

**DRURY UNIVERSITY**  
**SYLLABUS FOR EDUC 401: READING PRACTICUM I**

**COURSE DESCRIPTION:**

Provide the students with the opportunity to integrate reading theory and practice by working with learners in classrooms or other field settings while being observed and coached. Taken concurrently with 407.

**COURSE REQUIREMENTS:**

1. Experience 30 clock hours (minimum) in classroom settings.
2. Attend 3 seminars on campus. Dates and times to be posted in School of Education bulletin board. Attendance is mandatory.
3. Complete Handbook.
4. Keep a journal (i.e., daily log) of field experiences.
5. Complete a time sheet.
6. Remind cooperating teacher to mail to campus a Mid-Course Evaluation, after 15 clock hours have been completed.
7. Remind cooperating teacher to mail to campus a Final Evaluation, after 30 clock hours have been completed.

**COURSE OBJECTIVES:**

1. To provide the student with insight into how the public school classroom is organized and instruction is conducted. Understand the importance of interaction with students, parents, and community.
2. To provide the student with experience which will assist in determining whether he/she would be comfortable as a classroom teacher.
3. To assist the student in determining the course of instruction he/she may wish to follow.
4. To provide students experience in working with children at different levels and in different socio-economic backgrounds. This includes exceptional children as well as children from divergent cultures.
5. To serve as a prerequisite of student teaching. The field experience becomes more advanced as the student moves throughout the teacher education program.

6. Use appropriate strategies, services and resources to meet special and diverse learning needs.
7. To demonstrate an understanding of discipline specific skills and competencies.
8. Integrate interdisciplinary knowledge and skills.
9. To demonstrate knowledge of developmental levels by developing specific strategies and lessons.
10. Analyze current discipline specific issues based on historical, philosophical, sociological and psychological perspectives.
11. Employ concepts and assumptions central to the process of inquiry.
12. Create and use appropriate instructional cues and prompts (read the student).
13. Assess individual and group performance in order to design safe and effective instruction.
14. Stimulate learner reflection on prior knowledge, experience and skills.
15. Use strategies to help learners demonstrate responsible personal and social behavior.
16. Organize, allocate and manage resources (e.g., equipment, materials).
17. To provide the student with opportunities to observe lessons being modeled in reading and language arts.
18. Organize and manage groups of students learning to read according to the needs and/or interest of students and the goals of the lesson.
19. Prepare and present reading skills lessons.
20. Choose a story from a literature-based language arts series and prepare and present a lesson plan using the story.
21. Prepare and present a mini lesson.
22. Using the Experiential Learning Cycle, reflect on lessons taught.

#### EVALUATION:

Evaluation is based on the following criteria:

1. Attendance and punctuality at assigned school and at seminars.
2. Evaluation by the public school cooperating teacher and the college supervisor.

3. Completed handbooks, journals, and time sheets handed in on time.

ATTENTION:

DO NOT change your assignments, grade levels, or teacher. If placement is wrong, contact Drury Coordinator for Field Experiences.

Failure to complete an assignment will result in an unsatisfactory grade, unless the course is officially dropped.