Field Experiences in Reading  
READ 4394  
Fall 2018  
Wednesday 8:00-10:30am

Instructor TBD

Course Description
The culminating experience for those students working toward a specialization in reading. Students are provided supervised experience in field-based activities, in addition to on-campus activities. Prerequisites: READ 3320, READ 3351, and READ 4380.

Rationale
This course is essential for pre-service educators to understand the early theories and strategies needed to teach the foundational skills of reading.

EC6 Standards, Chapter 149 Standards

Standard I: Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
1.7s Plan, implement, and monitor instruction that is focused on individual students’ needs, strengths, and interests and is based on informal and formal assessment of students’ progress in oral language development;
1.8k the use of technology in promoting oral communication skills;
1.9s Provide opportunities for students to engage in active purposeful listening;
1.10s Communicate with other professionals and continually seek implications for practice from current research about oral language development; and
1.11s Support students’ development of communication skills through the use of technology.

Standard II: Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.
2.1k the concept of phonological awareness, its relationship to the ability to read an alphabetic language, and the development of phonological awareness in students (a student who has phonological awareness hears distinct words, syllables, and sounds in language separate from print);
2.2k the significance of phonological and phonemic awareness for reading and typical patterns in the development of phonological and phonemic awareness, and recognizes that individual variations occur (A student who has phonological awareness hears distinct words, syllables, and sounds in language separate from print. A student who has phonemic awareness can identify individual sounds in spoken words, blend together the separated sounds of spoken words to form words, and play with the sounds of spoken language by adding or taking away sounds from words.); and
2.3k effective formal and informal assessments of phonological and phonemic awareness and be able to analyze results, and identifying appropriate instructional strategies for teaching phonological and phonemic awareness to individual student.
2.1s Plan, implement, and monitor instruction that is focused on individual students’ needs and is based on continuous use of formal and informal assessments of individual students’ phonological development;
2.2s Use instructional approaches, including language games, activities, materials, and direct teacher instruction, that promote students’ phonological awareness;
2.3s Select and use instructional materials that promote students’ phonological and phonemic awareness and build on students’ current language skills;
2.4s Inform parents of their child’s phonological development and its importance to reading and communicate with families about ways to encourage students’ phonological awareness at home; and
2.5s Communicate with other professionals and continually seek implications for practice from current research about phonological awareness.

Standard III: Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.
3.3s Use formal and informal assessments to analyze individual student’s alphabetic skills, monitor learning, and plan instruction;
3.5s Communicate with other professionals and continually seek implications for practice from current research about the development of alphabetic knowledge; and

Standard IV: Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students’ literacy.
4.3k that literacy development occurs in multiple contexts through reading, writing, and the use of oral language;
4.5k the importance of modeling and encouraging reading for pleasure and lifelong learning;
4.6k the difference between guided and independent practice in reading;
4.8k the use of technology in promoting literacy; and
4.9k how to select, administer, analyze, and use results from informal and formal assessments of literacy acquisition, including assessments of phonological and phonemic awareness and alphabetic skills.

4.5s Engage students in story reading experiences and encourage young students to interact with others about stories;
4.7s Assist young readers in selecting their own books for independent reading;
4.8s Teach students about authors and their purposes for writing;
4.9s Use formal and informal assessments of individual student’s literacy development to plan, implement, and monitor instruction;
4.11s Communicate with other professionals and continually seek implications for practice from current research on literacy acquisition; and
4.12s Use technology to help students access a wide range of narrative and expository texts.

**Standard V. Word Analysis and Decoding:** Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

5.1k that many students develop word analysis skills (e.g., decoding, blending, structural analysis, sight word vocabulary) and reading fluency in a predictable sequence, recognizing that individual variations occur;
5.5k strategies for decoding and determining the meaning of increasingly complex words;
5.6k the importance of word recognition skills (e.g., decoding, blending, structural analysis, sight word vocabulary) to reading comprehension and know a variety of strategies to help young student develop and apply word analysis skills;
5.7k differences in students’ development of word analysis skills and know how to adjust instruction in response to various students’ needs;
5.8k a variety of formal and informal procedures for assessing students’ word identification and decoding skills; and
5.9k instructional practices to meet students’ individual needs in decoding and word identification.

5.1s Teach the analysis of phonetically regular words in a simple-to-complex progression, i.e., phonemes, blending onsets and rimes, short vowels, consonant blends, other common vowel and consonant patterns, and syllables;
5.2s Teach students to read passages using decodable texts and provide opportunities for students to progress from sounding out words orally to decoding words silently;
5.3s Teach students to recognize high-frequency irregular words by selecting words that appear frequently in students’ books and reviewing difficult words often;
5.4s Teach students ways to identify vowel sound combinations and multisyllabic words;
5.5s Provide instruction in how to use structural cues to recognize compound words, base words, and inflections (e.g., prefixes and suffixes);
5.6s Teach students to use knowledge of word order (English syntax) and context to support word identification and confirm word meaning;
5.7s Use formal and informal assessments to analyze individual student’s word identification and decoding skills in order to plan and monitor instruction;
5.8s Communicate with parents about ways to support students’ word identification and decoding skills; and
5.9s Communicate with other professionals and continually seek implications for practice from current research about the development of decoding and word identification.

**Standard VI. Reading Fluency:** Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

6.1k how students’ reading rate and fluency affect comprehension;
6.4k instructional practices that enhance the development of fluency, including providing opportunities for students to read regularly, both orally and silently, in independent-level materials and to do repeated reading and partner reading;
6.5k instructional strategies and practices for promoting students’ word analysis skills and reading fluency;
6.6k differences in students’ development of word analysis skills and reading fluency, and instructional practices for meeting students’ individual needs in these areas; and
6.7k a variety of informal and formal procedures for assessing on an ongoing basis students’ reading fluency.

6.1s Identify and monitor on an ongoing basis young students’ fluency levels by using leveled passages or reading materials on a daily basis;
6.2s Provide frequent opportunities for fluency development through reading in independent-level materials, reading orally from familiar text, repeated reading activities, and silent reading for increasingly longer periods;
6.3s Apply norms for reading fluency to evaluate students’ reading fluency;
6.4s Communicate with families about students’ reading fluency and ways they can help to increase students’ fluency;
6.5s Communicate with other professionals and continually seek implications from current research about the development of students’ reading fluency; and

**Standard VII. Reading Comprehension:** Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

7.2k how to model and teach literal comprehension skills (e.g., identifying stated main idea, details, sequence, and cause-and-effect relationships);
7.4k reading comprehension as an active process of constructing meaning;
7.5k factors affecting students’ reading comprehension, such as oral language development, word analysis skills, prior knowledge, previous reading experiences, fluency, ability to monitor understanding, and the characteristics of specific texts (e.g., structure and vocabulary);
7.7k the relationship between extensive reading, vocabulary development, and reading comprehension;
7.8k the use of metacognitive skills in reading comprehension;
7.9k various literary genres (e.g., historical fiction, poetry, myths, and fables) and their characteristics;
7.10k how to model and teach inferential comprehension skills (e.g., inferring main ideas, comparisons, unstated and stated cause-and-effect relationships; summarizing; making predictions; drawing conclusions; making generalizations);
7.11k know to model and teach evaluative comprehension skills (e.g., distinguishing between fact and opinion; detecting faulty reason reacting to a text’s content, characters, and use of language);
7.13k the importance of vocabulary development through wide reading and experiences, such as interpreting idioms, multiple-meaning words and analogies;
7.14k a variety of formal and informal procedures for monitoring students’ reading comprehension and instructional practices to meet individual student’s needs;
comprehension skills and strategies for understanding and interpreting different types of written materials, including narratives, expository texts, technical writing, and content-area textbooks;

the importance of providing students with direct, explicit instruction in the use of comprehension strategies;

a range of strategies that students can use to facilitate comprehension before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, and discussing texts);

literary response and analysis and ways to promote students’ development of literary response and analysis;

the use of technology in promoting reading comprehension.

Guide students in developing and using metacognitive skills;

Model strategies for improving reading comprehension such as previewing texts, self-monitoring, and retelling;

Guide students to generate questions and apply research about topics introduced in reading selections, both fiction and nonfiction;

Use instructional strategies that help increase students’ reading vocabulary;

Provide opportunities for students to apply comprehension strategies to literature and to respond to literature in a variety of ways (e.g., using reading journals and discussions), including relating background knowledge to literary texts;

Teach elements of literary analysis, such as story elements and features of different literary genres;

Provide instruction in comprehension skills that support students’ transition from “learning to read” to “reading to learn,” (e.g., recognizing different types and functions of texts and matching comprehension strategies to the type of text) and teach students how to locate, retrieve, and retain information from a range of content-area and expository texts;

Communicate with families about students’ reading comprehension and ways to encourage students’ reading; and

Communicate with other professionals and seek implications for practice from ongoing research about the development of students’ reading comprehension.

**Standard VIII: Development of Written Communication**

Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Create an environment in which students are motivated to express ideas in writing;

**Standard IX: Writing Conventions**

Teachers understand how young students use writing conventions and how to help students develop those conventions.

Communicate with other professionals and seek implications for practice from ongoing research about student’s development of writing conventions.

**Standard X: Assessment and Instruction of Developing Literacy**

Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

formative and summative uses of assessment;

the reciprocal nature of assessment and instruction and how to use assessment results to select appropriate instructional strategies and materials (e.g., basals, supplemental programs, and trade books) to ensure the literacy development of all students;

how to determine students’ independent, instructional, and frustration reading levels and the importance of using this information when selecting materials for reading instruction for individual students and guiding selection of independent reading materials;

Multiple assessments to plan instruction in and monitor the literacy development of young students;

Analyze students’ errors in reading and writing and use them as a basis for future instruction;

Use ongoing assessments to determine when a child may be in need of classroom interventions or specialized reading instruction and develop an appropriate instructional plan;

Communicate instructional decisions based on research, assessments, and knowledge of students; and

Collaborate with other professionals and continually seek implications for practice from convergent research about assessment of students’ developing literacy.

**Standard XI: Research and Inquiry Skills**

Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.

Communicate with families/caregivers about students’ study and inquiry skills development and collaborate to promote development in these areas;

Collaborate with other professionals and continually seek implications for practice from convergent research about students’ development of study and inquiry skills; and

**Standard XII: Viewing and Representing**

Teachers understand how to interpret, analyze, evaluate, and produce.

Communicate with families/caregivers about students’ progress in developing skills for interpreting, analyzing, evaluating, and producing visual images, messages, and meanings and collaborate with them to promote development in these areas; and

Collaborate with other professionals and continually seek implications for practice from convergent research about students’ development of skills for interpreting, analyzing, evaluating, and producing visual images, messages, and meanings.

**TExES Competencies**

The following TExES competencies are covered in this course:

**TExES Competencies**

(Domain 1 English Language Arts and Reading)


**Competency 001 (Oral Language)***

The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides the students with varied opportunities to develop listening and speaking skills.
Competency 002 (Phonological and Phonemic Awareness)
The teacher understands phonological and phonemic awareness and employs a variety of approaches to help children develop phonological and phonemic awareness.

Competency 003 (Alphabetic Principle)
The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps children understand the relationship between spoken language and printed words.

Competency 004 (Literacy Developmental)
The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of student’s literacy.

Competency 005 (Word Analysis and Decoding)
The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary, contextual analysis) for reading comprehension and provides many opportunities for students to practice and improve their word-identification skills.

Competency 006 (Reading Fluency)
The teacher understands the importance of fluency for reading comprehension and provides many opportunities for children to improve their reading fluency.

Competency 007 (Reading Comprehension and Applications)
The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches children strategies for improving their comprehension including a variety of texts and contexts.

Competency 008 (Reading, Inquiry and Research)
The teacher understands the importance of research and inquiry skills to students’ academic success and provides students with instruction that promotes their acquisition and effective use of those skills in the content areas.

Competency 009 (Writing Conventions)
The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing skills.

Competency 010 (Written Communication)
The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students’ competencies in written communication.

Competency 011 (Viewing and Representing)
The teacher understands skills for interpreting, analyzing, evaluating producing visual images and messages in various media and provides students with opportunities to develop skills in this area.

Competency 12 (Assessment of Developing Literacy)
The teacher understands the basic principles of literacy assessment and use a variety of assessment practices to guide literacy instruction.

Technology Competencies
2.2s participate in electronic communities as a learner, initiator, and contributor
2.3s employ technological collaboration such as sharing information through online communications to complete tasks
2.6s evaluate student-created products through self- and peer review for relevance to the assignment or task prior to final submission
2.7s use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, banners, brochures, or reports, to create effective document files for defined audiences
2.9s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics for defined audiences
3.1k how to use strategies for acquiring information from electronic resources in a variety of formats;
3.3k how to access and use online help
3.3s use online help and other documentation

**Student Learning Objectives**
This course is designed to enable students to:
1. Students will analyze, construct, and evaluate information presented in textbooks, external resources, student research, and class activities.
2. Students will prepare literacy instruction as a component of the field experience that includes working in elementary reading classrooms.
3. Students will explain and plan instructional strategies for teaching literacy.
4. Students will incorporate assessment into daily instruction in a classroom.
5. Students will reflect on the field experience and record their growth as a pre-service teacher.

**Course Topics**
The major topics to be considered are:
- Literacy assessment
- Balanced literacy practices
- Guided Reading, Shared Reading, Phonics lessons

**Instructional Methods and Activities**
Methods and activities for instruction include: lecture and discussion, teaching demonstrations, direct experience, and classroom practice of reading lessons.

**Evaluation and Grade Assignment**
The following course requirements will be explained in detail during class meetings:
**Total points: 110**

**Topic Reflections** *(5 pts x 4=20 pts)*
After reading each chapter pertaining to the subjects covered in lecture, students will submit a chapter reflection on what they have learned. This reflection will integrate lecture and chapter readings. Students will also share how this information will benefit them in their future classrooms.

**Phonics Lesson & Activities** *(10 pts)*
You will prepare and facilitate a phonics activity for use with a small group. The instructor will provide guidelines for planning and preparing the instructional materials. The phonics lesson also requires a lesson plan format to be completed.

**Shared Reading/Interactive Read Aloud (10 pts)**
After discussion & modeling in our classroom, you will plan and teach an interactive reading lesson to your assigned class. A guide for planning the lessons will be provided by the instructor. You will work with your cooperating field teacher to plan and then schedule the read aloud lesson within the window of time specified on the calendar. Before completing the read aloud, you will create a word processed read aloud plan to include your focus goal and guiding questions. This lesson must first be discussed with your cooperating teacher and then submitted to me. After the read aloud, you will write a reflective analysis and description of the experience and file it in your course binder. Refer to the calendar to see when the copy of the plans and materials are due.

**Guided Reading Lesson (20 pts)**
After discussion & modeling in our classroom, you will plan and teach guided reading to a small group. A guide for planning the lessons will be provided by the instructor. The lesson involves book selection and planning for before, during and after reading discussion and activities. One week prior to the day you do the guided reading lesson, you are required to turn in your word processed plan to your cooperating teacher. The plan should then be submitted to me the Thursday before your lesson. After your lesson, you will write a reflective analysis and description of the experiences and file it in your course binder. Please refer to the calendar to see when the copy of the plans and materials are due. Your professor will be observing this lesson; you will need to provide a time for observation when asked.

**Assessment Study (20 pts)**
You will engage one child in a variety of informal assessments of literacy development. You will prepare a written report of your findings (interpretations) at the end of the semester. Your portfolio must include the following:
- Background information on the student
- Results of assessments
- Strengths and weaknesses
- Recommended instructional strategies
- All documentation (including all assessment information)
This report should be no more than two pages in length. This report will also be in APA format, Times New Roman, 12 pt. font, double-spaced.

**Professional Attributes & Evaluation Form (15 pts)**
Work ethic-punctuality, attendance, lesson presentation will be addressed by your mentor teacher. This form is also used in other field-based classes, please make a copy of the form after you and your CT have completed your sections.

**End of Semester Portfolio Conference (15 pts)**
The portfolio review will be conducted during scheduled conference times with the professor. All assignments will be included in the portfolio for review. Quality of the work included contributes to the 20 pts.

**Evaluation and Grading Scale**
Assignments are scored based on completion of assigned task, accuracy, content, grammar, and spelling mistakes. All work will be in APA format, Times New Roman, 12 font, double-spaced. Grades are contingent upon the completion and quality of assigned work and are based on the subjective evaluation by the professor. Please see rubrics for all assignments at the end of this syllabus and on Blackboard.

Final grades are calculated as a percent of total points earned:
A=92-100%
B=83-91%
C=74-82%
D= 66-74%

**Textbooks**
*Required texts:*

*Recommended Resources:*

**Bibliography**

**Class Schedule TBD**

**Course Policies and Procedures**
**Attendance/tardiness**
Due to the nature of this course, active student participation is essential to overall successful class performance. Because this course is concerned primarily with helping prospective teachers develop literacy and learning strategies, it is very important that students attend class regularly. It is not enough to rely on others’ notes to make up for class activities and experiences. If you are absent, ask a classmate for their notes. However, if you have a question about course material, please feel free to ask me to clarify during office hours. I will be happy to meet with you at another time if necessary. **Additionally, as this class is a Practicum you will be responsible for making up all absences in the classroom in which you are assigned.**

**Consequences for not attending class regularly:**
For classes that meet once per week, for each absence over two, your final grade in the course drops a letter.
For classes that meet twice per week, for each absence over four, your final grade in the course drops one letter grade.
One absence is defined as missing one complete class, arriving 15 minutes late, and leaving 15 minutes before completion of the class.
Please refer to The TAMUCC web page [http://catalog.tamucc.edu/content.php?catoid=6&navoid=177](http://catalog.tamucc.edu/content.php?catoid=6&navoid=177) for additional information.

**Late work and Make-up Exams**
The only late work accepted in this course is your three lessons: phonics, shared reading or guided reading. These lessons are only accepted one day late for half-credit. Should you submit your lesson after the one-day time period has expired you will receive no credit for your lesson. No other late work is accepted unless a documented medical or other emergency excuse is provided.

**Extra Credit**
There are no extra credit opportunities provided in this course.

**Cell Phone/Electronic Device Usage**
Unless we are using devices as class resources, mobile phones, text messaging, and checking your cell phone, email, and text messages during class are all **strictly prohibited**. Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and/or failure of course. If there is a potential rising emergency, then prior notification of such possibility must be made known to me **before** the start of class and the phone set on vibrate.

**Academic Integrity/Plagiarism**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct
or complicity in an act of academic misconduct on an assignment or test will result in a failing grade.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation **WILL NOT automatically result in your being dropped from the class.** **APRIL 6, 2018** is the last day to drop a class with an automatic grade of “W” this term.

**Preferred Method of Scholarly Citations**
All papers submitted are to follow the *Publication Manual of the American Psychological Association*, (6th ed.). See Blackboard menu tab, Helpful Links, for a CASA resource.

**Classroom/Professional Behavior**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These
documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

*Required by SACS or HB2504

**Appendices**

**Course Policies**

**The Three Ps – Professionalism, Preparation, and Participation:** One of the purposes of this class is to train students for their future (and extraordinarily important) roles as teachers. As such, the Three Ps will apply to all classroom interactions, school observations, and are a requirement for the successful completion of this course.

**Professionalism Expectations:** Regular and punctual attendance is necessary and expected for all classes and tutoring experiences. Text messaging, cell phone calls, and any non-class related laptop activities during class are **not acceptable professional behaviors**. Students who would like to use laptops are welcome to do so; however, these students must sit in the front of the classroom and agree to restrict computer use to literacy tasks/note taking only. Additionally, please remember as you visit the schools that you are an ambassador for TAMUCC, for me, and for yourself.

**Preparation Expectations:** Students are prepared for class. Preparation includes not only turning in assignments when due, but also coming to class with the requested materials and prepared to
actively discuss the readings and topic for the day. Additionally, students are responsible for checking TAMUCC BlackBoard on a daily basis for messages from the University or from me. Students should contact a classmate to get any class notes, announcements, or course calendar updates missed due to an absence. **Class materials will be posted online and you will be responsible for them when absent. Please do not contact me for materials you missed.**

**Participation Expectations:** Classroom participation shows an active level of cognitive engagement that is evidenced through thoughtful contributions to large and small group discussions. Student is respectful of others and is synergistic in her/his actions. **Please note that the “Attendance” criterion impacts all the other criteria because they are based primarily on interactions displayed during class sessions. Please be sure to sign in each class.**

**PRACTICUM**
The practicum is an opportunity for you to apply the theory and good ideas you have been accumulating throughout your education. During the practicum, you will observe literacy instruction, design and deliver lesson plans for three components of a literacy block and provide a reflection for each. Additionally, you will conduct two assessments on one student, summarize, diagnose and prescribe goals for that student’s literacy development.

Your lesson plans should describe what you will do (activities), why you will do it (rationale), and how you will do it (methods/procedures). Lessons taught will include one phonics lesson, one interactive read aloud and one guided reading lesson. All lesson plan formats are posted on Blackboard.

**ALL LESSON PLANS MUST FIRST BE DISCUSSED WITH AND SUBMITTED TO THE COOPERATING TEACHER. PLEASE INCLUDE THE TEACHER’S SIGNATURE AND APPROVAL DATE WITH SUBMISSION DRAFT.**

YOUR FINAL DRAFT WILL THEN BE SUBMITTED TO ME BY 9:00PM THE THURSDAY BEFORE THE LESSON IS TAUGHT. HALF CREDIT WILL BE GIVEN FOR THOSE SUBMITTED A DAY LATE. ANY LESSON SUBMITTED AFTER FRIDAY 9:00 P.M. WILL NOT BE ACCEPTED AND YOU WILL RECEIVE ZERO CREDIT. NO EXCEPTIONS. NO OTHER LATE WORK IS ACCEPTED UNLESS A DOCUMENTED MEDICAL OR OTHER EMERGENCY EXCUSE IS PROVIDED.

A copy of this approved lesson plan, along with a blank evaluation form should be provided for the professor on the day of the lesson observation.

**REGULAR ATTENDANCE IS MANDATORY.** All absences (BOTH ONSTIE AND IN CLASS) must be made up hour-for-hour. Absences beyond two result in double make-up time. The grade will be lowered by one letter for more than two absences.

**ALWAYS EMAIL THE PROFESSOR, CALL THE FRONT OFFICE AND YOUR COOPERATING TEACHER IF YOU WILL BE LATE OR ABSENT** (preferably the day before or by 7:30 a.m.).

**Sign-in Time:** You must be signed in and IN YOUR CLASSROOM by 8:00 a.m.

**Sign-out Time:** 10:30 a.m., no earlier.

**IF YOU ARE MAKING UP TIME FOR ABSENCES YOU MUST SIGN IN ON THE MAKE UP ATTENDANCE SHEET IN THE FRONT OFFICE TO RECEIVE CREDIT.**
<table>
<thead>
<tr>
<th>Category</th>
<th>0</th>
<th>0-1</th>
<th>1-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson on time</td>
<td><strong>No credit applied for late lessons in any category</strong></td>
<td>Lesson was emailed to professor <em>24 hours or less</em> after the due-date</td>
<td>Lesson was submitted to Blackboard by the deadline indicated</td>
</tr>
<tr>
<td>Lesson complete</td>
<td><strong>No credit applied for late lessons in any category</strong></td>
<td>Lesson met some of the standards/descriptions as described in class</td>
<td>Lesson met all standards/descriptions as described in class</td>
</tr>
<tr>
<td>Teacher approval (CT signature on lesson draft)</td>
<td><strong>No credit applied for late lessons in any category</strong></td>
<td>Lesson draft signed by your CT after required date</td>
<td>Lesson draft was reviewed by and signed by your CT by required date</td>
</tr>
<tr>
<td>Lesson Feedback (x’s 2)</td>
<td><strong>No credit applied for late lessons in any category</strong></td>
<td>Lesson feedback indicated several areas of improvement or concern</td>
<td>Lesson feedback was positive overall and indicated only minor improvement areas</td>
</tr>
</tbody>
</table>
READ 4394 Course Grading and Portfolio Checklist

**TAB 1** - Syllabus and Portfolio Checklist

**TAB 2** - Topic Reflections

**TAB 3** - Three Literacy Lesson Plans
   - Lesson Draft (signed by CT), teacher feedback form, personal lesson reflection
   - Lesson One __/10
   - Lesson Two __/10
   - Lesson Three __/20

**TAB 4** - Assessment Study
   - Two Original Assessment
   - Summary of results
   - Diagnosis and prescription based on assessments
   These are to be done with one child.

**TAB 5** - Professional Attributes and Evaluation Form

**TAB 6** - End of Semester Portfolio Conference

You will be expected to bring your course portfolio with all required materials.

**TOTAL** __/110

Grading Explanation: Letter grades will be determined by the following scale:

A = 92-100%
B = 83-91%
C = 74-82%
D = 66-74%