Murray State University
COMMON SYLLABUS

DEPARTMENT: ECE     COURSE NUMBER: REA 412     CREDIT HOURS: 3

I. TITLE: REA 412 Practicum in Reading Instruction P-5

II. CATALOG DESCRIPTION: A practicum providing clinical or classroom experiences in applying current methods and materials in teaching reading to individuals and/or groups. Prerequisite: admission to Teacher Education.

III. PURPOSE: The purpose of REA 412 is to provide undergraduate early elementary education majors with an extensive field or clinical experience in teaching reading. Students are exposed to a number of current and innovative teaching assessments and strategies that they then apply in a teaching situation.

IV. COURSE OBJECTIVES: Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act (KERA). Following each objective are numbers that refer to standards addressed by that objective. Standards references are Kentucky's New Teacher Standards (NTS), the International Reading Association's Standards for Literacy Professionals (IRA, 2003), and the National Council of Teachers of English/IRA Standards for the English Language Arts (NCTE). Upon successful completion of this course, students will be able to:

A. Design, plan, and implement instruction that addresses KERA Initiatives (Learner Goals, Program of Studies, Core Content). (NTS I, III, IRA 5.1)
B. Discuss the nature of the reading process (NTS VIII; IRA 1.1, 1.4; NCTE 3).
C. Apply the linguistic/cognitive theories associated with reading and concept development (i.e. schema, metacognition, literacy development, story and text structure) (NTS I, II, III; IRA 1.1, 1.3; NCTE 3).
D. Demonstrate competence in the use of various approaches to the teaching of reading (NTS I, II, III; IRA 1.5, 2.1, 2.2, 2.3, 2.4, 4.2, 4.3; NCTE 1, 2, 3).
E. Demonstrate competency in assessing students' reading via traditional as well as alternative assessment methods (NTS IV; IRA 3.1, 3.2).
F. Demonstrate ability in designing, scoring, and interpreting performance-based assessment tasks (NTS IV; IRA 3.2, 3.3, 3.4).
G. Develop short-term and long-term plans for the teaching of reading (NTS I; IRA 3.3, 4.1, 4.4).
H. Select, create, and use various materials for the teaching of reading (NTS I; IRA 2.3, 4.2).
I. Collaborate with classroom teachers and/or peers to provide the optimal literacy environment for students (NTS VI; IRA 5.2).
J. Accommodate diversity within the classroom setting in providing literacy experiences for children (NTS II; IRA 1.5, 2.4, 3.2, 3.3, 4.1; NCTE 9, 10, 11).
K. Engage in professional development experiences designed to promote and extend literacy (NTS VII; IRA 5.1, 5.2).
L. Reflect upon their teaching and upon their growth and development as a reflective decision-maker (NTS VII; IRA 1.3, 2.2, 3.2, 5.1, 5.2).
M. Utilize a variety of instructional technologies (NTS IX; IRA 2.2, 2.4, 3.1, 4.1, 4.2; NCTE 8)

V. CONTENT OUTLINE:
   A. Language and Literacy development
      1. A Balanced Literacy Diet
      2. Cambourne's Conditions of Language Learning
   B. Authentic Assessment of Literacy Development
      1. Concepts of Print
      2. Word Study (Phonemic Awareness/Phonics/Spelling/Vocabulary)
         3. Anecdotal Records
         4. Running Records/Miscue Analysis
         5. Comprehension/Retellings
         6. Other Informal Assessments (Checklists, rubrics, etc.)
   C. Literacy Instruction for Diverse Learners
      1. Helping Struggling Readers Succeed
      2. Strategies for Second-Language Learners
   D. Elements of Reading – Strategic Approaches
      1. Comprehension
      2. Fluency
      3. Word Study (Phonemic Awareness, Phonics, Spelling, Vocabulary)
      4. Writing
      5. Content Strategies
      6. Technology
   E. KERA Initiatives and lesson planning

VI. INSTRUCTIONAL ACTIVITIES:
This course stresses active participation and reflection. Video clips of instructional and assessment activities will be used. Students design a variety of lessons and informal assessments, apply them in a classroom setting, then reflect on their use.

