**CAMPBELLSVILLE UNIVERSITY**

**SCHOOL OF EDUCATION**

**COURSE SYLLABUS**

**G1, 2017**

**7/6/17-8/26/17**

**ED 635**

**PRACTICUM IN THE TEACHING OF READING**

# Weekly Chats-

**Professor:** Dr. Carol Garrison

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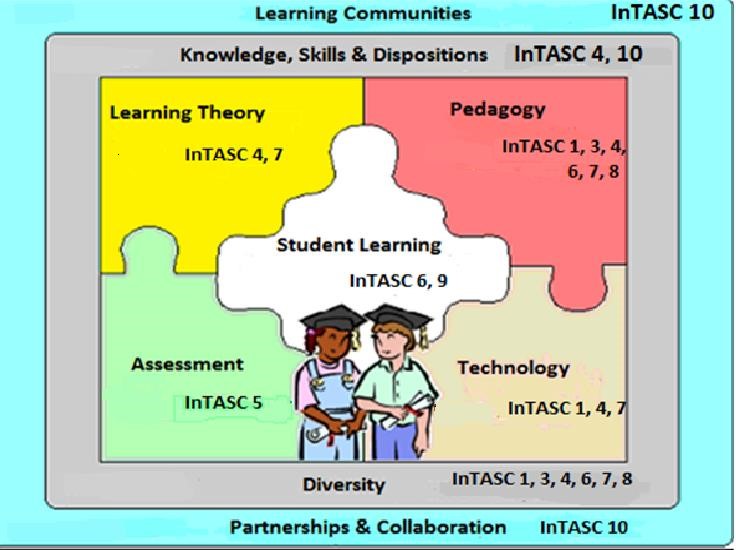
**Office hours:** Virtual hours

**THEME OF TEACHER EDUCATION:**

**EMPOWERMENT FOR LEARNING**

**Model of**

**Conceptual Framework**



***MISSION:* Campbellsville University’s School of Education, in keeping with the spirit of Campbellsville University, seeks to prepare teachers by providing an academic infrastructure based on scholarship, service, and Christian leadership. The primary aim of the program is to advance scholars who are competent and caring educators committed to life-long learning in a diverse society.**

1. **Course Description:**

The emphasis of this course is on closing the achievement gap in reading, by focusing on struggling readers and exploring the relationships between language development and learning to read and applying research and theory in the classroom of the graduate student. There are field hour requirements.

1. **Required Reading Materials & Internet Sites:**

**Textbook:**

**Allington, R. (2012). *What Really Matters for Struggling Readers: Designing Research-Based Programs*, 3/E, Pearson.**

**Ways to Learn:**

* + **Reading assignments** **& reflections**: text, supplementary articles and research articles.  **Online chats**
  + **Online Discussions**
  + **Closing the reading achievement gap project**, examining critical components of your program in your school
  + **Research:** proven strategy

1. **Objectives and Expectations:**

1. Through text, Internet, supplementary readings and the achievement gap project, students will demonstrate understanding of the achievement gap in reading. ILA S1-5
2. Through the various checklists provided, students will conduct analyses of their current practices with literacy instruction, identifying areas of strength and growth. ILA 2-5
3. Through the research project, students will demonstrate knowledge about the achievement gap, multicultural education, anti-biased materials and strategies proven successful with high risk students in high performing schools. ILA 1-6
4. Students will demonstrate positive dispositions: caring, responsibility, enthusiasm, creativity, leadership. (Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect students teaching.) ILA 6

1. **Key Topics** (not necessarily in this order; also not limited to this list)

* 1. Reading Achievement and Instruction in U.S. Schools
  2. What Really Matters: Importance of Reading a Lot
  3. Books Students Can Read
  4. Thoughtful Literacy
  5. Struggling Readers
  6. Instruction for Struggling Readers

1. **Standards Addressed in this Course**:

***National Standards for the English Language Arts (International Literacy Association and***

***National Council for Teacher of English)***

* 1. Read a wide range of print and non-print

3. Apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts 6. Apply knowledge of language structure, language conventions, media techniques, figurative language and genre to create, critique and discuss print and non-print texts.

7. Use a variety of technological and information resources to gather and

synthesize information and to create and communicate knowledge.

* 1. Develop an understanding and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles.
  2. Develop strategies for closing the achievement gaps in literacy.

