

Southern Methodist University
Annette Caldwell Simmons School of Education and Human Development
Department of Teaching and Learning
EDU 6141: Literacy Practicum I

SYLLABUS

Instructor:	Caroline I. Kethley, Ph.D.	Location:	Individual Teaching Locations
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E-mail:	ckethley@mail.smu.edu	Hours:	TBD
Office:	Simmons Hall 3101 University Blvd. Ste. 345, Rm. 333	Credits:	1 Hour
Hours:	Before or after class Email, phone, or text By Appointment Thursday 1:00 – 4:00 p.m.		

Course Description:

The purpose of the Literacy Practicum I is to provide students concurrently enrolled in EDU 6340/ Literacy Acquisition (K-2nd grade) with opportunities to apply and practice in the laboratory of their classroom or tutoring situation the content that has been modeled during EDU6340 including assessments, learning strategies, and instructional techniques both under supervision (i.e., Guided Practice) and independently (i.e., Independent Practice).

Text Books/Additional Readings

Course requirements will be aligned with readings from 6340. No additional readings will be planned.

Course Objectives:

The objectives of this class have been organized to conform to the requirements of the Reading Specialist and Master Reading Teacher (see Bb/Standards for complete listing) and to align with the Department of Teaching Learning *Conceptual Framework* (see below). The content of this class is relevant to any teacher who is interested in becoming a better teacher of reading with younger children. The course objectives of EDU6340 are integrally related to those of EDU6141, the practicum associated with this class.

Foundations of Reading Knowledge and Instruction

- § Plan, implement, and monitor instruction based on ongoing informal and formal assessment of individual students', phonological and phonemic awareness,

understanding and application of the alphabetic principle, word analysis skills, reading fluency, reading comprehension skills, and vocabulary knowledge and writing, including spelling, written vocabulary, and organization of written text to reinforce reading instruction.

- § Select and use instructional materials (including literature) and strategies that reflect both cultural diversity and an awareness of instructional progressions that are based on a convergence of research evidence and that promote students' oral language development, phonological and phonemic awareness, understanding and application of the alphabetic principle, word analysis skills, reading fluency, reading comprehension skills, vocabulary knowledge, and writing, including spelling, written vocabulary, organization of written text, and concepts of print, to reinforce reading instruction.
- § Provide explicit, systematic instruction and reinforcing activities in phonological and phonemic awareness, phonics and word analysis skills, reading fluency, and activities to promote and accelerate students' vocabulary knowledge and ability to apply strategies that facilitate comprehension, and writing, including spelling, written vocabulary, organization of written text, and concepts of print, to reinforce reading.
- § Describe the 3-Tier Response to Intervention Reading Model of providing instruction and intervention for students and understand the rationale for using response to intervention for intervention instruction and identification of students with learning disabilities in reading.

Principles of Instructional Design, Delivery, and Assessment in Reading

- § Conduct tutoring sessions for students with reading difficulties by integrating the components of effective instructional design into cohesive daily lessons.
- § Select and use multiple and varied assessments before, during, and after instruction to guide instruction and monitor progress.
- § Implement progress-monitoring assessments and use the data to design instruction.
- § Identify and describe the components and features of evidence-based reading instruction for all students, including those with reading difficulties.
- § Use student grouping strategies that address the reading needs of groups and individuals and are based on a convergence of research evidence.
- § Identify effective ways to utilize technology in the teaching process.
- § Evaluate instruction and instructional materials.

Reading Instruction and Assessment for Students with Diverse Backgrounds

- § Provide daily opportunities for students to develop cognitive academic language in their primary language and/or English.
- § Plan, implement, and monitor instruction that builds on students' cultural, linguistic, and home backgrounds to enhance their oral language skills in English,

and promote the transfer of skills from oral language to written language while maintaining literacy in the primary language.

- § Provide explicit, systematic instruction and reinforcing activities to promote literacy for English Language Learners and students with reading difficulties, dyslexia, and reading disabilities.
- § Select and use instructional materials, techniques, and strategies that reflect cultural diversity and are highly structured, sequential, systematic, age-appropriate, based on a convergence of research evidence, and provide for the integration of skills into the act of reading connected text.

