UTTC Teacher Education

Syllabus
EDU 330 Teaching Reading in the Elementary Classroom

Course Information	**Instructor Information**
Credit Hour: 3	Instructor: Brenda Rhone
Semester/Year: Spring 2017	Phone: 701-255-3285 Ext. 1306
Class Location: TJES Bldg. 204/West side	Office Location: TJES Building 204
Time: Monday 4:00-6:30	Office Hours: Must be scheduled
Course Website:	E-Mail: brhone@uttc.edu

Special Circumstance: There are several Mondays that are not class days this semester. Since we only meet once a week, assignments will be discussed and posted and you will be responsible for the due dates even though there is no in-class time scheduled.

Special Note: It is necessary for you to regularly check your email for updates. We will also use Google Drive and Google Docs this semester to collaborate and share documents and files. Being connected digitally is important in education and 21st Century learning!

Required Textbooks:
Literacy: Helping Students Construct Meaning, 9th Edition
J. David Cooper | Michael D. Robinson | Jill Ann Slansky | Nancy D. Kiger
ISBN-13: 9781285432427
576 Pages | © 2015 | Published by Cengage

Course Description: This is a methods course in reading instruction. The course provides a comprehensive treatment of the major topics of reading, including emergent literacy, approaches and materials used to teach beginning reading, word identification, vocabulary, comprehension, and literature-based reading instruction. Teacher candidates also investigate issues in teaching reading to diverse students. Field experience is required.

Prerequisite(s): EDU 325

Course Student Outcomes:

Candidates will demonstrate the following knowledge and skills:	*Assessment*
1. Examine current research and theories regarding language development and reading acquisition.	Article Summaries, Classroom presentations
2. Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.	Article Summary, Classroom Assignments,
3. Explore a wide range of instructional practices, approaches, and methods, including technology-based practices, to support reading and writing instruction for learners at differing stages of development and from differing cultural and linguistic backgrounds.	Lesson Plans

4. Examine and interpret a variety of assessment tools and practices to plan and evaluate effective reading instruction that meets the needs of all students, including those at different developmental stages.	Classroom Activities
5. Explore processes and techniques for creating a classroom environment that fosters the development of reading and writing and motivates learners to be lifelong readers.	Lesson Plans, Final Unit plan
6. Demonstrate knowledge of how to organize and integrate reading across the curriculum using a literature-based approach.	Lesson Plan, Final Unit plan

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

ND ESPB Teacher Standard(s) & Program Outcome)	Classroom Activities	Assessment/Assignment	Required Artifacts for Portfolio
50015.3 Instruction 3e. Communication to Foster Learning	• Lesson plans for an interactive read aloud, a comprehension strategy, and a response to literature • Classroom discussion, Professional Learning Networks (PLN) and collaboration on Google Documents	Journal entries, writing assignments, and lesson plans	• Lesson plans • Journal entries
Program Outcome 2: **Applications of Pedagogy within Learning Environments:** To develop the skills in teaching methodology that allow for the establishment and maintenance of an environment conducive to the learning of all students (Core Beliefs 2 and 3; Relatedness, Respect; INTASC Standards 1, 3, 4, 5, 6 and 8);	• Informal and formal writing activities including the writing process • Oral presentations • Word work, grammar and vocabulary activities.	Lesson plans and a reading block lesson plan for one week based on the basal for their grade-level in the field experience.	• Lesson plans • Reading block unit for one week

During the spring 2017 semester, UTTC will be assessing the first Institutional Leaner Outcome, Written Communications, in some of the courses. One of the assignments for this course will be used to assess students' writing abilities. All students' names and identifying information will be removed from any work samples. A writing rubric will be used to score the writing assignments. It will be provided in class.

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 practica 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.

POLICIES

Course Attendance Policy: *Attendance and punctuality are requested and expected – this means attendance is mandatory; it is part of professionalism.*

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. Your assignments that are due the date you are absent or tardy, will be subject to the late assignment policy (see **Policy for Late Submission**). In addition, if you have more than 4 hours of unexcused absences for a 1 credit course; 8 hours of unexcused absences for a 2 credit course; or 12 hours of unexcused absences for a 3 credit course, you will automatically fail the course.

