“Reading is not walking on the words; it's grasping the soul of them.”
-Paulo Freire

“That's just it, Eva said with a gleam in her eyes that matched the rhinestones on her glasses, you had to get somebody to teach you, to facilitate. Literacy wasn't like a piece of my mama's lemon cake you handed over to somebody on a plate.”
-Minrose Gwin, The Queen of Palmyra

1. Course Description

In this seminar we will engage in activities, discussions, and assignments that will strengthen our observation and reflection skills in order to increase our understanding of literacy and build a foundation for our future teaching. By reflecting deeply on what we see in our practicum classrooms (and what we do in our seminar), we will refine and perhaps re-define our own ideas about what constitutes “good teaching.”

Practicum I is the first in a series of three field experiences. In this first practicum we will repeatedly probe the following aspects of teacher practice that are also relevant to your coursework in EDUC 392 and EDUC 402:

a) Problem-Framing and Purpose-Setting in Lessons: How do you as a teacher frame a lesson around problems in your discipline? How do you decide on and convey to students the purpose of your lessons? How do you make these problems and purposes relevant to and engaging for your students?

b) Teacher’s Selection and Use of Text: How do you as a teacher decide which texts to use and how to use them?

c) Student Production of Text: What types of texts do you ask students to produce and for what purposes? (For example, essays, written tests, evaluations, written questions for the teacher, drawings, conceptual maps, etc.) What are your standards for evaluating texts? How do you engage students in knowledge-producing discussion?

d) Probing and Using Student Knowledge: What is “knowledge?” How do you find out what students know? How do you use that information to scaffold their learning?

e) Concept Formation and Its Use: What are key concepts in your discipline? How do you convey these concepts to your students in relevant and engaging ways? What kinds of texts might be useful in this process?

All five aspects of teaching practice are interrelated: one problem builds on or informs others. For example, what you learn about what students know (#4) should provide a “feedback loop” for telling you how well students understood a past lesson, but it should also influence the purposes you set for your subsequent lessons (#1), how you select text (#2), and what concepts your students might be struggling with or have already mastered (#5).
2. Learning Objectives of the Course

a) Develop skills for observing, describing, and analyzing classroom practice
b) Articulate, refine, and, perhaps, revise your ideas about what constitutes “good teaching” through your experiences in the field
c) Define and practice “professionalism” and begin to take on the role of a professional teacher
d) Gain strategies for improving student engagement and adapting to diverse learning needs
e) Learn to identify and explain connections across your coursework (EDUC 392 and 402) and your field experience

3. Terminology

Specialized terms are a part of any profession. Below are some of the most basic terms you will need to know this semester.

a) Your “Field Site,” “Field Work,” “Practicum Site” or simply “Practicum”
   Most weeks between January 9 and April 16, you will spend 5-6 hours at your field site. Your Attending Teacher (AT) may expect you to participate in a variety of teaching activities such as working with groups of students or individuals, co-planning or planning a lesson, assessing student work, or developing learning materials.

b) “Practicum Seminar” or “EDUC 307” Class
   The Practicum 1 seminar gives you a forum in which to pose questions, work through concerns, share observations, and develop your ideas with colleagues and myself. Seminar time, however, is structured and requires that you complete all assignments on time so that you can contribute fully to discussions.

c) “AT”: Attending Teacher
   This is your mentor teacher, the teacher you will collaborate with at your practicum site. Attending teachers have the responsibility to interfere when they see instances of “teaching malpractice” and to guide you in a more meaningful way.

d) “FI”: Field Instructor
   This is me.

e) “TI,” “Teaching Intern,” or “Teaching Pre-Intern”
   This is you! As a teaching intern, you are expected to have hands-on approach in the classroom and be engaging with students and lessons in an active manner.

