

**RHODE ISLAND COLLEGE**  
Feinstein School of Education and Human Development  
Department of Special Education  
**SPED 652**  
LITERACY DEVELOPMENT PRACTICUM-EXCEPTIONAL BILINGUAL  
STUDENTS

Fall 2008: Meeting TBA.

Instructor: Lori Beckel ([sophie515@cox.net](mailto:sophie515@cox.net)) Office Hours: Tuesdays 2:00-3:45 p.m. and 7:00-8:00pm; or by appointment 456-8024

**Course Description:**

Students put into practice the methods used for teaching literacy to English language learners with disabilities. Literacy intervention techniques are applied in classroom settings. **1 credit hour. Prerequisite:** Certification in special education; SPED 551, 552, 651; concurrent enrollment in SPED 555; or consent of department chair.

**Relationship to the Professional Program:**

This is a required practicum course for the M.Ed. in special education with a concentration in urban multicultural special education. This course offers students the opportunity to apply their knowledge and skills designed to enhance literacy skills in English language learners with disabilities. The literacy practicum enables graduate students to reflect on their own teaching practices, investigate methods and materials used in ESL and mainstream classrooms to teach literacy and design, begin implementing and evaluate new approaches that are linguistically, educationally, and culturally responsive to students. Participants explore their roles as literacy teachers for ELLs with disabilities within their own schools and reflect on needed modifications in their own teaching as well as in their own schools and districts.

**Required Text:**

Peregoy, S. F. & Boyle, W. F. (2008). *Reading, Writing, & Learning in ESL: A Resource Book for Teaching K-12 English Learners*. (5<sup>th</sup> Ed.) Boston, MA: Pearson.

Klingner, J. K., Hoover, J. J., & Baca, L. M. (2008) *Why Do English Language Learners Struggle with Reading? Distinguishing Language Acquisition From Learning Disabilities*. Thousand Oaks, CA: Corwin.

## **Course Outcomes:**

*Students will be able to:*

1. Invest in learners and hold the belief that all students are capable of achieving literacy, and commit to their growth and development. **CEC 2: ICC2K1, ICC2K2, ICC2K3; Practice: Evidence-Based Decision Making; Diversity of Practice; Professional Identity; RIPTS 5 & 10;** (TESOL 1.a.1-1.a.7; 1.b.5)
2. Respect the role of a student's first language and the importance of oral language development to cultivate literacy in students. **CEC 2: ICC2K1, ICC2K2, ICC2K3 CEC 6: ICC6K1, ICC6K2; Knowledge: Domain-Specific Knowledge, Professional Awareness; Practice: Evidence-Based Decision Making; Diversity of Practice; RIPTS 1, 4** (TESOL 1.a.1-1.a.7; 1.b.6; 1.b.7; 3.b.6)
3. Demonstrate an understanding of the principles and practices in effective instruction in teaching literacy to ELLs. **CEC7: ICC7S8, ICC7S9, ICC7S10, ICC7S13, GC7S2, GC7S3, GC7S4; CEC4: ICC4S3, GC4S4, GC4S13, GC4S14, GC4S15, GC4S16 Practice: Evidence-Based Decision Making; Diversity of Practice; RIPTS 1, 2, 3, 4, 5, 6, 7, 9, 10;** (TESOL 1.b.5-1.b.7; 3.b.6)
4. Demonstrate knowledge of the processes of first and second literacy development for students with and without disabilities. **CEC 2: ICC2K1, ICC2K2, ICC2K3; CEC 6: ICC6K1, ICC6K2; CEC 7: GC7K4; Knowledge: Domain-Specific Knowledge; Practice: Evidence-Based Decision Making; Diversity of Practice; RIPTS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10;** (TESOL 1.a.1-1.a.7; 1.b.5- 1.b.7; 3.b.6)
5. Describe a wide range of second language literacy approaches from a dual language perspective, especially those that are designed for learners with special learning needs. **CEC 2: ICC2K1, ICC2K2, ICC2K3; Knowledge: Domain-Specific Knowledge; RIPTS 1, 2, 3, 4;** (TESOL 1.a.1-1.a.7; 1.b.5-1.b.7)
6. Identify essential criteria necessary for selecting appropriate material and curriculum to support literacy development for ELLs. **CEC7: ICC7S8, ICC7S9, ICC7S10, ICC7S13, GC7S2, GC7S3, GC7S4; CEC4: ICC4S3, GC4S4, GC4S13, GC4S14, GC4S15, GC4S16; Practice: Evidence-Based Decision Making; Diversity of Practice; RIPTS 1, 2, 3, 4;** (TESOL 3.b.3; 3.c.1-3.c.4)
7. Demonstrate skills in conducting and interpreting a culturally and linguistically responsive literacy evaluation of their case study student. **CEC 8: ICC8S2, ICC8S5; CEC 7: ICC7S6, ICC7S15; Practice: Evidence-Based Decision Making; Diversity of Practice; Professional Identity; Technology Use; RIPTS 9;** (TESOL 4.c.1-4.c.3)
8. Demonstrate skill in providing effective on-going assessment that guides instruction in the classroom. **CEC 8: ICC8S2, ICC8S5; CEC 7: ICC7S6, ICC7S15**

