Syllabus

Course Prefix and Number: EDUC 666

Title: EDUC 666 Middle/Secondary Levels-Practicum in Reading

Credit Hours: Three (3)

Prerequisites (if any): EDUC 658 and EDUC 661

Course Description (Must match description in the catalogue): An advanced laboratory course designed to give practice in the application of content area reading techniques at middle and secondary school levels. Experiences include diagnosis, instructional strategies, and evaluation practices for determining reading progress.

Statement of Conceptual Framework: In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the development of effective professionals. Diversity is an integral part of each component, and Technology is emphasized throughout all programs in the educational unit (diversity) (technology).

Course Objectives: The student will
1. Observe and assess the reading process. (KL) (CK)
2. Design and implement individualized strategy lessons that build upon readers’ strengths and assist in overcoming weaknesses. (KL) (CK) (SM) (PS)
3. Find and develop appropriate reading materials. (KL) (CK) (SM) (PS)
4. Facilitate positive attitudes, self-direction, self-control, and self-motivations among students as language learners. (KL) (SM)
5. Communicate with parents, students, and teachers in a variety of contexts. (KL) (SM) (CK) (diversity)
6. Role model enthusiastic reading attitudes and behaviors. (SM)
7. Apply current reading philosophies in a variety of instructional contexts. (KL) (CK) (SM) (PS)
8. Reflect on students' learning experiences. (KL) (SM)
9. Experience alternative approaches to teaching reading. (KL) (CK) (SM) (PS)
10. Incorporate writing and speaking into reading lessons. (KL) (CK) (SM) (PS)
11. Plan and provide a literate environment including activities, instructional strategies, materials, media, etc., which encourages literacy learning for all students, regardless of ethnic background, gender, or disabilities. (KL) (CK) (SM) (PS) (technology) (diversity)
12. Integrate technology into lesson design. (SM) (CK) (technology)

Course Evaluation:
Group participation; Pre-test evaluation and case study construction; Post-test evaluation and case study construction; Lesson Plans; Technology Application; Written summaries for parents; Projects

Textbooks:
**Required Unit Assessments:** The Assessment Report from the Pre-test evaluation is a required course artifact.

**PASS-PORT Requirements:** The Assessment Report must be placed in the electronic portfolio and the rubric completed. Field experience hours must be documented in PASS-PORT.
Knowledge Base


Journals

Educational Leadership
Journal of Adolescent and Adult Literacy
Journal of Literacy Research
Reading: Exploration and Discovery
Review of Educational Research
The Reading Teacher