Assignments

You will be responsible for applying content learned in EDU 6340 (Literacy Acquisition) including assessments, learning strategies, and instructional techniques discussed in class. You will be required to plan for and directly teach a small group of students (2-4) in the environment of your own school, the student's school, or another selected place approximately **3 hours per week for 10 weeks for a total of 30 practicum hours** (in partial fulfillment of TEA required number hours). The students must be a struggling first grade student or a second or third grade student who are reading at a first grade or beginning reading level. Prior to beginning teaching, you will be asked to collect assessment information to ascertain how to proceed with instruction. **To the extent possible**, we will use assessments you are currently asked to collect by your campus and district. Several 6340/Literacy Acquisition class sessions will be spent discussing how to plan instruction based on your assessment of your students (i.e., data-based instruction) and using evidence-based instructional design principles.

Practicum Schedule	
Pretesting	September 4-13, 2013
Tutoring	10 Weeks: September 16 – November 22, 2013
Observation 1	September 16 – September 27, 2013
Observation 2	October 7 – October 18, 2013
Observation 3	October 28 – November 8, 2013
Post-Testing	Week of November 18, 2012

You will be responsible for identifying students in your school setting (i.e., your own classroom or in a colleague's classroom) on whom you will collect data. If you do not have immediate access to children, it is recommended that you work as a volunteer tutor in a local school or after school program to complete this assignment. Your professor can help place you in an after-school mentoring program if needed. SMU's Mustang Learning Center¹ has provided opportunities for tutoring for students in 6141 in the past.

¹ Mustang Learning Center. Call Melinda McGrath. Email: CenterAPS@smu.edu; (Office) 214-768-7247; (Center) 214-768-2220.

Dr. Kethley will observe your teaching at least **3 times** during the semester either face-to-face or through webcam technology. These visits should be scheduled at times when you will be teaching literacy lessons taught in 6340. If you are teaching a whole group classroom lesson, to the extent possible your small group students should be present to be observed. Feedback is an integral part of improving our teaching. Thus, your lesson plans and videos may be shared in a whole group setting during EDU 6340. This allows you to receive feedback and to practice looking at the lessons with the critical eye of your colleagues and your professors.

1. Student Assessment (10 points)

- a. Pre- and post-assessment data to include phonological and phonemic awareness, phonics skills, decoding ability, and fluency. To maintain consistency and ease of delivery of the assessments, each student will be required to administer this battery of assessments once at Pretest and then again at Post-Test. One document, on Blackboard under Assignments, will be used to record both the Pre-test and Post-test data along with gains or losses for the ten week period. Dr. Kethley will be going over the instructions on how to assess your student.
 - i. 2.5 points for pretest data
 - ii. 2.5 points for post-test data
 - iii. 5 points for 10 CPM data points (described below)
- b. Continuous Progress Monitoring (CPM) data, once per week for the 10 weeks of tutoring. For this course, CPM will be Oral Reading Fluency (ORF) measures from the DIBELS website at <https://dibels.uoregon.edu/> (if the child is reading at least 20 words per minute) or the Non-Word Fluency (NWF) or Phoneme Segmentation Fluency (PSF), also DIBELS. You will develop your own electronic form and record progress on that form. Dr. Kethley will be going over instructions on how to collect this data.

2. Weekly Tutoring Logs (10@ 2 points each – 20 points total)

A tutoring log is due at the end of each week of tutoring. These logs should be uploaded to Blackboard by the following Sunday after each week of tutoring. Please save your weekly logs as described in class. The Tutoring Log Template will be found on Blackboard

3. Lesson Plans (10 @ 5 points each for 50 points total)

Lesson planning is an integral part of the cycle of data based teaching in which planning is informed and guided by assessment data. We discuss the process of planning during EDU6340. You will turn in (on Blackboard) a plan for each week that you tutor. It should reflect the work you have planned for your student(s) for the entire week even though it is acknowledged that plans often change throughout the week. These changes can be reflected in the following week's plan. A Template for Lesson Plans will be on Blackboard.

4. Reflective Teaching Logs (10@ 2 points each for 20 points total)

Using post-teaching reflection is critical to the cycle of data based teaching. This type of reflection helps teachers to pinpoint specific strategies that were effective in their teaching as well as those that were not helpful and to help understand why. Following each week of teaching, you will reflect as you prepare your next lesson plan. You will ask yourself guiding questions such as “what worked and what did not work and why?” “What progress is the student making?” “Is the student making sufficient progress?” “How can I help the student make more progress if needed?” Questioning such as this will help you think carefully about planning and the process of working to help each student move toward the goals you have selected for him or her.

