

UTTC Teacher Education

Syllabus

EDU 232 Fundamental Elements of Reading

Course Information

Credits: 3

Year / Term: 2017 Spring

Class Location / Room: Online

Days / Time: Online

Instructor Information

Instructor: Leah Hamann, M.Ed.

Phone: 701.221.1380

Office Location: ED 112 Main Floor

Office Hours: By Arrangement

E-Mail: lhamann@uttc.edu

Required Textbooks:

Mandel-Morrow, L. (2011). *Literacy Development in the Early Years: Helping Children Read and Write* (7th Edition). Pearson. ISBN: 9780132484824

Course Description: This course is designed to introduce students to current research, theories, practices, and materials involved in the development of language and literacy. The five research-based components of reading instruction currently incorporated in the Reading First Initiative...Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension...are identified and closely examined.


Prerequisite(s): None

Student Learning Outcomes:

<i>Through participation in this class the teacher candidates will:</i>	<i>Assessment</i>
1. Explore various theories of literacy development and their relationship to reading instruction.	<ul style="list-style-type: none">• Comprehension Questions• Discussion
2. Identify and define the five key components of reading instruction.	<ul style="list-style-type: none">• Comprehension Questions
3. Investigate and use activities, materials, and resources for teaching reading, including those found on various Internet sites.	<ul style="list-style-type: none">• Comprehension Questions• Discussion
4. Examine issues that affect the development of language and literacy and contribute to the diverse needs of Native American and other students.	<ul style="list-style-type: none">• Comprehension Questions• Discussion
5. Create interactive reading bulletin boards that could contribute to literacy-rich classroom environments	<ul style="list-style-type: none">• Comprehension Questions
6. Explore teaching as a profession and career, and identify the professional responsibilities of teachers.	<ul style="list-style-type: none">• Comprehension Questions• Discussion

Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments

United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department’s conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

Relatedness is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

Relevance is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practicums in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one’s life and interests.

Respect is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others’ contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

Responsibility is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

Course Requirements

- Participate in all course modules.
- Complete all readings, activities, and projects assigned by the instructor.
- Participate fully and effectively in online course activities.
- Complete all exams and quizzes.

Grading Requirements

Evaluation will be determined by completion of all requirements, attendance, and participation in class. The quality of work submitted will be a major factor. Each activity and assignment is designated specified points. The grade will be based upon the criteria delineated below.

- Writing is expected to be at the collegiate level.
- All assignments should be typed.
- 10% of the total will be deducted if they are not.

Scholarship, attitude, initiative, cooperation, and improvement will also be considered.

Evaluation of Student Performance (Including Grading Policy)

A	90-100%	C	70-79%
B	80-89%	D	60-69%
		Failing	Below 60%

Evaluation Criteria: A course grade is earned based on the percentage of possible points and will follow the UTTC grading system. The following is a breakdown of percentage points earned:

50% Projects and Assignments

50% Course Participation /Discussion

Submission of Assignments

Teacher candidates will be expected to submit all required documents as a hard copy to the instructor. It is essential that you save an electronic version of all of your assignments for this class. A thumbdrive (flashdrive) with at least 2 GB should be utilized.

Writing Style

All reports and presentations are required to be typed and have a cover page indicating:

- Candidate's name
- Title of their paper or presentation, and
- Date that the assignment is due.

At the lower portion of the cover page include:

- The name of the course, code and number
- Add the Teacher Education Department slogan: **"Preparing Competent, Caring Teachers"**
- Instructor's name

Your Name
Title of Assignment
Due Date
Fundamental Elements of Reading Instruction
EDU 232
Preparing Competent, Caring Teachers
Leah Hamann

**When typing use Times New Roman, Arial, or Courier text style size 12.

**Double-spacing the body of your assignment is a must with deduction of points if not followed.

**Include a reference page if necessary.

**Points will be deducted from assignments that do not have a cover page and the required information.

CANDIDATE ACCOUNTABILITY AND ASSESSMENT OF LEARNING

Comprehension Questions

Reading guides will be assigned throughout the course to ensure that the teacher candidate is reading the assigned literature of the text and supplemental readings.

Discussion Room Conversations

Teacher candidates should be actively engaged in responding to all discussion room questions. Highly reflective and critical thinking practices should be practiced to ensure an accurate assessment of student learning is presented to the course instructor. Timeliness of initial responses and following responses to other online colleagues is essential and expected.

POLICIES

Policy for Late Submission:

Each candidate is responsible for obtaining the necessary information required in the event of an absence. It is the candidate's responsibility to contact the course instructor as soon as they anticipate that they are not able to meet an assignment deadline.

The assignments and course requirements must be completed by the due date. **Late work will not receive full credit.** All late work (which has been arranged with the instructor) must be submitted to the instructor on the date in which the instructor determines.

Midterm and Final Projects/Assignments – Ample amount of time will be given to teacher candidates to complete midterm and final artifacts; therefore midterm/final projects, assignments and/or tests must be completed and submitted by the designated due date and time. Only hardship cases will be considered.

Withdrawal from Class:

Withdrawal from class after April 7, 2017 results in an automatic "F" grade for the course.

Plagiarism and Academic Integrity:

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work, you cannot let your friends prepare your assignments, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

Incompletes

An "Incomplete" grade is not given unless there are extenuating circumstances and if at least 75% of the overall coursework has been completed by the student. An incomplete will only be considered on the basis of a written request by the student, consideration of the instructor, and approval from both the Teacher Education Department Chair and UTTC Registrar.

Special Assistance:

I am available by appointment. If you have any questions or concerns, arrange an appointment with me as soon as possible. Don't wait until the semester is almost over!

Programmatic Procedures:

In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by candidates in this class may be randomly sampled for external review. This means that the instructor of this course may be asked to provide samples of student and/or candidate work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

The disclaimer - This syllabus may be adapted to meet the needs of the class and schedules of outside resource persons necessary to meet the objectives of the class.