

Clinical Practicum in Reading (Laboratory in Remedial Reading)
15:299:565 (1)
3 credits

Instructor: Erica Boling	Email: erica.boling@gse.rutgers.edu
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Office Hours: by appointment	Prerequisites or other limitations: Prerequisite course 15:299:564 is required to take this course
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: email the instructor

Learning goals

At the end of the course, students will be able to ...

- 1) Identify students' strengths and needs as they relate to literacy learning and design and implement instruction accordingly.
- 2) Develop proficiency in the use of a range of literacy assessment tools and demonstrate this proficiency by conducting a panel of assessments with at least one k-12 child.
- 3) Design instruction that is responsive to students' strengths and needs, conduct weekly tutoring sessions with a struggling reader, and document these sessions through written tutoring logs.
- 4) Develop a depth of knowledge of research and effective practice as it relates to the major domains of literacy and demonstrating this knowledge by writing a case study report on the struggling reader that they are tutoring.
- 5) Develop a depth of knowledge of research and effective practice as it relates to a particular area of literacy learning and demonstrating this knowledge by presenting a hands-on literacy workshop to their peers.

Course catalog description:

Focus on research methods commonly used in literacy research and how to design and implement literacy inquiry projects. The research is applied to school settings for supervision, and selection and evaluation of reading programs.

Class materials:

Required Texts

- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). [*Bringing words to life: Robust vocabulary instruction*](#). New York, NY: Guilford Press.
- Cunningham, P. (2012). [*Phonics They Use: Words for Reading and Writing, 6th edition*](#). New York: Pearson.

- Leslie, L., & Caldwell, J. (2011). [Qualitative Reading Inventory-V](#). New York: Allyn & Bacon.
- McKenna, M.C., & Stahl, S.A. (2008). [Assessment for Reading Instruction, 2nd edition](#). New York: Guildford Press.

** Other assigned readings will be provided in class. Students will also be asked to purchase one additional texts. In addition, this course is a hybrid course. Students must have access to the Internet and to a computer on a weekly basis.

Grading and activities:

Assignments

Course Requirements and Evaluation

Grading Scale

Case Study	30%	A = 92-100	C = 72-76.99
Weekly Logs	30%	B+ = 87-91.99	D = 60-71.99
Participation	20%	B = 82-86.99	
Mini-Workshop	15%	C+ = 77-81.99	
Book Review	5%		

Assignment Descriptions

Case Study: The final case study is meant to be a synthesis of your learning over the course of the semester in particular, but as this is a continuation course, may draw on work from the fall semester as well. The weekly logs will offer much to pull from in this final piece. You are essentially beginning this paper with where you left off at the final paper in the fall. You can organize your final case study any way that you like; however, be sure to include the following in your final report:

- A) Introduction
- B) Background Information
- C) Tutoring Summary
- D) Assessments administered
- E) Recommendations
- F) Conclusion & Reflection

Additional information about your case study project will be provided in class. Be prepared to share a draft of your Case Study on **April 24th**. You will share your final Case Study in class on Wed., **May 1st** with final edits accepted no later than midnight on Friday, **May 3rd**.

N.J. Professional Standards for Teachers: 1.3, 1.5, 1.7, 1.8, 3.10, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.9, 4.11, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 7.4, 7.7, 7.8, 8.1, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 10.2, 10.3, 10.4

IRA Reading Specialist/Literacy Coach Standards: 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4

Weekly Logs: One of your primary roles as a Reading Specialist will be the support you offer struggling readers and writers. With this in mind, throughout the semester you will be asked to continue your work (or begin anew) with a student identified as struggling with literacy. While the structure and focus of each session will of course be specific to the student's identified needs and the context in which you are working, there are some general areas you should consider. These include:

- A. Focused word study
- B. Working with familiar text to build fluency
- C. Introducing a range of genres (over time)
- D. Supported reading and comprehension of a text at the student's instructional level
- E. Connection to writing
- F. Opportunity for engaged conversation
- G. Informal assessments to gauge learning

Each week's reading will offer different points of focus as you build your professional expertise. I ask that you connect what you understand from these professional investigations and conversations to your practical work as a Reading Specialist. Over the course of the semester, you will be asked to submit 8 logs in which you describe the tutoring session. Log entries should be approximately 2-4 pages in length or 700-1400 words. Please be sure to cover the following areas in your logs...

- A. Session goals / objectives: This section describes what you hope to achieve with your students by the end of your tutoring session.
- B. Summary/Observations: This section summarizes and describes what you did with your student, including materials, student's reaction, progress, observations, etc.
- C. Critical Reflection: Please use readings, prior coursework, and prior sessions with your student as lenses to consider the progress both of you are making. Use these resources and experiences to critically reflect on your work and your student's progress. Please explicitly describe the connections that you are making to your tutoring session.
- D. Next Steps: Include a description of how this session is informing your thoughts about the next meeting.