Summary of Assignment Points

Assignment	Points
Pretest and Post-Test Data on Your Student 2@2.5 points each	5
Continuous Progress Monitoring – Weekly Additions to Graph of Total of 10 CPMs (10 @ .5)	5
Weekly Logs 10@2 points	20
Lesson Plans 10 @ 5 points	50
Reflective Teaching Log 10 @ 2 points	20
Total Points Available	100

Course Policies and Professional Courtesy Recommended Grading Scale

94-100%*	A	77-78	C
90-93	A-	75-76	C-
87-89	B+	74	D+
83-86	B	72-73	D
80-82	B-	70-71	D-
79	C+	Below 70	F

***Please note that it is SMU's policy not to give A+'s to students.**

Eligibility for the MRT/Reading Specialist Examination

In addition to maintaining an overall 3.0 GPA for the M.Ed., students who have 3 years of teaching experience may be recommended to take the Reading Specialist exam only after having satisfactorily completed **all reading courses with a grade of B or better in each course, including MRT Sequence and Dyslexia Sequence.** Students receiving a C or lower in any of these courses will need to repeat the course and earn a B or better in order to be eligible for the Reading Specialist exam. See *Masters' Degree Handbook* for general grade guidelines.

Technology Requirements

- **SMU currently uses Microsoft Office 2010 for PC and Microsoft Office 2011 for MAC.** These are available in campus computer labs. SMU students may purchase these programs at reduced prices. See the IT website for information regarding purchase (<http://www.smu.edu/OIT/Services/Applications.aspx>). It is expected that you have access to standard programs in use for this course including: PowerPoint, Excel, and Word from the current Office Suites.
- If you are unable to open files ending with .docx, please go to the official Microsoft Office website and download the free patch.
- **Blackboard/E-mail:** You will be required to check your SMU e-mail and Blackboard (<http://courses.smu.edu/>) at least once per week or as frequently as requested by the instructor. If you have problems logging in, click on "How to Log On." Course readings and lecture notes, as well as other information will be posted on Blackboard. You may choose to direct Blackboard e-mail to an alternate account, but university policy requires that you check your SMU account as well.

Attendance and Participation: *Students are expected to complete the required practicum hours within the time frame allotted in the syllabus.* If you are unable to complete the required hours within the timeframe allotted, you must receive PRIOR approval in writing for a revised scheduled. If you are unable to complete the practicum hours, you will not be able to pass the course.

If you need to be absent because of an illness, an emergency, or to attend to “school business,” contact Dr. Weiser (bweiser@smu.edu or 214-914-2395) PRIOR to a scheduled observation. It is not the instructor’s responsibility to reschedule the observation – You will need to plan to do this with Dr. Weiser as soon as possible after a missed observation.

The content of EDU 6340 is critical to the tutoring you will be doing in EDU 6141. Therefore, missing more than 3 classes of EDU 6340 (20% of the total classes) will result in automatic failure of EDU 6141, unless there is a documented, valid medical reason or emergency. Documentation must be presented to both Dr. Kethley and to Dr. Weiser. Additionally, either or both instructors may require an extra assignment to make up for classes missed.

Late assignments: Assignments need to be turned in by 11:59 pm. on the date they are due (see Course Calendar). Most assignments are to be directly emailed to Dr. Weiser at bweiser@smu.edu, unless stated differently on the course calendar. Late assignments will receive a 10% deduction in grade for each day that it is late – no exceptions will be made to this policy.

Midpoint Review: Faculty in the Department of Teaching and Learning are required to complete a mid-semester Dispositions Checklist on each student enrolled in master level courses. For more information about Dispositions, please see the Master’s Degree Handbook.

Disability Accommodations: Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp <<http://www.smu.edu/alec/dass.asp>> to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9).

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

Honor Code: The honor code of Southern Methodist University governs all work in this course. Students should review their student handbook of the code. Plagiarizing, Copying, or Cheating will result in automatic failure of the class.

Withdrawing from class: It is your responsibility to check the SMU website (academic calendar) for add/drop and withdraw dates.

Cell Phones/Internet Use: *Please do not make or receive calls or text messages in class or during observations.* If you have a cell phone, put it on silent mode. If, because of an emergency, you feel you must take a call, please let me know ahead of time. If you forget to turn your phone off and it rings, please stop the ringing as quickly as possible. Under no circumstances should you begin a conversation in the classroom. You may use a laptop for writing notes during instruction, however, please refrain from using the Internet during class (unless completing a requested assignment from Dr. Weiser). This may be distracting to your instructor and colleagues.

Classroom Discussions: During class, avoid “side” conversations. These are distracting to the instructor and your colleagues.

Obtaining Assistance: We are very committed to your progress! We are available to provide you with the assistance you need to demonstrate proficiency with course content. It is your responsibility to seek assistance with course projects and assignments in a timely fashion.