4. Assignments

The assignments for this course are designed to foster critical reflection – a key component in any teacher’s growth. They are also structured to help you recognize and develop connections between observations you make at your practicum site and in your teacher education courses (EDUC 402 and EDUC 392). Deadlines for the following assignments are below and in the course calendar at the end of the syllabus. I will provide you with more detailed descriptions of the assignments as deadlines approach.

*All assignments must be uploaded to CTools before class AND printed to hand in on the due date.
*Weekly reflections are uploaded a bit early by the end of the day Tuesday. They should also be printed and handed in.
*No emailed assignments will be accepted. Please upload under the “Assignments” tab on CTools.

a) Letter of Introduction (January 7th)
   An important factor in your participation with your field placement classroom is your relationship with students, their parents and your AT. Therefore, at the beginning of the course you will create an introductory letter and send it to your AT.
b) **Weekly Reflections (Due weekly, starting January 21st)**

Weekly reflections are due by the end of the day (midnight) on Tuesday before class. These should be one page in length and discuss your observations in the field and connect what you observe with the content of your EDUC 392 and EDUC 402 classes. For the weeks in which we discuss these reflections, having a prepared reflection will enable a rich, productive discussion and will help us to collectively reflect on occurrences in the field. These reflections are also an opportunity to grow as a writer. The feedback you receive from these reflections will include feedback on your ideas as well as your writing. More specific instructions regarding these reflections will be given in class on January 14th.

c) **School Study (January 21st)**

The purpose of this assignment is to consider how the larger context of the school and its community impact what happens in the classroom.

d) **Teaching Philosophy (February 4th, April 8th)**

- **Draft 1**: February 4th
- **Draft 2**: April 8th

At the beginning of the semester, you will write a 1-2 page statement on your teaching philosophy. I will ask you to revise this statement at the end of the course in light of your field placement experiences and your coursework in EDUC 392 and 402.

e) **Video Share (Due the week after your lesson)**

The week after you have taught your lesson, bring a video clip approximately 5-10 minutes long with 3 questions to elicit peer feedback. During this week, you do not have to bring your reflections from the field.

f) **Completion of teacher education program assessments (Due before the end of the semester)**

All teacher education candidates in the secondary education program are required to take a series of assessments. These are not graded, but are intended to inform the instruction you receive as well as to document your growth as a professional throughout your two years in the teacher education program.

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*Successful completion and timely submission of all course assignments are required to pass this course.

*Practicum I is required to progress in the Teacher Education Program.

*No late assignments will be accepted, except in emergency situations.

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**5. Assessment of Engagement and Professionalism**

“Intern considers teaching a professional field and understands the importance of meeting the ethical obligations demanded by the norms and standards of the profession. Intern acts ethically and with integrity… Intern knows the importance of professional feedback, but s/he tends to think of feedback as a matter of his/her own school success.”

- Competency 4

“Engagement” refers to the quality and relevance of your contributions to seminar inside and outside of the classroom. Examples of engagement include: listening and responding effectively and respectfully to others’ comments; volunteering informed insights and thoughtful, relevant questions; and offering summaries of relevant events or incidents from your practicum site. You should consider seminar to be a professional space, similar to a department meeting, where you consider the critical issues raised in the field. Remember, the Practicum Seminar is a space where the Field Instructor observes each Intern’s progress. Evidence from the Seminar can be used as evidence to evaluate the Intern on the rubric.

Outside of the assignments, you will be graded based on engagement in the following categories.

a) **Completion of 5-6 hours per week of field experience in a responsible and professional manner**
While ATs vary as to the amount of active participation they expect from you, we encourage you to take the initiative in seeking out opportunities to engage in classroom activities. Actively engaging with your classroom will help make your experience rewarding and help you fulfill the requirements for this course and EDUC 392 and EDUC 402. As a member of the University of Michigan community, your work in the Michigan schools reflects not only yourself but also the University as a whole. In order to maintain good relations with our partner schools, we require that you always act in a professional and responsible manner when working with teachers, school staff, and students. You are expected to uphold a weekly schedule with your ATs and be consistently punctual. You are primarily responsible for your schedule. If you must miss a class due to illness, you must call your placement school, your AT, and me prior to missing class. If an emergency forces you to miss class at the last moment, you must contact me as soon as possible to explain the situation. You will be responsible for arranging with your AT a time when you can make up missed hours. You will keep a log of your practicum hours and activities, which must be signed weekly by your AT.

