TERG 6928 - Practicum: Case Study in Reading and Language Arts

Fall 2026 Syllabus, Section A02, CRN 42832,

Credit hours: 3

Instructor

Mandy Wallace

Email: mlwallace06@ysu.edu

Public Instructor Information

Instructor Title: Dr. Mandy L. Wallace

Literacy Program Coordinator, Graduate C&I Coordinator /Assistant Professor

Instructor Professional Qualifications:

University of Pittsburgh, 2020

EdD: Literacy, Language, and Culture

Walden University, 2005

MEd, Reading Specialist

Slippery Rock University, 1999

BS, Early Childhood/Elem Education prek-6

Instructor Office Location: Beeghly Hall 2323
Instructor Office Phone: 330-941-3652

Course Description

6928. Application of previous course content involving supervised formal and informal assessment of school-age pupils, developing an individualized reading plan, selecting appropriate instructional practices and materials, maintaining tutoring logs, developing a student portfolio, evaluating results of instruction, and writing a case study report. Field/Clinical Experience Required: 30 hours. Prereq.: TERG 6923, TERG 6926. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	The Reading Gap: Jounney to Answers	John Corcoran	978-1938620508

- Note: Textbooks from previous literacy courses, as a compendium of literacy techniques and suggested practices, are designed to be used as individual research references. Since individual needs will be different, no specific reading requirements are made for assessments and tutoring. However, for the discussions, a text has been chosen and may be used during work with the student.

Science of Reading Refresher: Science of Reading Defining Guide by The Reading League

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
10/19	The Reading Gap: Journey to Answers Chapters 1–3; An Overview of Structured Literacy	Screening Assessments, Student Inventories, and Understanding the Literacy Gap	Module Assignment: Screening assessment analysis with next steps for diagnostic testing based on data based decision rules; summarize results from student surveys and inventories Discussion Post: Choose three quotes from Chapters 1–3 that resonated with you. Explain why each quote is meaningful and how it relates to your teaching or the education system.
10/26	The Reading Gap Chapters 3–4 Assessing Reading: Multiple Measures (selected chapters); IES Practice Guides	Informal Diagnostic Assessments and Instructional Planning	Module assignment: Administer, score, and analyze informal diagnostic assessments; develop a data driven instructional plan targeting identified literacy needs Discussion: Reflect on the systematic issues Corcoran identifies as contributing to the literacy gap. How can educators address these issues?
11/2	The Reading Gap Chapters 5–6; Fuchs & Fuchs (2007), Using CBM for Progress Monitoring in Reading	Progress Monitoring and Identifying Struggling Readers	Module Assignment: Develop a curriculum based progress monitoring plan; Tutoring Journal 1 Discussion: Discuss at least three behaviors you have observed in students who struggle with reading, spelling, or writing and how those behaviors may mask literacy difficulties.
11/9	The Reading Gap Chapters 7–8; Reading Rockets: Types of Texts and How to Use Them Swerling, Structured Literacy and the Importance of Feedback	Supporting Literacy at Home and Building Student Support Systems	Module Assignment: Create a parent/guardian resource that supports reading at home, text selection, and decoding feedback Discussion: Reflect on the support systems that have influenced your own educational journey and discuss how support systems impact literacy development.
11/16	The Reading Gap Chapter 9	Evidence Based Literacy Practices	Module Assignment: Instructional Strategy Video demonstrating two evidence based literacy practices during tutoring Discussion: Identify two moments from Chapter 9 that resonated with you as an educator and explain how they connect to your own teaching journey.
11/23	The Reading Gap Chapter 10	Planning for Continued Growth and Literacy Advocacy	Module Assignment: Tutoring Journal 2; Continued Growth Plan using student assessment and progress monitoring data Discussion: Do you agree that advocacy is essential to closing the literacy gap? Describe how you advocate, or hope to advocate, for your students.

11/30	The Reading Gap (Course Reflection)	Case Study and the Future of Literacy Instruction	Module 1: Comprehensive Case Study; Portfolio Discussion: Reflect on your practicum experience. What are three major takeaways that have influenced your understanding of reading instruction and your future teaching practices?

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.