Policy for Late Submission (Edit for your own purposes)
Each candidate is responsible for obtaining the necessary information required in the event of an absence. It is the candidate's responsibility to contact one of your 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 will be 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 (90% credit if by the end of the same day). **Late work will not receive full credit if it is accepted at all (50 % credit).** 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 in the Classroom
UTTC students will conduct themselves in the classroom during class time in a responsible and respectful manner. 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.

Computer/phone use
I applaud those of you who want to bring laptops to class for such uses as note-taking, accessing handouts I will send to you electronically, or for quickly accessing a topic that might come up in class. However, using the Internet for any other purpose during class, or texting/emailing from your phone, is NOT appropriate. You are kindly asked to refrain from using technology inappropriately when class is in session, and I reserve the right, despite the point system, to lower a course grade for inattentiveness in class as a result of this activity.

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 Office of Disability Support Services coordinates reasonable support services, accommodations, and appropriate referrals aimed at removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disability Support Services office located in the Education Building Room 123. The DSS department can also be reached at (701) 255-3285, ext. 1516.

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.

Plagiarism and Academic Integrity
Plagiarism is the term for taking credit for work that is for 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.

Background Checks
All Teacher Education candidates go through a background check through the state of ND. Because you will be working with children, prior offenses, serious or against children, will be cause for dismissal from the Teacher Education program. In addition, if you are under the influence of illegal drugs or alcohol while in class or working with children, a staffing will be called with the counseling department and you may be suspended from college indefinitely.

Extra-curricular Activities
Academic achievement is a top priority in Teacher Education. If you are involved in extracurricular activities, you must be keeping up with your studies or instructors will not approve travel. Our job is to ensure that you have every opportunity for academic success by attending classes and completing assignments.

Class Cancellation Policy

In every situation, the decision to cancel classes is taken very seriously. The reputation of the College and the integrity of the academic program rely on every class being conducted according to the schedule. On the course schedule for this syllabus, the dates you will not have class are identified. These are circumstances that your instructor is aware of at the beginning of the semester when the campus is closed or the instructor and/or students have other commitments.

On rare occasions, there are unexpected emergencies that require class to be cancelled. If you want your instructor to contact you prior to class to let you know of a cancellation, be sure the instructor has your current phone number. Otherwise, if your instructor is not able to come to class, one of the other Teacher Education instructors will cover to make sure you get the educational experience you deserve.

Evaluation of Student Performance (Including Grading Policy)

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

Description of Assignments:

☑ **Weekly Readings**
Readings as well as response writings that are assigned by the instructor will need to be completed **before** the class period where they will be discussed and reviewed. Having this background knowledge is a key component of successfully learning from the activities and discussion presented in class.

☑ **Article Summaries and Professional Learning Network connections**
Reading professional journals and following education via social media is an important part of continuing to grow as a teacher. Student will write article summaries and share reading resources from a social network such as Twitter, Facebook or Google+.

☑ **Writing/Presentation assignments**
Formal and informal writings along with collaborative activities and presentations will be assigned. The class will use Google Drive and Google docs to create and share documents with the instructor and their classmates.

☑ **Classroom/Field experience responses and reflections**
Questions will be presented to allow for feedback and reflection of the classroom experience. Students will be identifying elements of teaching language arts in the classroom. Questions will be responded to in Google doc shared with the instructor and discussed in class.

☑ **Lesson Plans**
Three lesson plans will be created, practiced in class, and implemented in a classroom experience. They will be scored on the rubric reviewed in class. All three lesson plans will be taught in your grade-level field experience classroom.
- Interactive read-aloud lesson plan
- Reading lesson plan utilizing a comprehension strategy during reading
- Reading lesson plan with a reading response for after reading

☑ **Reading-block Lesson plans/Unit Presentation**
A weeklong reading-block plan will be presented as a final project. The plan for one week will be based on the basal reading curriculum for your field experience grade level. Expectations will be reviewed in class.