**International Literacy Association: Standards for Reading Professionals (2010)**

* + Standard 1: Foundational Knowledge
  + Standard 2: Curriculum and Instruction
  + Standard 3: Assessment and Evaluation
  + Standard 4: Diversity
  + Standard 5: Literate Environment
  + Standard 6: Professional Learning and Leadership

**Kentucky Academic Standards (KAS):**

Students are required to incorporate the KAS for the approved content areas into lessons/other assignments as appropriate**.**

* + English Language Arts
  + Mathematics
  + Next Generation Science Standards

Students will continue to use other content area standards as appropriate, in lessons.

**InTASC Standards**

* 1. Learner Development
  2. Learning Differences
  3. Learning Environment
  4. Content Knowledge
  5. Application of Content
  6. Assessment
  7. Planning
  8. Instructional Strategies
  9. Professional Learning
  10. Leadership & Collaboration

**CAEP Standards**

* 1. Content and Pedagogical Knowledge
  2. Clinical Partnerships and Practice
  3. Candidate Quality, Recruitment and Selectivity
  4. Program Impact
  5. Provider Quality Assurance and Continuous Improvement

1. **Course Requirements (600 pts)**:

1. **Written Reflections (140 pts./20 pts. Each for 7 weeks)**: To demonstrate reflective reading of text and supplementary assignments, students will submit a two page written reflection over each chapter/topic in the text (including any supplementary and online readings).

1. **Participation (160 pts)**.
   * **Chats (80 pts/10 each)**: Students are expected to contribute actively to class discussions/chats.

To be counted ‘present’, students must contribute at least five times to each class discussion but are asked to respond to each question posed.

* + **Discussion Board (80 pts/10 each class)**: To demonstrate application of new information, students are asked to respond to bi-weekly discussion questions and to respond to at least two of their classmates’ responses.

1. **Closing the Achievement Gap Project (240 pts/20 pts. each report)**:
   * Student Characteristics: Complete Table 1 and write a reflection about implications
   * Needs Assessment: Complete Table 2. Examine current program, noting strengths and weaknesses, including a reflection about implications.
   * Assessment System: Complete Table 3 to determine strengths and weaknesses of the assessment component of your program.
   * Language Development Component: Complete Table 4 to assess and determine the strengths and weaknesses of the language development component of your program.
   * Thinking Skills Component: Complete Table 5 to assess and determine the thinking skills component of your program.
   * Reading and Writing Informational Text Component: Complete Table 6 to determine the strengths and weaknesses of your program.
   * Using Extensive Reading to Close the Gap: Complete Table 7 and write a reflection about implications
   * Phonological Awareness and Word Analysis: Examine current program, noting strengths and weaknesses by completing Table 8, including a reflection about implications.
   * The Effectiveness of Affective Factors: Complete Table 9 to determine strengths and weaknesses of the assessment component of your program.
   * Using Added Resources to Close the Gap: Complete Table 10 to assess and determine the strengths and weaknesses of the language development component of your program.
   * Organizing to Close the Gap: Complete Table 11 to assess and determine the thinking skills component of your program.
   * Creating a Literacy Improvement Plan: Complete Table 12 to determine the strengths and weaknesses of your program.

* + Field Experience: This project is designed for a school setting, resulting in a minimum of three field hours.

5. **Research Project (60 pts)**:

* Based on preliminary findings about your program and strategies used in high performing schools, select an instructional strategy that you think would be effective in closing the literacy gap in your school.
* Conduct scholarly research and write a three (3) page paper about your research findings.
* ALSO: Review the Common Core Standards for English and Language Arts and include how these standards have impacted and are impacting your curriculum.
* Use APA style for citations in the paper and in your reference list.

**Attendance**: Graduate students are expected to be present each class period. Any absences will affect the final grade negatively and can result in withdrawal from the course.

**Penalties for Late Assignments**: Late assignments are accepted with the following penalty: each day= 5% reduction of the point value.

