	Forum post 3 Peer response 3 Final Portfolio

ADDITIONAL RESOURCES

The following journals may be of assistance to you with your practicum portfolio 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

UTEP LIBRARY RESOURCES

UTEP librarians are available to assist you in locating information and other sources for your research. The education specialists are Harvey Castellano (hcastell@utep.edu) and Angela Lucero (ajmartinez5@utep.edu). Do not hesitate to schedule an appointment with one of them.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office and Adobe Acrobat Reader. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

UTEP STUDENT SUCCESS RESOURCE HUB

UTEP provides a variety of student services and support. Visit https://www.utep.edu/advising/student_resources/student-success-resource-hub.html

POLICIES AND PROCEDURES

Late and missing assignments: All course assignments are due by 11:59 PM on the dates listed in the calendar. Late work will not be accepted one week after due date unless there is a documented reason for tardy submission (e.g., medical note).

Excused absences and/or course drop policy: According to UTEP Catalog, “At the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort. A grade of “W” will be assigned before the course drop deadline and a grade of “F” after the course drop deadline.” See Policies and Regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar’s Office](#) to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

Accommodations policy: The University is committed to providing reasonable accommodations to students with documented disabilities. Students who become pregnant may also request reasonable accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations that constitute undue hardship are not reasonable. To make a request, please register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Scholastic integrity: Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

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

Plagiarism detecting software: Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources.

Guidelines on artificial intelligence, Some AI technologies or automated tools, particularly generative AI such as [ChatGPT](#) or [DALL-E](#), can be beneficial during the early brainstorming stages of an activity, and you are welcome to explore them for that purpose. However, keep in mind that AI-generated ideas are not your own and may hinder your ability to think critically and creatively about a problem. It is also important to remember that these technologies often “hallucinate” or produce materials and information that are inaccurate or incomplete—even providing false citations for use. That said, you are not allowed to submit any AI-generated work in this course as your own. If you use any information or materials created by AI technology, you are required to cite it like you would any other source. Consider how this will affect your credibility as a writer and scholar before doing so. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCC).

APPENDIX

RUBRIC FOR PRACTICUM PORTFOLIO			
<i>Note: Significant points will be deducted if your final draft does not reflect suggested revisions from your instructor and peers. You should add a supplementary note with an explanation if you feel it is not warranted to make a revision.</i>			
Content	Exemplary (77-85 points)	Proficient (60-77 points)	Unsatisfactory (<60)
Part 1a	<p>Essay provides a clear and thorough explanation of Dewey's thesis, possibly elaborating with examples from the text.</p> <p>Evidences a close reading and understanding of the text.</p>	<p>Essay provides an explanation of Dewey's thesis that is not fully clear and/or well supported by the text.</p> <p>Evidences a somewhat close reading and understanding of the text.</p>	<p>Essay provides an explanation of Dewey's thesis that is not clear and/or well supported by the text. Or essay does not provide such a statement.</p> <p>Does not evidence a close reading and understanding of the text.</p>
Part 1b	<p>Essay includes a statement and knowledgeable explanation of the relevant theory. (For example, the readings from the Handbook of the Cultural Foundations of Learning take a 'cultural approach to the science of learning', whereas John Dewey takes a 'developmental psychology' approach.)</p> <p>Provides a clear and thorough explanation of how the author(s) connect their theoretical standpoint to educational practice.</p> <p>Involves a knowledgeable discussion of how this approach advances equity.</p> <p>Evidences a close reading and understanding of the text.</p>	<p>Essay includes a statement and explanation of the relevant theory that may not be clear or well supported by the text.</p> <p>Provides an explanation of how the author(s) connect their theoretical standpoint to educational practice that is not always clear or well supported by the text.</p> <p>Involves a somewhat knowledgeable discussion of how this approach advances equity.</p> <p>Evidences a somewhat close reading and understanding of the text.</p>	<p>Essay includes a statement and explanation of the relevant theory is not clear or well supported by the text. Or essay does not provide a statement</p> <p>Provides an unsatisfactory explanation of how the author(s) connect their theoretical standpoint to educational practice. Or essay does not provide a statement.</p> <p>Involves a discussion of how this approach advances equity that is not clear or supported by the text. Or essay lacks this discussion.</p> <p>Does not evidence a close reading and understanding of the text.</p>
Part 2a	<p>Identifies specific issues in teaching and learning in literacy/biliteracy education and clearly discusses their learning about these issues through their reading of scholarship and application in</p>	<p>Identifies issues in teaching and learning in literacy/biliteracy education and discusses, in a manner that is not always clear or detailed, their learning</p>	<p>Discussion of issue in teaching and learning lacks clarity and/or support from student's reading of scholarship or practice. Or issue is not identified.</p>

	<p>practice.</p> <p>References their own writing (key assignments) in their reflection of their learning.</p> <p>Discussion summarizes and paraphrases from the key assignments to convincingly address the essay prompt. (Does not plagiarize prior writing).</p>	<p>about these issues through their reading of scholarship and application in practice.</p> <p>References their own writing (key assignments) in their reflection of their learning.</p> <p>Discussion summarizes and paraphrases from the key assignments to address the essay prompt. Discussion is not always clear or does not fully support the educational issues identified.</p>	<p>Does not clearly reference their own writing (key assignments) in their reflection of their learning.</p> <p>Discussion is not clear in describing the student's learning or it plagiarizes from key assignments.</p>
Part 2b	<p>Essay compellingly describes how the student will apply their learning from their masters program to address issues of equity in literacy/biliteracy teaching and learning.</p> <p>Consistently references course texts (and possibly additional sources the student identifies) as a way to describe their approach to literacy leadership and makes connections to specific issues in literacy/biliteracy teaching and learning they wish to address.</p>	<p>Essay describes how the student will apply their learning from their masters program to address issues of equity in literacy/biliteracy teaching and learning.</p> <p>References, to some degree, course texts or other sources as a way to describe their approach to literacy leadership and makes connections to specific issues in literacy/biliteracy teaching and learning they wish to address.</p>	<p>Essay describes how the student will apply their learning from their masters program to address issues of equity in literacy/biliteracy teaching and learning.</p> <p>References, to some degree, course texts or other sources as a way to describe their approach to literacy leadership and makes connections to specific issues in literacy/biliteracy teaching and learning they wish to address.</p>
Writing Conventions, Citation, Style, and Formatting Guidelines	<p>Essays are in the first person and closely adhere to APA guidelines for writing conventions, citing sources, style, and formatting.</p> <p>Portfolio includes all relevant sections as outlined in the syllabus.</p>	<p>Essays are mostly in the first person and mostly adhere to APA guidelines for writing conventions, citing sources, style, and formatting.</p> <p>Portfolio includes almost all relevant sections as outlined in the syllabus.</p>	<p>Essays are not in the first person and do not adhere to APA guidelines for writing conventions, citing sources, style, and formatting.</p> <p>Portfolio is missing many relevant sections as outlined in the syllabus.</p>