Class Schedule

Week	Date	Topic	Activities /Assignments	Reading Assignments Due	Assignments Due
1	Jan. 9	**Review Syllabus** Introduction PLN/IRA article Google Drive set-up Field Experience	• Five attitudes of Effective Teachers • PLN-Professional Learning Network set up and share • International Reading Association article summary • Google Drive set-up • Letter to Cooperative Teacher • Classroom Journal Entries	• IRA article • Ch. 1	
2	Jan. 16	<u>**No –class**</u> <u>**MLK Day**</u>			
3	Jan. 23	**Effective Balanced Literacy and Research**	• K-W-L collaborative Chart • Vocabulary Activity-Marzano • Research-Key elements for Effective Literacy Instruction • Standards Location • Interactive Read-Aloud • *Pirate Captain's Daughter* mini-lesson	Ch. 2	• PLN share • Article Summary • Letter to Cooperative Teacher • Journal Entry 1
4	Jan. 30	**Standards-based Literacy lessons and Modes of Reading**	• Modes of Reading Exploration • Guided Reading • Think-Alouds • Share Interactive Read-Alouds (video) • Shared Writing • Leveling books	Ch. 3 IRA lesson in class this week.	• Interactive Read Aloud lesson plan • Ch. 2 and 3 response
5	Feb. 6	**Prior Knowledge**	• Activating Prior Knowledge Strategies • Prior Knowledge mini-lesson with children's literature selection	Ch. 4	• Journal entry 2 Reflection on IRA lesson • Chapter Response
6	Feb. 13	**Comprehension Strategies**	• Comprehension Strategy Article and Summary (IRA) • PLN resource • Anchor Chart for Comprehension strategies • Reciprocal teaching •	IRA article	• Journal entry 3 • Chapter response
7	Feb. 20	<u>**No School President's Day**</u> **Comprehension Strategies**	• PLN Share-out • Comprehension Strategies • Comprehension Strategy Lesson plan		• Share PK mini-lesson • PLN and article share-out • Anchor chart

8	**Feb. 27**	**Midterm** **Comprehension** **Strategies** **Close Reading**	• Comprehension Strategy lesson plan share • Close Reading activities	Teach Comp. Lesson this week	• Comprehension Strategy lesson plan • Journal entry 4
9	**Mar. 6**	**No School** **Spring Break**	• Compare teaching reading in primary grades and intermediate grades	Ch. 5 and 6	• Chapter response
10	**Mar. 13** **AIHEC?**	**Beginning** **Literacy/Reading** **Strategies for** **Intermediate** **Grades**	• Share Venn diagrams and findings • Activities for teaching reading to primary and intermediate grades • Daily plan for your grade level (basal) • Mini-lessons for *Memoirs of a Goldfish* and *Mercedes and the Chocolate Pilot* • PLN Resource	Ch. 7	• Reflect on lessons • Venn Diagram and Paper on teaching reading to primary and intermediate grades
11	**Mar. 20**	**Responding to** **Literature**	• Responding to Literature Activities • Responding to Literature Lesson plan • Reader's Theater	Ch. 8	• PLN Share-out • Chapter response
12	**Mar. 27**	**Writing and** **Reading**	• Share Responding to Literature lesson plan • Writing and Reading activities • Steps to teaching writing • Struggling Readers/RTi • Interventions • Reading block plans for one week (Ch. 10) Basal links	Ch. 9 Teach Responding to Lit. lesson this week	• Responding to Literature Lesson plan • Journal entry 5 (about writing in the classroom) • Chapter response
13	**Apr. 3**	**Struggling** **Readers**	• Struggling Readers plan/paper • Reading record share • Informal reading inventory	Ch. 10	• Reflect on Responding to lit. lessons • Chapter response
14	**Apr. 10**	**No School** **Easter Monday** **Management for** **Literacy** **Classroom**	• Work on final unit • Create your own reader's theater	Ch. 11	• Struggling readers paper • Chapter response
15	**Apr. 17**	**Management for** **Literacy** **Classroom**	• Ways to manage your balanced literacy classroom • Setting goals • Conferences • The Daily Five		• Reading record • Journal Entry 7
16	**Apr. 24**	**Assessment**	• Using Assessment to identify needs and data-		• Rough draft of final unit

			driven decisions • Inventories/checklists • Anecdotal notes		
17	**May 1**	**Final**	• Reading block lesson plans for one week unit based on a basal story • PLN Share-out		• Presentations • PLN share-out • Final Journal Entry 8

SYLLABUS SIGNATURE PAGE

Course Title: Teaching Reading in the Elementary Classroom

Course Number: EDU 330

Credit Hours: 3

Instructor: Brenda Rhone

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep.

_____
Student's Printed Name

_____   _____
Student Signature   Date