

# UTTC Teacher Education

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Syllabus

## EDU 370 Foundations of Literacy Assessment

### Course Information

Credit Hour: 2

Semester/Year: Fall 2012

Class Location: Ed Building Rm B03

Time: 9-9:50 am Tuesday & Thursday

Course Website (If relevant)

### Instructor Information

Instructor: Deidre White Man

Phone: 612-865-0414 (cell) 701-255-3285 (office)  
ext. 1252

Office Location: Room 120

Office Hours: MWF 2-4:30PM

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**Special Circumstances:** Syllabus is subject to change. Instructor will inform candidates when changes have been made.

### FALL 2012

AUGUST 27 ..... CLASSES BEGIN  
SEPTEMBER 3 ..... **LABOR DAY HOLIDAY (NO CLASSES)**  
SEPTEMBER 5 ..... ORIENTATION FOR FALL GRADUATES  
SEPTEMBER 6-9 ..... **UTTC INTERNATIONAL POWWOW  
(NO CLASSES ON FRIDAY 9/7)**  
SEPTEMBER 7 ..... LAST DAY TO REGISTER FOR FALL SEMESTER  
SEPTEMBER 7 ..... LAST DAY TO ADD A UTTC CLASS  
SEPTEMBER 10 ..... **FACULTY INSERVICE (NO CLASSES)**  
SEPTEMBER 10 ..... WELDING TECH PROGRAM BEGINS  
SEPTEMBER 14 ..... U.S. CONSTITUTION DAY  
SEPTEMBER 26-27 ..... **ALL CAMPUS PROFESSIONAL DEVELOPMENT DAYS**  
OCTOBER 5 ..... N.D. FIRST NATIONS DAY  
OCTOBER 8-12 ..... MID-TERM EXAMS  
OCTOBER 15 ..... LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY  
OCTOBER 17 ..... COLLEGE CAREER FAIR  
NOVEMBER 12 ..... **VETERAN'S DAY OBSERVANCE (NO CLASSES)**  
NOVEMBER 13-16 ..... PRE-REGISTRATION FOR SPRING  
NOVEMBER 22-23 ..... **THANKSGIVING BREAK**  
DECEMBER 10-13 ..... FINAL EXAMS  
DECEMBER 13 ..... SEMESTER GRADES DUE  
DECEMBER 14 ..... FALL SEMESTER GRADUATES HONORING  
**DECEMBER 17-JANUARY 1 WINTER BREAK**

### Required Textbooks:

Johns, J. (2010). *Improving reading: Interventions, strategies, and resources*. 5<sup>th</sup> Ed., Kendall Hunt Publishing, ISBN: 978-0757568336.

Serafini, F. (2010). *Classroom reading assessments: More efficient ways to view and evaluate your readers*. Heinemann Publishing, ISBN: 978-0325027128.

**Course Description:**

This course further develops issues covered in EDU 330, Teaching Reading in the Elementary Classroom, with special attention to upper elementary grades (3-6). In EDU 330, candidates learned the development of learning to read. In this course, topics explored include the processes of assessing reading comprehension and vocabulary development, administering literacy assessments and using the information to plan and implement dynamic literacy instruction, and designing instruction based on students' needs in classrooms of diverse learners. (Pre-requisites: EDU 330) (Fall) (Field Experience Requirement)

**Prerequisite(s):** EDU 330 Teaching Reading in the Elementary Classroom

**Course Student Outcomes:**

Candidates will demonstrate the following knowledge and skills:	Assessment
1. Understand the relationship of reading and writing literacy to other disciplines in the field of Elementary Education with a special focus on literacy in the content areas	Quiz, Lesson Plan Analysis
2. Demonstrate the ability to plan, execute and assess literacy experiences and instruction that provide for difference in learners' developmental levels, rate and style of learning, and other learning needs	Lesson Plan Analysis
3. Demonstrate the ability to integrate literacy experiences and instruction in meaningful contexts for the purpose of accomplishing specific, authentic tasks or for pleasure	Lesson Plan Analysis
4. Demonstrate the ability to develop appropriate instructional experiences that are integrated with technology and based on assessments of learners' strengths and areas of growth	Online Project
5. Appreciate and express sensitivity to the influence of diversity (ex. Cultural, ethnic, socioeconomic, gender, differences among learners) on literacy processes and among learners and	Reflections
6. Recognize that effective literacy experiences and instruction maximize the probability that young learners will experience developmentally, high degrees of personal success.	Lesson Plan Analysis

**Course Assignments**

**Reading Reflections:** Readings will be a part of this class. Reflection sheets will go along with the readings to demonstrate your comprehension of subject.

