



# UNITED TRIBES TECHNICAL COLLEGE

United Tribes Technical College

## EDU 232 Fundamental Elements of Effective Reading Instruction Syllabus Fall 2017

### Instructor and Class Information

<b>Instructor Name</b>	Lezlie McElwee
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<b>Office Location</b>	Main Education Building 123
<b>Office Hours</b>	Tuesday & Thursday 10:00AM - 2:00PM
<b>Section Number</b>	A
<b>Start Date</b>	8/22/2017
<b>End Date</b>	12/8/2017
<b>Meeting Times</b>	Tues-Thurs, 2:30 PM - 4:00 PM
<b>Location</b>	Main Education Building B03

### Course Information

<b>Course Number</b>	EDU 232
<b>Course Title</b>	Fundamental Elements of Effective Reading Instruction

#### **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.

<b>Total Credits</b>	3.00
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#### **Textbooks**

Hougan, M., & Smartt, S. (2012) Fundamentals of Literacy Instruction and Assessment. 8thEd. Baltimore, MA: Brooks Publishing Company

## **Course Objectives**

- 1. Explore various theories of literacy development and their relationship to reading instruction as evidenced by class discussions and assignments.**
- 2. Identify and define the five key components of reading instruction with 100% accuracy.**
- 3. Investigate and use activities, materials, and resources for teaching reading, including those found on various Internet sites, as evidenced by participation in group activities and individual project rubrics.**
- 4. Examine issues that affect the development of language and literacy and contribute to the diverse needs of Native American and other students, as evidenced by class discussions and assignments.**
- 5. Create interactive reading bulletin boards that could contribute to literacy-rich classroom environments, as evidenced by project rubrics.**

## **Attendance Policy**

Attendance and completion of assigned readings is the equivalent of participation since your ideas and your work with classmates contribute to everyone's understanding and achievement. Significant tardiness will be considered an absence. If you arrive late, you may be considered absent for that class period.

Every student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of their peers to obtain information concerning assignments, handouts, and any changes or announcements.

Student grades will be impacted by the frequency and quality of participation in class.

## **Cell Phone**

Out of respect for the other students and the instructor, it is advised that cell phones are turned off during class times. If the student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received during class time, the student will answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Students may not use class time to check social media accounts, voicemail, and/or personal emails.

## **Communication**

All students are required to regularly check their MyUTTC account to obtain information on course assignments, detailed instructions, and announcements. Students are expected to check their student account regularly for any updates or coursework changes. It is important to provide the instructor and/or academic advisor with your current email address, phone numbers and alternate contact information. Class cancellations, emergency information, or other announcements can be conveyed in a timely manner if we have your current contact information.

## **Grading Scale**

<b>Grade</b>	<b>Percentage</b>
A	90-100%
B	80-89%
C	70-79%
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 & Assignments      30% Course Participation      20% Tests/Quizzes**

## **Submissions 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.

## **Objectives of the Course and How They Reflect Specific Components of North Dakota Teacher Standards and other Organizational Standards (Such as INTASC)**

### **North Dakota ESPB Teacher Standards Related to Course Objectives**

#### **50015.1 Development, Learning, and Motivation**

## **UTTC Policies**

### **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 for you; and you cannot copy an assignment from a student who took the same course in another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are evidence of your learning, your original ideas.

Providing work that is not your own, or that is not unique to the assignment, is inappropriate as a form of dishonesty. The consequences of plagiarism are serious: 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. As long as you acknowledge an idea is not your own, and provide the original source, it is generally not plagiarism.

Examples of violations of academic integrity are 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.

### **Policy for Late Submission**

Each student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of his or her peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements (homework) must be completed by the due date and are collected at the beginning of the class period. If an assignment is not handed in at the beginning of the class period, it is considered late. Late work will not receive full credit if it is accepted at all. All late work (if prior arrangements have been approved by the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

### **Student Behavior**

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics.

Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

### **Students with Disabilities**

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Disabilities Services Office coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services (DS) office located in the Education Building Room 123 and speak to the DS Coordinator. The Coordinator can also be reached at (701) 255-3285, ext. 1516.

### **Summit Attendance**

All UTTC students participate in the United Tribes Technical College Tribal Leaders Summit & Trade Show in September at the Bismarck Event Center. Students are expected to be at the Summit from 1:00pm to 3:00pm on Tuesday and 9:00am to 3:00pm on Wednesday and Thursday. Transportation to and from the campus will be provided. Sign in sheets will be available at the registration tables for all students to sign upon arrival and again at departure.

At the conclusion of the Tribal Leaders Summit, the student is expected to write an essay on how the session presentation connected to the "Communities – Stronger Together" theme. Include the title of the sessions

attended, the names of the presenters, a brief description of the content presented in each session, the presenter style, and how the sessions connected to the theme. Visiting the exhibit hall can be included as a session. The essay is considered an assignment for each one of the students' courses and is recorded as either points or a letter grade. One reflection paper can be submitted for multiple courses.

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

ND ESPB Elementary Education Standard	Assessment	Program Outcome	Assessment
50015.1 Development, Learning, and Motivation	Rubric for Reading Research and Instruction collections	50015.1 Development, Learning, and Motivation	Rubric for Reading Research and Instruction collections

### 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.

## Class Schedule

<b>Date/Session</b>	<b>In Class Topic</b>	<b>Assignment/ Project</b>
Week 1	Binder Discussion Reading Theories	Every Child, Every Day Reading Theories Binder and Tabs
Week 2	Effective Reading Instruction	Read Chapter 1 and 2 5 Elements of Reading Worksheets
Week 3	Summit Conference Attendance	Reflection Paper on the sessions attended at Summit
Week 4	Common Core and Response to Intervention	Read Chapter 15 Activity
Week 5	Oral Language and Listening Skills	Read Chapter 3 Interactive Read Aloud
Week 6	Phonological Awareness	Read Chapter 4 Binder Activity HM Textbook/ Daily Routines
Week 7	Phonics, Word Study, Spelling, Handwriting	Read Chapters 5, 6, and 9 Phonics/ Word Work Binder Activities
Week 8	Midterm	Binder Focus Week
Week 9	Fluency	Read Chapter 8 One Minute Assessments Sight Words Repeated Readings Fluency Activity

Date/Session	In Class Topic	Assignment/ Project
Week 10	Vocabulary	Read Chapter 10 Three Tier Words Vocabulary Activity
Week 11	Comprehension K-3	Read Chapter 11 Online Reading Resources Digital Retelling
Week 12	Comprehension 4-6	Read Chapter 12 Online Reading Resources Digital Retelling
Week 13	Text Complexity and Non-Fiction Reading	Read Chapter 7 Non-Fiction Text Activity
Week 14	Become an Effective Literacy Teacher	Read Chapter 16 Native American Book Reviews
Week 15	Ten Tips to Becoming an Effective Literacy Teacher	Read Chapter 17 Binder Focus Week
Week 16	Finals Week	Final Presentation