



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

COURSE TITLE:

Reading Practicum

COURSE NUMBER:

RED 4854

COURSE DESCRIPTION (with prerequisites):

Classroom application of knowledge of reading development to reading instruction with sufficient evidence of increased student reading proficiency for struggling students, including students with disabilities and students from diverse populations. Current background check (fingerprinting) acceptable to the district in which the field experience will take place. Prerequisites: RED 3009, RED 3311 or RED 3360, RED 4312, RED 4519. 30 hours of observations/practice in local school classroom is included. 3 semester hours credit.

NAME(S) OF INSTRUCTORS:

Casey Dowgul, M.S.

Office: O111

850-718-2449

dowgulc@chipola.edu

EFFECTIVE ACADEMIC YEAR:

2016-2017

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

CORE Assessing Reading: Multiple Measures, 2/e, Honig. ISBN: 9781571284648

Required: LiveText student membership, Field Experience Edition, ISBN: 9780979663567

GRADING POLICY:

The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

A – 90 – 100

B – 80 – 89

C – 70 – 79

D – 60 – 69

F – 59 or less

The Chipola Catalog provides policies and procedures regarding the grading system. A student's Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:

Chipola College expects regular attendance of all students, and all instructors record attendance daily. Students who are absent from classes for any reason other than

official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

MAKE-UP POLICY:

Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

ACADEMIC HONOR CODE POLICY:

Students are expected to uphold the Academic Honor Code. Chipola College's Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:

Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola's goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:

Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Karan Davis, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183A, 850-718-2205, davisk@chipola.edu.

LIBRARY AND ON-LINE REFERENCE MATERIALS:

The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the *LINCCWeb* icon on the Chipola Library website at www.chipola.edu/library. If you have

questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:

The college’s learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The **Technology Center**, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

FREE TUTORING RESOURCES:

The Academic Center for Excellence (**ACE**) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:

- E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.
- E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.
- E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of core content.
- E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.

- E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.
- E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

STUDENT LEARNING OUTCOMES FOR RED 4854 The student will:	State-Adopted Standards/ Standards Language Arts (Reading and Writing, K-12)	FEAPs (Discipline Outcomes)	FL Competencies and Skills:		Assessment Activities
			Profess Ed.	Reading Competency 5: Demonstration of Accomplishment	
Diagnose reading strengths and needs of identified iii student (including spelling and writing assessments) based on knowledge of reading development in all areas: phonological awareness, phonics and word recognition, aural/oral language development, vocabulary, comprehension and critical literacy to design and implement research-based reading strategy lessons that build upon the student's strengths and assist in overcoming identified weaknesses.				5.1 5. 2- 5.10	
Learn how to interpret, triangulate, and integrate pre-existing literacy data and school information to best make recommendations for effective instruction in the components of reading.				5.1	
Utilize pre and post assessments and data analysis to monitor student progress and guide instruction over time to ensure and increase in learning.				5.1	
Assess interests, attitudes, and motivation to plan and implement instructional practices to motivate and engage students in reading.				5.14	
Identify, set, and monitor long and short term standards based goals for differentiated instruction utilizing increasingly				5.11	

complex print and digital text.					
Apply research-based practices and materials for promoting language and literacy development including phonological awareness, phonics and word recognition, aural/oral language development, fluency, vocabulary, comprehension, metacognition, critical thinking,, content reading, to include intentional, explicit, systematic writing instruction as it relates to the ability to read written language.		4, 8		5.2 – 5.10 5.15	
Apply intervention strategies based on assessments to teach struggling readers including students with limited English proficiency, to read or to expand their reading power.				5.12	
Apply knowledge of language and literacy development to create an information intensive environment that includes print and digital text,				5.13	

****Assessment Codes**

T = Tests Pre/Post = Pre- and Post-Tests OT = Objective Tests UT = Unit Tests Q = Quizzes F = Final Examination CF = Cumulative Final EX = Departmental Exam SE = Nat'l or State Standardized Exam	RPT = Report/Presentation SP = Skills Performance SD = Skills Demonstration W = Writing Assignments E = Essays DE = Documented Essays RP = Research papers J = Jury R = Recital	Proj. = Projects Exp. = Experiments Cap. Proj. = Capstone Project Cap. Course = Capstone Course Prac. = Practicum Intern. = Internship H = Homework PS = Problem Solving DB = Discussion Board	BO = Behavioral Observation Clin. = Clinicals CS = Case Study CP = Case Plan Port. = Portfolio Obs. = Teacher Observation Sk. Check = Skills Check-off Curriculum Frameworks JP = Judged Performance/Exhibition
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MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

1. Attend and participate in class regularly.
2. Read all assigned material before class.
3. Study in-class notes and on-line materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
5. Seek opportunities to practice teaching skills through tutoring and substituting in K – 6 schools.
6. Collaborate with peers and other professionals.

ASSIGNMENT AND/OR COURSE OUTLINE

TASK PRAC01 – Reading Practicum Portfolio – Complete 60 hours of observation and participation in an educational setting to include a final reading portfolio of the experience. The practicum will be monitored by the instructor to insure that the experience includes appropriate use and interpretation of instructional practices, appropriate application of reading instruction based on assessment data, application of appropriate differentiated instruction to meet student reading needs, appropriate use of reading resources and strategies, appropriate and sufficient amount of quality items in the portfolio, and collective evidence of student reading gains.

TASK PRAC02 – Practicum Log – This log should be maintained weekly with lesson plans for the reading block (these lesson plans may submitted in the format used by the supervising teacher).

Additionally, **detailed lesson plans must be submitted for Reading Competency 5: Indicators 5.2-5.10, 5.14 and 5.15**. These lesson plans will be in a format determined by the instructor. In addition to the detailed lesson plans, samples of student work must be included with each of the detailed lesson plans to demonstrate the teacher candidate’s knowledge of research-based instructional strategies for facilitating instructional literacy and language strategies.

TASK PRAC03 – In-Depth Case Study of Student In Need of Intensive Intervention Instruction

During the second week of the practicum, the teacher candidate will identify one student from the “iii” reading group or a low performing student based on pre-existing literacy data and school information for the case study. This is a task that requires significant attention to one student who needs additional assistance. The in-depth case study is an opportunity for the teacher candidate to demonstrate an understanding of an ability to apply effective literacy assessments and data analysis to implement a comprehensive research-based reading plan that addresses the strengths as well as the needs of a struggling reader.

See your Instructor First Day Handout for individual instructor assignment schedule.