b) Attendance in seminar
To receive a passing grade you must attend all seminar meetings. If you need to miss a class due to a serious illness, you must notify me prior to missing class by phone or email. If there is an emergency that does not allow you to contact me prior to missing class, you must contact me as soon as possible. If you need to miss class because you are officially representing the university in a university-sponsored event or because of a religious holiday, you must notify me of your expected absences before January 14th. You must provide documentation for all absences, for example, a note from your doctor or coach. More than three excused absences may lead to failure in the class. (Even one unexcused absence can lead to a failing grade.)

c) Professionalism outside of class
It will be your responsibility to interact professionally with your AT, other students, and your Field Instructor and arrive promptly for all meetings.

6. Grading
“What you get by achieving your goals is not as important as what you become by achieving your goals.”
- Henry David Thoreau

You will receive a pass or fail grade for this course. Your grade will be based on your performance and attendance in both the field placement and our discussion seminar (see descriptions above in sections 4 and 5 of this document).

* Even one late or missing assignment or unexcused absence from practicum or class will jeopardize your ability to pass this course.
* Practicum I is required to progress in the Teacher Education Program.
* No late assignments will be accepted, except in emergency situations.

7. Responsibilities of the Field Instructor
In addition to facilitating discussions during our seminars, I will also observe you at your field sites approximately 3 times during the semester. I will set up a preliminary meeting with your ATs to discuss the program’s expectations and goals for the practicum experience. You and your Rounds Group (A, B, or C) are responsible to meet with your ATs at the start of each rotation to clarify what the AT expects of you and what you hope to gain from the practicum experience: you should approach this “Getting Started Meeting” as members of a professional community, that is a meeting between novice teachers (you) and a master teacher (the AT), not as a meeting between college students and teachers.
Calendar
During the second week of class, you will receive a calendar with the dates that I will be visiting you in the field. It is your responsibility to make the AT aware of my visit and communicate with me immediately if the date selected would not be feasible for a visit (i.e. if there is a field trip or exam that day).

My goals as your field instructor are to:
- Help you make connections between your coursework and practicum experiences that will inform your future teaching
- Help you develop a fruitful working relationship with your ATs
- Facilitate a community of learning in our seminar
- Guide you in your role as classroom ethnographers

In order for me to achieve these goals and responsibilities, it is important that you feel free to communicate with me any professional concerns or problems that arise related to your practicum experience.

*I am open to meet with you outside of seminar times and encourage you to contact me by email to set up such appointments.

8. Class Culture and Logistics

a) Accommodations
   - For disability: In accordance with University of Michigan policy, I am happy to provide accommodations for students with learning disabilities and will protect the confidentiality of students’ individual learning needs. Please email me by the second week of the term so I can schedule a confidential appointment to discuss approved accommodations.

   - For religious observances: If a class session or due date conflicts with your religious holidays, please notify me of which dates will pose a conflict no later than the third week of class so we can make alternative arrangements. In accordance with U-M policy on religious/academic conflicts, your absence will not affect your grade in the course. Should you require any adjustments from the requirements of this course as a result of religious observation, disability, or any other special need, please discuss this with me during the first two weeks of the semester so that I can make appropriate provisions for you.

b) Email
   - Check your email daily. If possible, set up your email so that you can receive messages directly to your phone. Respond as promptly as possible.

c) Laptops
   - Please bring your laptop to class for collaboration and sharing work. Laptops are to be kept closed during discussion, presentations, and other points in the lesson where it would distract from listening to others in class. Points will be taken for unprofessional use of technology (i.e. texting or checking email during a presentation).

