

**EDRD 850**  
**Internship in Language and Literacy Education**

**I. Descriptive Information**

- A. Course Number and Title: EDRD 850 - Internship in Language and Literacy Education
- B. Catalog Description: Placement in an agency or higher education setting to gain supervised experience in language and literacy education.
- C. Course Credit: Three (3) semester hours. May be repeated once for a total of 6 semester hours.
- D. Prerequisites: Six (6) hours of required language and literacy courses in the Language and Literacy Ph.D. Program, and approval of doctoral advisor and field supervisor.
- E. Intended Audience: Doctoral students in the Language and Literacy Ph.D. Program.
- F. Instructors: Language and Literacy faculty

**II. Statement of Course Goals and Objectives**

Goal: To provide advanced graduate students with intensive and systematic experiences in teaching, policy and/or research in language and literacy education settings.

Objectives: Students will:

1. Assist with the development and implementation of a graduate level course in language and literacy education, help plan and conduct language and literacy research, and/or collaborate on language and literacy policy development and implementation.
2. Take a critical stance towards curriculum, research and policy in language and literacy education.
3. Use research findings to analyze and critique language and literacy education curricula, research and policy.
4. Understand and articulate issues of power, control and equity in relation to teaching, research and policy development in literacy education.

**III. Required Texts and Readings**

Barth, R. (1990). *Improving Schools from Within*. San Francisco, CA: Jossey-Bass.

Beyer, I. and Liston, D. (1996). *Curriculum Conflict: Social Visions, Educational Agendas and Progressive School Reform*. New York, NY: Teachers College Press.

Darling-Hammond, L. (1998). *The Right to Learn: A Blueprint for Creating Schools that Work*. San Francisco, CA: Jossey-Bass.

Greene, M. (2000). *Releasing the Imagination: Essays on Education, the Arts and Social Change*. San Francisco, CA: Jossey-Bass.

Other current professional literature related to their internship *responsibilities* (books, journal articles, and online material) as recommended by the internship supervisor.

#### **IV. Academic Course Requirements**

- A. Field Process and Planning Document. Students will submit a detailed plan for their internship experience, including a summary of predicted functions, scheduled participation, and product outcomes. The roles and responsibilities of the student will be explicated within the planning document. Additionally, goals, strategies and an evaluation component will be devised to provide direction for assessing personal performance and professional growth. The plan must be approved by the student's advisor prior to the internship semester.
- B. Inquiry Project. Students will fully participate in the field experience as defined in the agreement between the advisor, field supervisor and the student. Additionally, they will design and implement an action research project so that they might intentionally and systematically inquire about teaching, research and policy decisions while engaging in such endeavors. To do so, they will pose questions, collect, organize and analyze significant data regarding teaching, research and/or policy making in literacy education. Specific details regarding the design of the inquiry project will be outlined by the advisor and internship supervisor. However, all inquiry projects will include:
  - Guiding questions;
  - Description of study including a basic review of the literature;
  - Strategies for data collection and analysis;
  - Insights and implications; and
  - Time line.

#### **V. Administrative Course Requirements**

Attendance and participation in the internship setting will be defined in agreement among the student, the advisor, and the on site internship supervisor.

#### **VI. Grading and Evaluation**

A traditional scale of A-F will be used, based on expectations defined in the internship plan.

## **VII. Major Topics of the Course**

Students will select an appropriate agency or higher education setting that provides them with the opportunity to participate in teaching, research or policy in language and literacy education. Common topics across internship experiences will include:  
Responsive teaching cycle and curriculum inquiry;  
Critical issues related to designing instruction, research and policy in language and literacy education;  
Examination of the relationship between beliefs, practices, research agendas and policy decisions in language and literacy education.

## **VIII. Mode of Instruction**

Students will engage in supervised participation and inquiry into the field setting. While each setting will necessarily be unique, all students will be provided:  
Direct observation and feedback;  
Demonstrations of teaching, policy making and literacy research; and  
Individual conferences with advisor and internship supervisor.