1. **Course Number and Title:** ELRL 623 Practicum in Reading
   3 graduate credits

2. **Course Description:** This course continues to develop reading specialists who are decision-makers and problem-solvers. Students will have the opportunity to grow professionally and become more knowledgeable about reading, writing and oral language processes through readings, conversations with colleagues, viewing each other’s classrooms, and reflections on practicum teaching and research experiences. Students will begin a classroom inquiry project that will develop into their Master’s thesis.

3. **Course Prerequisites:** ELRL 620 Diagnosis of Reading Difficulties; ELRL 621 Remediation of Reading Difficulties

4. **Course Objectives:**
   Candidate will know and understand:
   
   A. Current theory and knowledge in all areas of the language arts, first and second language acquisition, and technology to begin to focus on an area of classroom learning and/or teaching practice for further in-depth inquiry (IRA Standards: 5.1, 5.2, NJPTS 1, 2, 8, 10, WPUNJ B1, B2, B3, D5)
   
   B. How to use critical response skills as they listen to and observe what they and their peers do when teaching literacy as a process of constructing meaning (IRA Standards: 5.2, 5.3, NJPTS 8, 9, 10, WPUNJ D8)
   
   C. How to identify and gather data from a variety of sources (traditional assessments, classroom “kidwatching”, videotapes, interviews, etc.) to use as a basis for making informed decisions on classroom literacy practices (IRA Standards: 5.2, NJPTS 8, 9, 10, WPUNJ D5)
   
   D. How to analyze and interpret data to make informed decisions about own teaching practices (IRA Standards: 5.1, 5.2, NJPTS 8, 10, WPUNJ A1, D5)
   
   E. View teaching and learning as processes of inquiry and continue to develop a professional teacher-as-researcher stance (IRA Standards: 5.3, NJPTS 8, 9, 10, WPUNJ A1, D5, D8)

5. **Student Learning Outcomes:**
   Candidate will be able to:
   
   A. Demonstrate skills and strategies for working with their students on literacy-related activities by reflecting on their practice in journals and by sharing and discussing data and observations relevant to their classroom inquiry project with peers (IRA Standards: 5.2, 5.3, NJPTS 8, 9, 10, WPUNJ A1, D5, D8)
   
   B. Demonstrate the ability to use published research as a source of knowledge and improved practice by synthesizing relevant past and current studies related to their topic of inquiry (IRA Standards: 5.2, 5.3, NJPTS 8, 9, 10, WPUNJ D1, D5)
   
   C. Demonstrate professional and ethical behavior in the development of an inquiry project (including data collection and analyses and reporting on research settings and participants) by respecting the confidentiality of students and their families and by conducting their research in a manner that respects cultural and linguistic diversity (IRA Standard: 5.1, NJPTS 8, 9, 10, WPUNJ C2, C3, D5)

6. **Topical Outline of Course Content:**
   
   I. Understanding students’ literacy proficiencies: learning strategies, interests and needs; a) reflections on individual students and small group interactions (journals and critical incidents) b) assessment as data collection and data analysis c) conversation as inquiry
   
   II. Focusing on an area of inquiry for the graduate research project (thesis): a) limiting the research/defining parameters b) in-depth exploration of literature (historical perspectives and recent related studies) related to topic of inquiry
   
   III. Posing researchable questions
VI. Reading and responding to literacy case studies;

VII. Ethical considerations when conducting classroom-based research; seeking permission; protecting privacy; accuracy in reporting research

VIII. Professional responsibilities of reading specialists

7. Teaching Methods and Student Learning Activities:

A. Candidates and instructor work together as colleagues to think critically about their literacy teaching practices.

B. Critical issues and concerns will be discussed in seminar format and the instructor will offer advice, strategies, demonstrations, and resources and will guide candidates as they begin their classroom-based inquiries.

C. Instructor acts as a participant-observer and visits candidates’ classrooms.

D. Candidates read, react to and share current research from a variety of sources including: texts, journals, on-line resources.

E. Independent tutorial on Human Subject Protection

8. Methods of Student Assessment:

A. Preparation and participation: The learning in this course will take place as a result of candidates’ professionalism in completing assignments (readings, videotapes, classroom and student observations presented as logs, written reflections, developing researchable questions) and through the conversational interaction that will take place during classes. Therefore, candidates are expected to regularly attend classes held at the Valley Road campus and in the Cheng Library and come prepared to participate in class discussions. (10%)

B. Summarizing Research: Find three research articles (may be related to your area of inquiry) and summarize each in one paragraph. (15%)

C. Reflective/Teacher Research Journals: These journals will be shared on a weekly basis when we meet. They should include your reflections on assigned readings as well as your observations and reflections on classroom “critical incidents” that cause you to consider teaching and learning from a different perspective. Oftentimes these observations and reflections are the result of conversations with students, parents or colleagues and may be a seed for your classroom-based inquiry. (15%)


E. The Research Plan: Based on the models in the text, candidates prepare individual research plans using descriptive, ethnographic, or other qualitative methodologies as a basis for their classroom inquiry. (15%)

F. Complete first three chapters of Thesis: By the end of this semester, candidates should have a focused area of inquiry that reflects current research and data collected from their teaching setting. Chapters 1, 2 and 3 (approx. 20 pages) will be written using appropriate APA format. These chapters consist of an introduction to the problem/question; theoretical rationale; review of related research/literature; and choosing an appropriate research design/methodology. (See assessment rubric attached.) (45%)

9. Suggested Readings:


Portsmouth, NH: Heinemann.

10.

BIBLIOGRAPHY


The following journals are recommended:

- American Educational Research Journal
- Journal of Literacy Research
- Reading Research Quarterly
- Educational Researcher
- Educational Research
- Harvard Educational Review
- Educational Research
- The Journal of Reading Research and Instruction
- The Journal of Educational Research

11. Preparer’s name/date: Dorothy A. Feola, Ph.D. fall 1998

12. Original Dept. Approval Date:

13. Reviser’s name/date: Dorothy A. Feola, Ph.D. fall 2003

14. Dept. revision approval date: October 29, 2003
Candidates who do not achieve target level of "At Standard" must meet with the professor to develop a plan for improving performance.

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## CIRL 623 Practicum in Reading Assessment Rubric for First Three Chapters of Thesis

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### Chapter One Introduction

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  - Fulfills Level 3 and shows a perceptiveness about the topic/problem that goes beyond direct experience. Integration of sources into this section is smooth and adds depth and support to the research project’s ideas.

- **Effective (At Standard)**
  - The topic/problem is introduced in an interesting and informative manner. Relevant supporting sources are integrated well into the writing. Minor errors do not detract from the research project’s.

- **Moderately Effective (Approaching Standard)**
  - The topic/problem is introduced in an interesting manner but lacks relevant supporting sources. Errors detract from the research.

- **Ineffective (Unacceptable-Assignment is not complete or lacks knowledge and understanding)**
  - The topic/problem is not introduced in an interesting or informative manner. Choice of topic/problem lacks relevance to current literacy issues and concerns.
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