d) Class Discussions
   - Given the context of this course, we will often discuss sensitive matters (such as race, class, gender, religion, personal preferences, politics, and ideas about teaching philosophies). We also will be discussing specific teachers and students from the schools. Because I consider it essential to our learning together, everyone in the class must feel safe to express him or herself and to ask questions of others. For these reasons, it is important that we honor certain principles of discourse.

      i. Honor the confidentiality of the group. Use only first names when discussing students and teachers from your field experience.
ii. Develop active listening skills. Understand that at this stage of your teacher preparation development it is more important that you reflect and question what you see and hear rather than draw conclusions or judge what others are saying.

iii. Probe and question as a means of gaining a fuller measure of understanding. Use this seminar as an opportunity to learn from your classmates’ experiences as well as your own. This first field experience should serve as a chance for you to recognize that there are a variety of approaches and perspectives that make up “good practices.”

iv. Do what you can to make the discussion atmosphere safe for different perspectives and for considerate controversy over different perspectives. Understand that we come to this seminar from a variety of backgrounds, and our views may sometimes seem to be in conflict with one another. Navigating this discomfort is what leads to deeper understanding and awareness and helps us to engage thoughtfully in the professional discourse of our field.

v. Invite fellow students who are not participating into the conversation. Ask them what they think and take a genuine interest in their answers.

e) **CTools**
   All assignments will be submitted on CTools. Please save your attached documents as “last name_assignment name.doc” (i.e., “Giroux_LessonStudy.doc”) and upload them to the appropriate assignment page the Assignments section of the site. Please also bring a printed copy of the assignment to class.

f) **Carpooling**
   You are responsible for transportation to your practicum site and for arriving punctually. I recommend carpooling with your group when possible to save gas money, and because it can make the ride more pleasant. As a general rule, riders are responsible for paying the gas expenses, not the driver. Remember: When you carpool, the driver is taking on burdens besides gas expenses. The driver is often the first out the door in the early morning to pick riders up and to brush snow/ice from the car. She/He is putting wear and tear on her/his car. Finally, the driver takes on the stress of driving, often in rush-hour traffic, while riders can relax. Please be considerate of your drivers and pay, without being asked, after each ride. Do not wait until the end of the term to settle gas money expenses.

**Estimated Mileage and Gas Costs:**
To give you a yardstick for reimbursing your drivers, the university reimburses its drivers at the rate of 56 cents per mile. Here are the estimated round-trip costs from the School of Education to each field site.

<table>
<thead>
<tr>
<th>Round-trip Costs</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Beach Middle School</td>
<td>$18.00</td>
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<tr>
<td>Metro Charter Academy</td>
<td>$26.00</td>
</tr>
<tr>
<td>César Chávez Academy High School</td>
<td>$44.00</td>
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<tr>
<td>Dundee High School</td>
<td>$28.00</td>
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<tr>
<td>Birney K-8 School</td>
<td>$44.00</td>
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<tr>
<td>Cass Technical High School</td>
<td>$48.00</td>
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Ultimately, it is up to you as professionals to decide how you will handle your transportation.

g) **Handbook and Syllabus**
   Please read the Teacher Ed Office Handbook and this syllabus carefully and often. Please consult these sources first if you are looking for an answer to a question. Your instructors can focus on the work and give you the best quality education if you understand the requirements of the program.
h) Communication
That being said, please do your best to communicate with me about any concerns you have with your field placement, this course, or 402. I will credit your professionalism if you are able to foresee a problem and bring it to my attention before it occurs (or as soon as possible afterward). Feel free to communicate even if you are unsure if something is a problem. Please err on the side of caution.

*I will never be bothered by frequent communication and emailing but will have considerably more work to do if a situation if it is brought to my attention too late.
*I prefer email and text messages because it is easier to respond with my busy class and meeting schedule. Please only call if it is urgent.
9. Course Schedule
Please add these dates to your Google calendar as soon as possible so you can stay on top of due dates.