**Determination of Grades**:

**Total 600 pts**

1. 552 pts. (92%)
2. 492 pts. (82%)
3. 432 pts. (72%)
4. 390 pts. (65%)

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| **A. Course**  **Assignments** | **Standards for**  **English**  **Language Arts:**  **ILA Standards** | **KY Teacher**  **Standards/**  **InTASC**  **Standards** | **EPSB Themes** | **Conceptual Framework:**  **Theme**  **Model\*** |
| **1.** Reflections | 1, 2, 3, 5, 6 | **KTS**  1-Content  2-Design  4-Implement  5-Assess  6-Technology  **InTASC**  **1-3, 4-5, 6-8** | Diversity  Assessment  Literacy  Education Closing the achievement gap | **Theme**:  Content  Process    **Model:**  1, 2, 3, 6, 8 |
| **2.** Achievement  Gap Project | 2, 3, 4, 5 | **KTS**  1-Content  6-Technology  7-Reflect  **InTASC**  **1-10** | Diversity  Assessment  Literacy | **Theme**:  Content  Process  Self-Efficacy    **Model:**  1, 2, 3, 5, 6, 8 |
| **3.** Research Paper | 1, 2, 3, 4, 5 | **KTS**  1-Content  2-Design  4-Implement  5-Assess  6-Technology    **InTASC**  **4, 8, 9, 10** | Diversity  Literacy Closing the achievement gap | **Theme**: Content  Process  Self-Efficacy    **Model:**  1, 2, 3, 4, 5, 6, 8 |

**Model**: **1**-Student Learning; **2**-Learning Theory; **3**-Pedagogy; **4**-Technology; **5**-Assessment;

**6**-Diversity; **7**-Partnerships/Learning Community; **8**-Knowledge, Skills, Dispositions

**Class Chats/Readings/Assignments:**

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| **Date of Class** | **Readings** | **Assignments** |
| **Class 1**  **7/6-7/12** | Introductions  Syllabus      **Reading—Text**  Chapter 1: Reading Achievement and Instruction in U.S. Schools, pp. 1-21    **Online Information** | **Participation:**  Chat  Discussion Board    **Reflection 1 (2pg)**  Chapter 1 (1st half)    **Achievement Gap Project:** Tables 1/2 & Reflections |
| **Class 2**  **7/13-7/19** | **Readings--Text**  Chapter 1: Reading Achievement and Instruction in U.S. Schools, pp. 22-42      **Online Information** | **Participation**  Chat  Discussion Board    **Reflection 2 (2 pg)**:  Chapter 1 (2nd half)    **Achievement Gap Project:** Tables 3/4 & Reflections |
| **Class 3**  **7/20-7/26** | **Readings--Text**  Chapter 2: What Really Matters: Kids Need to  Read A Lot          **Online Information** | **Participation**  Chat  Discussion Board    **Reflection 3 (2 pg.)**:  Chapter 2    **Achievement Gap Project**  Table 5/6 & Reflections |
| **Class 4**  **7/27-8/2** | **Readings--Text**  Chapter 3: Kids Need Books They Can Read | **Participation**  Chat  Discussion Board    **Reflection 4 (2 p.)**:  Chapter 3      **Achievement Gap Project** Tables 7/8 & Reflections |
| **Class 5**  **8/3-8/9** | **Readings—Text**  Chapter 4: Kids Need to Learn to Read Fluently    **Online Information** | **Participation**  Chat  Discussion Board    **Reflection 5 (2 pages)** Chapter 4    **Achievement Gap Project** Tables 9/10 & Reflections |
| **Class 6 8/10-8/16** | **Readings—Text**  Chapter 5: Kids Need to Develop Thoughtful  Literacy      **Online Information** | **Participation**  Chat  Discussion Board    **Reflection 6 (2 pages)** Ch. 5    **Achievement Gap Project**  Tables 11/12 & Reflections |
| **Class 7 8/17-8/23** | **Readings—Text**  Chapter 6: Where to Begin: Instruction for  Struggling Readers        **Online Information** | **Participation**  Chat  Discussion Board    **Reflection (2 pages)**  **Ch. 6** |
| **Class 8 8/24-8/26** | Wrap Up and Presentations | **Research Project**  **Presentations** |

**Bibliography**

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Clay, M. (1985). *The early detection of reading difficulties. Portsmouth*, NH: Heinemann.

Dewey, J. (1990). *The school and society: The child and the curriculum*. Chicago: The University of Chicago Press.

Gardner, H. (1986). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

Graves, D. H.(1991). *The reading/writing teacher’s companion: Build a literate classroom. Portsmouth,* NH: Heinemann.

Hirsch, E. D. (1996). *The school we need and why we don’t have them?* New York: Doubleday.