   Instructional Presentations – Students present demonstrations of instructional methods from the text.
   Lesson and Assessment Designs – Students design several types of lessons and assessments including at least one lesson using technology.
   Lesson Plans – Students create lesson plans that address KERA Initiatives to use in their practicum experience and reflect on each required plan. The first two lesson plans submitted may be revised for a higher grade.
   Online Discussion – Students participate in an online discussion about their readings and their teaching.
VII. FIELD AND CLINICAL EXPERIENCES: Approximately 20 hours of clinical experiences are provided in REA 412. Students will provide instruction in reading to small groups of students at a local primary school. Students are expected to prepare a lesson plan for each field experience session. Lesson plans may extend over two sessions. These plans must have the procedures marked Day One and Day Two. When collaborative plans are written, all collaborators names must appear on the lesson plan. All reflections will be individual efforts. Each student must hand in both a lesson plan, a reflection (Impact and Refinement), and a lesson plan rubric.

VIII. RESOURCES: Students are expected to visit the class Blackboard website for materials and links to resources. A large number of texts and journals on reading instruction are available at Waterfield Library; students are encouraged to read widely. Children’s literature trade books are also available to be checked out from the College of Education Curriculum Materials Center, Environmental Education Center, and from faculty. Many journal articles and other resources are also available online.

IX. GRADING PROCEDURES:
Please note: although activities and grading procedures may vary by instructor.

A. Grading**:
   - Participation                          20
   - Dispositions/Professional Behavior    50
   - Professional Development Plan        20
   - Chapter Presentation                  20
   - Focused Observation (1)               20
   - Assessments (5)                       50
   - KTIP Lesson plans/reflections (6)     60
   - Midterm Exam                         50
   - In-Class writings                    20
   - Professional Development Activities  20
   - Discussion Forum                     20
   - NTS PORTFOLIO                         50

   TOTAL                                  400 points

Grading Scale: 90%-100% =A; 80%-89%=B; 70%-79%=C; 60%-69%=D; 59% and below=E
**Instructions and evaluation criteria for each requirement will be detailed in separate handouts.

ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS – NO EXCEPTIONS!!!
X. ATTENDANCE POLICY: This course adheres to the policy stated in the MSU Undergraduate Bulletin.

XI. ACADEMIC HONESTY POLICY: This course adheres to the academic honesty policy stated in the current MSU Undergraduate Bulletin.

XII. TEXTS AND REFERENCES:

Recommended Texts:
Sylvester and the Magic Pebble, W. Steig
The Three Pigs, Weisner
A Chair for My Mother, V.B. Williams

Course website and accompanying links to the internet

XIII. PREREQUISITE: Admission to Teacher Education

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY: Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-762-3155.

XV. FLAG SYSTEM/CONTINUOUS ASSESSMENT
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and demeanors, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to T.E.S. and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.

XV. USE OF TECHNOLOGY: At least one lesson plan and ensuing instructional sequence shall include the use of technology. Use of technology is the use of Interactive Powerpoint, Excel, Access, TrackStar, Webquest, technology-based and created game, use of Internet for research etc. by elementary students. It does not include word processing, use of Excel, Access, or any other program used by the
teacher candidate to create student materials. All assignments must be word processed and submitted on standard white paper, stapled in the upper left hand corner with the appropriate rubric on top.

XVI. PROFESSIONAL BEHAVIOR: Students in the practicum work with elementary students in local schools. Professional behavior is required. Evidence of professional behavior includes (but is not limited to)

- attending all classes and practicum sessions
- arriving on time and ending practicum instruction on time (Practicum hours 7:45-9:00)
- coming to class and to the practicum prepared with appropriate lesson plans and materials;
- turning in ALL work on the due date;
- showing responsibility for your students;
- maintaining a professional relationship with peers, students and supervising teacher

The instructor reserves the right to lower the student's grade for instances of unprofessional behavior. Unprofessional behavior may also result in a negative flag in the student's TES file and in the student's removal from the practicum. Completion of all clinical experience hours is mandatory.

XVII. FINAL EXAM: The Final Exam will consist of a Portfolio which includes the five NTS Reflections in final form and the five artifacts which accompany them. They will be scored using the same rubric that is used during the student teaching semester. The Portfolio point rubric will reflect the 50 point total for the exam and includes the artifacts, reflections, organization, and presentation of the Portfolio.