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Module</th>
<th>Essential Question</th>
<th>Class</th>
<th>Seminar Topics and Activities</th>
<th>Bring to Class*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>What is English?</td>
<td>Jan 7</td>
<td>Review syllabus. Professionalism. Logistics for the first day on site.</td>
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<tr>
<td>Jan 9-Feb 5</td>
<td></td>
<td></td>
<td></td>
<td>Jan 14 What is theory? Making the most of classroom observations. School Study.</td>
<td>Copy of Introductory Letter</td>
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<td>Jan 21 Reflection and its importance. Communication and fostering a safe classroom environment.</td>
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<td>Jan 28 What is a text? Teaching Philosophy (framing and brainstorming)</td>
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<tr>
<td>2</td>
<td>2</td>
<td>What makes texts complex? How do we attend to this complexity as readers and teachers?</td>
<td>Feb 4</td>
<td>Discussion of texts from the field. First video studies. How can I support all learners through my choice of texts?</td>
<td>Teaching Philosophy (first draft)</td>
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<tr>
<td>Feb 6-Mar 12</td>
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<td></td>
<td>Feb 11 Grand Rounds instead of class</td>
<td>Field Reflection 3</td>
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<td>Feb 18 Increasing student engagement and motivation. Student led discussion protocol.</td>
<td>Field Reflection 4</td>
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<tr>
<td>3</td>
<td>3</td>
<td>What influences students’ capacity and desire to read? How do we support the development of literate practice even in challenged settings?</td>
<td>Feb 25</td>
<td>Reading for teaching. Videos of teaching: focus on inquiry</td>
<td>Field Reflection 5</td>
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<tr>
<td>Mar 13-Apr 17</td>
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<td>Mar 4</td>
<td>NO CLASS: BREAK (Students may report to field sites.)</td>
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<td>4</td>
<td>4</td>
<td>What is inquiry in English? What does it mean to teach English from an inquiry stance?</td>
<td>Mar 11</td>
<td>Crafting questions for inquiry (assignments and class discussion). Video studies.</td>
<td>Field Reflection Rewrite 1</td>
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<td>Mar 18 Reflection on language for teaching. Class discussion enactment.</td>
<td>Field Reflection 6</td>
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<td>5</td>
<td>5</td>
<td>What is the role of talk in the English classroom? How do we support student discourse?</td>
<td>Mar 25</td>
<td>Grand Rounds instead of class</td>
<td>Field Reflection 7</td>
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<td>Apr 1</td>
<td>Discussion of teacher modeling. Examples from the field.</td>
<td>Field Reflection 8</td>
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<tr>
<td>6</td>
<td>6</td>
<td>What is involved in supporting students’ growth as literate practitioners? How do we leverage our own expertise?</td>
<td>Apr 8</td>
<td>Read aloud. Student led discussion reflections in small groups.</td>
<td>Teaching Philosophy (final)</td>
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<td>Apr 15</td>
<td>Final reflections. Goals for Practicum II</td>
<td>Field Reflection Rewrite 2</td>
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<tr>
<td>7 and 8</td>
<td>7</td>
<td>What does it mean to do “close reading,” and what does it mean to do it well? Can English change lives?</td>
<td>Apr 8</td>
<td>Read aloud. Student led discussion reflections in small groups.</td>
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<td></td>
<td></td>
<td></td>
<td>Apr 15</td>
<td>Final reflections. Goals for Practicum II</td>
<td>Field Reflection Rewrite 2</td>
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</table>

*This course schedule WILL change in response to our work in EDUC 402 and the issues that arise in the field. All changes in the syllabus will be posted on CTools with an email announcement. Please check email and CTools regularly.

*The Video Study is the only assignment not on this calendar. It is due one week after your lesson study.