Rasinski, V.R. (Ed.). (2000). *Teaching word recognition, spelling, and vocabulary: Strategies from The Reading Teacher.* Newark, DE: IRA.

Ruddell, M.R. (2005). *Teaching content reading and writing* (4th ed.).Hoboken, NJ: John Wiley & Sons.

Tomlison, C. A., (2001). *Differentiataed instruction in mixed-ability classrooms.* Alexandria, VA: ASCD.

Vygotsky, L S. (1986). *Thought and language*. Cambridge: MIT Press.

**RUBRICS**

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|  | **Rubric for Reflections (Text and Online Readings) 2 Pages 20 pts.** | | |
| **Criteria** | **Excellent 20 pts.** | **OK**  **15-19 pts.** | **Not Yet**  **0-14 pts.** |
| I. Brief Summary :  1.5 pages | Concise, brief, to the point  Includes all readings | Clear, but needs elaboration  Includes only text | Unclear, not to the point  Includes only text |
| II. Educational Implications:  .5 page | Thorough, reflective, includes examples  Critical strengths & weaknesses, thoroughly  discussed | Somewhat described  Strengths & weaknesses discussed | Needs improvement  Strengths & weaknesses not discussed |
| III. Quality of Writing | Proper grammar, spelling, cohesion | Proper grammar and spelling | Some incorrect grammar, spelling, cohesion. |

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|  | **Achievement Gap Project**  **240 Points** | |  |
| **Objectives** | **Excellent 20 pts. each** | **Good**  **10-15 pts. each** | **Not Yet 0-9 pts. each** |
| **Table 1**  Student  Characteristics  **Table 2**  Needs Assessment | Tables Complete Reflection focuses on implications | Tables Partially complete Reflection includes implications of some characteristics | Tables Partially incomplete  Reflection does not focus on implications |
| **Table 3**  Assessment System  **Table 4**  Language  Development | Tables Complete Reflection focuses on implications | Tables Partially complete  Reflection includes implications of some needs | Tables Partially incomplete  Reflection does not focus on implications |
| **Table 5**  Thinking Skills  **Table 6**  Reading and Writing  Informational Text | Tables Complete Reflection focuses on implications | Tables Partially complete Reflection includes implications of some characteristics | Tables Partially incomplete  Reflection does not focus on implications |
| **Table 7**  Using Extensive  Reading to Close the  Gap **Table 8**  Phonological Awareness  and Word Analysis | Tables Complete Reflection focuses on implications | Tables Partially complete Reflection includes implications | Tables Partially incomplete  Reflection does not focus on implications |
| **Table 9**  The Effectiveness of  Affective Factors  **Table 10**  Using Added Resources to Close the Gap | Tables Complete Reflection focuses on implications. | Tables Partially complete  Reflection includes implications . | Tables Partially incomplete  Reflection does not focus on implications |
| **Table 11**  Organizing to Close the  Gap  **Table 12**  Creating a Literacy Improvement Plan | Table 8-10 Complete Reflection focuses on implications | Table 8-10 Partially complete  Reflection includes implications of some characteristics | Table 8-10 Partially incomplete  Reflection does not focus on implications |

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| **Research Project**  **60 points** | | | |
| Students are required to research a reading strategy found to be successful with high-risk student populations and write a three page paper, making correct citations and a reference list. They will present findings to class during last chat. | | | |
| **Criteria** | **Alignment with KTS** | | **Performance Levels** |
| **Strategy (10 pts.)** | * Explain rationale for selecting your strategy. * Why? * How effective has it been with other high risk students? | | **Average**  1 2 3 4 5 |
| **Support of Strategy (10 pts.)** |  | | **Average**  1 2 3 4 5 |
|  |  | Describe the effect of the strategy according to your sources. |  |
| **Writing (10 pts.) Quality of writing and ability to communicate clearly in writing** |        | Clear, precise writing ability that focuses on the strategy, support for the strategy and how useful it could be in your classroom.  Correct spelling and grammar  Uses APA for all direct quotes, summaries correctly.  Text of paper is 3 pages long, in addition to a title page and reference page. | **Average**  1 2 3 4 5 |
| **Presentation (20 pts.)** |  | Be able to summarize |  |
|  |  | your findings during our last chat.  Provide some useful links for classmates. | **Average** 1 2 3 4 5 |