**Online Assessment Project:** In class project. You will work with a partner and research 4 National Assessments that are administered throughout the country. You will then present the findings to the class. **Due September 25.**

**Tutoring Sessions:** You will work one-on-one with 1 student throughout the semester (10 times) your and will be required to record your interaction with the student 2 of the 10 meeting times. Each time you tutor student, you will be asked to create a lesson plan and reflect on your session. See additional handout for a more thorough explanation. **Due October 25 (1<sup>st</sup> video session); Due November 29 (2<sup>nd</sup> video session).**

**Lesson Plan Analysis:** This assignment will provide you, the teacher candidate, with an opportunity to become familiar with the Common Core Standards. You will take a closer look at the Foundations Skills for K-5 and will choose from Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency. Next, teacher candidates will choose which specific expectations to target and plan an activity/performance based tasks that enable you to assess the expectations you have targeted. More details will be forthcoming. **Due December 6<sup>th</sup>.**

**Quiz-**Teacher candidates will be assessed throughout the semester to demonstrate competence in subject area.

**Final Exam-A** final exam will be given to assess Teacher Candidates competency in subject area.

**Evaluation of Student Performance (Including Grading Policy)**

**Grades**

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

**60% Projects/Assignments**

**25% Quizzes**

**15% Final**

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

<b>ND ESPB Elementary Education Standard</b>	<b>Assessment</b>	<b>Program Outcome</b>	<b>Assessment</b>
<b>50015.3 Instruction 3a. Integrating and applying knowledge for instruction</b>	Lesson Plan Analysis	<b>TBA</b>	<b>TBA</b>

**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.

## **Course Policies**

For the Fall 2012 semester, you are allowed to miss 6 classes total. After the 6<sup>th</sup> missed class you will be dropped from the course. I will attempt to give you a verbal and a written warning on the 3<sup>rd</sup> absence. The 6 classes that you miss can be any combination of excused and unexcused absences. Class will begin promptly and if you are more than 5 minutes late you will be counted tardy. Three (3) tardies will count as one (1) absence. Expect class to last the entire scheduled time. You may not leave class early without a valid excuse or without having made prior arrangements with the instructor. Choosing to do so may result in you being considered absent for that class period.

It is understood that things occur that are out of your control and one cannot be prepared for the unexpected.

- personal illness,
- the illness of a dependent,
- the death or funeral of an immediate family member,
- or required attendance at an official college activity

Work or activities for other classes are not excused. To be classified as excused, the absence must be officially documented (for example, an illness must be documented by a doctor's note). The excused absence gives you, the student, the opportunity to hand in any missed assignments at a later date, which is determined by the instructor. You are responsible for material covered in the classes you miss. You are responsible for the decision to be absent on the day of a scheduled examination well aware that you may not be able to take it later.

There will be no make-up quizzes. You may take a quiz in advance, with advance notice.

Students are required to participate in the classroom. Non-participation is defined as habitual failure to meet: assignment deadlines, turn in homework, do reading assignments, take tests, complete projects, engage in discussion, or engage in class discussions and activities. If students are not participating, I will schedule a meeting with student to come up with a plan on how student can actively participate in the classroom. This meeting/staffing will be documented. This attempt is only to make your experience at UTTC more effective and engaging for you as a student.

Assignments are due at the beginning of the class period on the day it is due. All class assignments and projects should be typed. All students' writings should have a type written body that is double-spaced. Be sure to proof read and correct your work. Your work will be graded on quality of content and accuracy of written work.

Any student that is caught texting, using their cell phone or any other electronic device during regular class time will be asked to leave the classroom and will be marked absent for the day. Second time student is caught texting, again the student will be asked to leave the room, will be marked absent, and will not be able to return to class until they have scheduled a mandatory meeting with me. Third time, student will be dropped from the course.

All students are required to take the final exam, unless I have exempted the student. If the student does not take the final exam, he/she will not pass this class. The student will receive an automatic grade of "F" if no final exam is taken by the student, and they have not been exempt from the final.

## **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.

## **Accommodation of Disabilities**

UTTC provides students with disabilities reasonable accommodation to participate in educational programs, activities or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first register with the Disability Support Services, (Jack Barden Center - office 216, telephone 255-3285 ext. 1465) to establish an accommodation plan.

### **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 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.

### **Pregnancy Clause:**

In the event a candidate is absent due to pregnancy, all of the assignments missed are due no later than three weeks (21 calendar days) after the delivery date of the baby. In the event of extraordinary circumstances, the candidate must make arrangements with the instructor prior to the end of the three-week period.

### **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.