Please note the final due dates for your tutoring logs: Logs 1-3 due **March 6th**, Logs 4-6 due **April 17th**, Logs 7-8 due **April 24th**.

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IRA Reading Specialist/Literacy Coach Standards: 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4

Participation: Your attendance and active participation in class are vital to the course and to your learning. Attendance is expected since class participation is a significant component of your grade, and it makes it easier to retain the information. You are expected to attend all class sessions, especially since this is a hybrid course and we are not meeting face-to-face each week. I do realize, however, that emergencies to arise. If

you must miss class due to an emergency, please contact me right away to let me know. You can send me an email or call my cell phone. Please note that any unexcused absences will deduct points from your participation grade accordingly. Tardiness to class can also result in point deductions.

Each week you will be responsible for coming prepared to class and/or to participate in online activities. *This includes providing feedback to your peers through their online tutoring logs.* It is imperative that you keep up with weekly assignments in order to get the most out of the class and support your peers during class discussions. Weekly participation assignments can include such things as completing required readings, coming to class prepared to discuss these readings, posting reading responses online, viewing online videos, listening to online audio recorded podcasts, etc. You will have the opportunity to demonstrate and apply your knowledge in a variety of ways throughout the semester. Written reading response assignments can take the form of written narratives, written reflections, in-class and online discussions, and informal presentations. Please note that since this class will be conducted as a hybrid course, I will introduce you to a number of technological resources in class. You will also be expected to become familiar with the technologies that we will be using on your own. Technological literacy is one of the skills both teachers and students need to master in order to succeed in today's Digital Age society. If you have any questions or need any assistance with technology throughout the semester, please do not hesitate to contact me and/or use other university resources for help. I will be communicating with you through email and by posting information onto our class wiki site. Any last minute updates and/or messages will be shared **by Friday evening at the latest**. You will be responsible for any information posted up until this time. Please make sure to check the wiki site and your email messages on a regular basis to make sure you do not miss any important announcements.

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IRA Reading Specialist/Literacy Coach Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4

Mini-Workshop: In many districts, Reading Specialists offer multiple roles of support for both students and colleagues. As the resident literacy expert, you will often be asked to conduct professional development workshops. With this in mind, you will create one mini-workshop this semester to present in class. The focus of your workshop and a tentative implementation outline *must be approved at least 1 week before you give the workshop*. These workshops should be hands on and invite class participation. The workshops are NOT presentations; they are meant to be active investigations of specific topics. Participants should leave the session with one or more practical strategies to try with students – having had the opportunity to try it out themselves. They should also receive useful resources from you related to the topic that you are presenting. Please limit the workshop to approximately 30 minutes in length.

N.J. Professional Standards for Teachers: 1.2, 1.6, 1.9, 2.1, 2.6, 2.9, 4.1, 4.2, 4.3, 4.4, 4.6, 4.8, 4.9, 8.1, 8.4, 8.6, 10.1, 10.2, 10.3, 10.4

IRA Reading Specialist/Literacy Coach Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 6.1, 6.2,

6.3

Book Review: In order to better meet the needs of you and your student, you will have the opportunity to select a text that you will read and critique. I encourage you to select a text that focuses on an area in which you are less proficient and/or an area that will assist you when planning tutoring sessions with your student. During the first weeks of class, we will discuss possible readings, and you will choose your text. You will then select a book and read it throughout the semester. On **April 10th**, you will introduce the book to your classmates and give a critique of the book. There is no strict format that you must follow when introducing your book to the class. However, be sure that your book review includes the following: 1) a brief overview of the text (i.e., summary, purpose, audience, why you selected it, etc.), 2) a book critique (strengths, weaknesses, etc.) that could possibly be posted on a site like Amazon.com, 3) a demonstration/discussion of explicit connections that you have made between the book and classroom teaching/learning, and 4) one or more engaging activities that involve participation from your classmates. Additional information on your book reviews will be given in class. Some suggestions to get started, however, include the following:

- Create a reading timeline so that it fits into our course schedule and your tutoring sessions.
- Take notes while reading your book and brainstorm ideas for your presentation while you are reading.
- Read sample educational book reviews to see how others have critiqued books. See if there are already critiques that exist on the book that you are reading.

N.J. Professional Standards for Teachers: 1.2, 4.1, 4.2, 4.3, 4.4, 4.8, 8.4, 8.6, 8.7, 10.1, 10.3, 10.4

IRA Reading Specialist/Literacy Coach Standards: 1.1, 1.2, 1.3, 6.1, 6.2, 6.3

Policy on Academic Integrity: Please refer to the Policy on Academic Integrity for Undergraduate and Graduate Students at <http://academicintegrity.rutgers.edu> . I will follow the policy strictly. It is expected that you comply with standards of academic integrity in this course. If you need assistance in an assignment or course content, please seek assistance from your professor or other appropriate resources. Assignments should be your own work, except in cases where it is a group product. Any resources that are used to guide your thinking and/or written work should be appropriately referenced. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious.