READ 5697/6697: Reading Clinic Practicum
Spring 2019
Fully online

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And by appointment

I attempt to reply to email and voicemails within 48 business hours.

Course Description
In this course students will have an opportunity to apply their knowledge of reading instruction by teaching children with reading difficulties. In addition, students will gain knowledge of strategies for comprehension, word recognition and study skills. Literacy leaders and their contributions to the knowledge base for reading and writing instruction will be reviewed. Course requirements include the development of case studies on the youngsters being tutored. Some emphasis will also be placed on the many roles of the reading professional.

II. Rationale
The purpose of this course is to provide students with the opportunity to engage in intensive diagnostic, instructional, and coaching experiences with students and teachers. This course is an integral part of the reading specialist certification program. As a reading specialist, an individual must be able to diagnose children’s skills and attitudes in many different areas. From those assessments, the reading specialist must be able to design and implement an individualized instructional program specific to the child. The reading specialist must also assist and provide constructive feedback to teachers and other educational professionals. This course provides a supervised practicum experience for graduate students who will assess students, develop and implement a 5-week instructional program, and provide coaching assistance to classroom teachers and staff.

III. State Adopted Proficiencies and Competencies
State Adopted Proficiencies – The state adopted proficiencies covered in this course include the following:

1. Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners.
2. Learner-Centered Communication. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
3. Learner-Centered Instruction. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
IV. TExES Competencies
The reading specialist understands and applies…

001 Knowledge of oral language development, relationships between oral language development and the development of reading skills, and instructional methods that promote students’ oral language development at the levels of early childhood through grade 12.

002 Knowledge of phonological and phonemic awareness, relationships between phonological and phonemic awareness and the development of reading competence, and instructional methods that promote students’ phonological and phonemic awareness at the levels of early childhood through grade 12.

003 Concepts of print and the alphabetic principle and applies knowledge of instructional methods that promote students’ reading acquisition at the levels of early childhood through grade 12.

004 Knowledge of word identification skills and strategies and instructional methods that promote students’ reading competence at the levels of early childhood through grade 12.

005 Knowledge of reading fluency and instructional methods that promote students’ reading competence at grades 1 through 12.

006 Knowledge of reading comprehension and instructional methods that promote students’ reading comprehension at the levels of early childhood through grade 12.

007 Knowledge of vocabulary development and instructional methods that promote students’ oral and written vocabulary knowledge at the levels of early childhood through grade 12.

008 Knowledge of written language and instructional methods to reinforce reading and writing at the levels of early childhood through grade 12.

009 Knowledge of assessment instruments and procedures used to monitor and evaluate students’ progress in reading and to guide instructional decision making at the levels of early childhood through grade 12.

010 Knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning needs of all students at the levels of early childhood through grade 12.

011 Knowledge of effective literacy instruction for English Language Learners at the levels of early childhood through grade 12.

012 Knowledge of effective literacy instruction for students with reading difficulties, dyslexia, and reading disabilities at the levels of early childhood through grade 12.

013 Knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum.
V. Learning Objectives

1. The student will diagnose reading difficulties in an individual student.
2. The student will develop a plan of remediation based on results of diagnosis.
3. The student will differentiate instruction as indicated by assessment of youngsters' individual backgrounds, personal adjustment, aptitude, interests, and achievement.
4. The student will demonstrate varied instructional strategies in the literacy program.
5. The student will select and use a variety of high interest materials and appropriate techniques for helping pupils with reading difficulties.
6. The student will develop instructional materials a student can use at home to reinforce reading skills practiced in the tutoring setting.
7. The student will synthesize the results of assessment, instruction, and observation in making recommendations about a reading disabled student’s future educational program.
8. The student will research a topic related to instruction and write a scholarly report on the research.

VI. Course Topics

Course topics include:

- Interpreting individual assessments reading and writing performance and attitudes toward reading and writing.
- Development and evaluation of instructional program(s) based on findings from these assessments.
- Appropriate instructional strategies in word recognition, comprehension, study skills, content reading, writing, and oral communication.
- Specific reading-related topics such as dyslexia and Response to Intervention.
- Develop specific skills, competencies, and points of view needed by professionals in the field.
- Analyze and critically evaluate ideas, arguments, and points of view.
- Coach and assist classroom teachers and other school faculty/staff in supporting the literacy needs of children.

VII. Instructional Methods and Activities

Instructional strategies include, but are not limited to:

- Online Course
- WebEx Lectures
- Weekly submissions of tutorial videos.
- Submission of four interim reports.

VIII. Evaluation and Grade Assignments

Assignments in this course are required in two areas: clinical practicum and scholarly research.

1. The major paper related to the practicum is a case study, which provides information about testing and tutoring.
2. There are four interim reports related to individual coaching components.
3. The practicum takes place during a seven-week online session. You will select at least one student for literacy assessments and evaluation.
4. You will select at least one teacher (or appropriate staff member) for literacy coaching.
5. You will submit five (5) videos of yourself working with classroom teachers and students. You will need to provide context for these coaching and tutoring sessions.
6. The major paper related to the course content is a research paper on a topic related to instruction. General topics include, but are not limited to:
   - Phonemic awareness
   - Vocabulary
   - Comprehension
   - Reader response
   - Student motivation
7. You will provide an in-class presentation of your research findings.
8. Doctoral students enrolled in READ 6697 will develop and present a professional development session on selected literacy topics. Details can be found in BlackBoard.

Note: This course is managed through BlackBoard. Details about assignments are posted on BlackBoard.

**Evaluation**

Grading Scale (points)

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case study*</td>
<td>100</td>
</tr>
<tr>
<td>Interim case study reports</td>
<td>40</td>
</tr>
<tr>
<td>Practicum</td>
<td>100</td>
</tr>
<tr>
<td>Research presentation</td>
<td>40</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>380</strong></td>
</tr>
</tbody>
</table>

**Letter Grades**

- A--------- 93%
- B--------- 86%
- C--------- 73%
- D--------- 66%

*Completed and approved case reports must be submitted the final day of class. If they are not, the student will receive a failing grade.

**IX. Course Schedule**

TBD
X. Required Reading: Textbooks


XI. Bibliography


Additional Course Policies

Attendance/tardiness
Online participation in this class is expected; your participation will be evaluated based on your contributions to synchronous and asynchronous class discussions.

Late work and Make-up Exams
Full credit will not be given for late assignments. If there is an unavoidable serious event that causes problems with meeting a course deadline, communicate with me via the email tool in BlackBoard.

Extra Credit
Extra credit is not an option for this course.

Ground rules for discussions and assignments
Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to proceed, so that we may refer directly to them if the situation arises. These guidelines apply to any asynchronous or synchronous discussions online.

Respect
We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs. When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved. Show courtesy.

Comfort
Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating. I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together! No question is stupid! We all learn at different paces and by asking questions.

Honesty
You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions. All work you submit must be your own. If you use someone's words or work other than your own please use the appropriate citation. World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use. In interpreting others' comments, we should be fair-minded and understanding.
**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 level of discipline appropriate to the misconduct. This may include a requirement to re-do work in question; requirement to submit additional work; lowering of grade on work in question; assigning grade of ‘F’ to work in question; assigning grade of ‘F’ for course; recommendation for more severe punishment, such as suspension or dismissal from the University. The procedure for Academic Misconduct cases is posted on BlackBoard.

Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.

Plagiarism is wholly unacceptable and, for the purposes of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless specific credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet and/or provided by classroom teachers, or found in any form of publication (e.g., books, magazines, Internet sites), book descriptions/reviews, course work done by previous students (or any other current or TAMU-CC student). Appropriate citation of resources is required.

**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 5, 2019, is the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations**

Scholarly paper organization and citations must follow the Association of American Psychologists (APA) Style Manual, 6th Edition. (See required textbook.)
Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, 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 Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Website at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

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 CCH 116. See website [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/).

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, 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.