**Practice: Evidence-Based Decision Making; Diversity of Practice; Professional Identity; Technology Use; RIPTS 9; (TESOL 4.c.1-4.c.3)**

9. Collaborate with ESL teachers, mainstream teachers, and other related service personnel in designing a literacy program for their case study students. **CEC 10; Practice: Evidence-Based Decision Making; RIPTS 7; (TESOL 3.a.2; 3.b.7; 3.b.8; 5.b.1-5.b.3; 5.c.2; 5.c.3)**

**Assignments:**

**1. Attendance and participation** is vital due to the interactive nature of this course. All students are expected to attend, participate in all seminars. Multiple absences will result in loss of attendance points.

Participation will be graded on the following performance variables:

a.) demonstrate ability to understand and react to readings; b.) attend to significant issues raised in class discussions, lectures, readings, and case study; c.) demonstrate ability to relate chapter content to contemporary practices in schools and agencies; d.) articulate clearly areas where changing practices need to occur, especially as it relates to ELL students. (All Course Outcomes)

**2. Write a five to ten page reaction paper** summarizing the ESL literacy methods, curriculum, materials, and policies related to ELLs in the school and/or district, critique these findings and develop recommendations for teaching literacy to ELLs with disabilities. Include in this reaction paper a self-assessment of the participant's own current literacy practices in relation to ELLs with disabilities. Prepare a 7-8 minute oral presentation summarizing your significant findings. (Course Outcomes: all outcomes);

**3. Case Study:** Select an ELL student with a disability as a case study student and conduct appropriate literacy assessments and design an individualized literacy plan (ILP) for implementation in the classroom (Outcomes 3-9).

**Course Evaluation**

Attendance and Participation	20%
Write a five to ten page reaction paper	40%
Case Study	40%

Additional information concerning the specifics of each of these assignments will be discussed in class.

A ( 95-100)	B+ ( 85-89)	C+(75-79)	D+( 65-69)
A- ( 90-94)	B (80-84)	C( 70-74)	D( 60-64)

## **Seminar Topics:**

### **Seminar I**

- Overview of Practicum Experiences and Requirements
- Small Group Discussions/Concerns
- Discussion of Relevant Readings from Literacy Course Text and Readings

### **Seminar II**

- Discussion of Findings on ESL Literacy Methods, Materials, Curriculum and Policy Practiced in Partner Districts
- Discussion on status of case study student

### **Seminar III**

- Oral Presentations on ESL Literacy methods, materials, curriculum and policies in school

### **Seminar IV**

- Oral Presentations on Case Study Student
- Reflections and Evaluations of the Practicum Course

## **RIC Policies**

- For Information Regarding Criminal Background Check Policies of the Feinstein School of Education:  
<http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/bci.php>
- Academic Dishonesty Policy (Rhode Island College Handbook of Policies, Practices, and Regulations (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.):  
[http://www.ric.edu/administration/pdf/College\\_handbook\\_Chapter\\_3.pdf#28](http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28)
- Request for Reasonable Accommodations for Students with Disabilities:  
<http://www.ric.edu/disabilityservices/faq.php>

