



United Tribes Technical College

# EDU 232 Fundamental Elements of Effective Reading Instruction Syllabus

## EDU 232 A Fall 2019

### Instructor and Class Information

<b>Instructor Name</b>	Lezlie McElwee
<b>Email</b>	lmcElwee@uttc.edu
<b>Phone</b>	(701) 255-3285 Ext. 1752
<b>Mobile</b>	(701) 400-6782
<b>Office Location</b>	Science and Tech 142
<b>Office Hours</b>	Wednesday & Friday 2:00 PM - 5:00 PM
<b>Section Number</b>	A
<b>Start Date</b>	8/26/2019
<b>End Date</b>	12/13/2019
<b>Meeting Times</b>	Tues-Thurs 9:00 AM - 10:30 AM
<b>Location</b>	Science and Tech Room 232

### 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.

**Total Credits**        3

### Textbooks

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

## External Standards

<b>Title</b>	Elementary Education
<b>Sponsoring Organization</b>	NDESP

## Target Standards

50015.1 Development, Learning, and Motivation. The program requires the study of development, learning, and motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

## 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.**

## A. Grading Scale

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

## B. 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.

## C. Attendance Policy

Class attendance is very important for academic success of all students enrolled at UTTC. Instructors are required to report student attendance into UTTC's Jenzabar data management system on a daily basis during census period (the first two weeks of fall and spring semesters, and the first week of summer semester) and throughout the academic semester. Students can track and monitor their own attendance, per class, on the Learning Management System (LMS) found at my.uttc.edu.

UTTC recognizes particular circumstances may arise that affect the student's ability to attend class; therefore, it is important students communicate with their instructors regarding any emergencies that cause them to miss class (i.e. medical, family emergency). Regardless of the circumstances, the student is responsible for obtaining any information, such as assignments, handouts, and any course changes or announcements that he or she may have missed because of the absence. The student may refer to the course assignments in my.uttc.edu, contact another student enrolled in the course, or set up a meeting with the course instructor to get the missing information.

Attendance, completion of assigned readings and assignments, and engagement is the equivalent of participation since the student's engagement with classmates contribute to everyone's understanding and achievement. Student grades will be impacted by the frequency and quality of participation in class.

Faculty members are required to report student non-attendance during the Census period at the start of each academic term in compliance with federal regulations pertaining to financial aid.

Instructors will initiate an academic attendance "Early Alert" using the Jenzabar retention tool using the Attendance Policy & Withdrawal guidelines found in the Academic Affairs section of the College Catalog.

#### **D. Participation/Class Engagement**

UTTC prepares students for the workforce by holding high academic expectations for all students. The implementation of participation points requires students to be mentally and physically present and engaged during class sessions. Participation points may be utilized to measure students' ability to be on time, to refrain from external distractions (cell phone usage, holding side conversations with other students), by providing positive contributions to class discussions, participating in individual or group activities, and being prepared for class. Students should refer to the participation/class engagement section of course syllabi for the instructors' expectations for participation/class engagement in each course.

#### **E. Policy for Late Assignment Submission**

UTTC supports and fosters the student's responsibility for completing and submitting assignments on or before scheduled due dates and times. If an assignment is due, the student should make every effort to submit the assignment on time. Occasionally, a student may experience an unexpected life event that results in the submission of late work. Communication is the key. Instructors are more than willing to work with students in the event of an emergency if the student communicates with them before the date and time the assignment is due to make other arrangements.

Late assignment deadlines will vary among departments but will not exceed more than five (5) business days after which the assignment was initially due. Assignment due dates, late assignment deadlines, and late assignment penalties are outlined in course syllabi. Assignments not submitted by the initial deadline date will be reflected in the course gradebook as a zero (0) until the assignment has been submitted. The amount of points deducted for late work is at the discretion of the instructor.

**\*Teacher Education course assignments will receive half credit up to the five (5) business days which the assignment was initially due.**

## **F. Missed Tests, Exams and Quizzes (Formal Assessments)**

Students may not make up a missed test, exam or quiz without a valid reason for their absence (illness, family emergency). It is the student's responsibility to contact their instructors before the absence, or within 24 hours after missing the formal assessment. The instructor will review the reason the student missed and determine if the circumstance justifies the student being allowed to take the formal assessment.

Approved make-up assessments must be taken outside of the student's regular class schedule and during a time and location agreed upon between the student and instructor. Students are not to miss another class in order to make-up an assessment for another course. If the student fails to show on the date and time of the makeup assessment, the student will not be permitted to reschedule the makeup and the assessment and will earn a 0% grade.

**\*Presentations will follow the same policy.**

## **G. Early Alert System**

UTTC's Early Alert System (EAS) is a proactive, communication driven support system that provides timely identification and interventions to work with individual students to assist in generating plans to overcome challenges to college success. The system assists UTTC students by linking them to faculty and staff who can provide and connect students to available resources and strategies. The early alert serves as an opportunity for students to take ownership of their success and empower them to accomplish academic and personal goals. The system helps faculty and academic advisors connect and communicate with students as issues arise. The additional cross-wide partnerships create a culture of collaboration focused upon the best interest of UTTC students.

Academic related concerns such as attendance, missing assignments, or classroom behavior will result in an early alert being issued by faculty. When an early alert is issued, the student will receive an email requesting them to make arrangement to follow up with the instructor and/or their academic advisor. Students receiving an early alert should make the necessary arrangements to set up and meet with faculty as soon as possible to generate a plan of success.

## **H. 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.

## **I. 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.

## **J. 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.

## **K. 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 at (701) 255-3285, ext. 1516.

## **L. Title IX Statement**

Title IX is a federal civil rights law that prohibits discrimination on the basis of sex, including sexual harassment, rape and sexual assault. United Tribes Technical College is committed to upholding the law and standards that promote respect and human dignity in a safe environment. Sexual misconduct and relationship violence in any form violates UTTC's mission, cultural values, Student Code of Conduct, and may also violate federal and state law. Faculty members are considered "mandatory reporters" and are required to report incidents of sexual misconduct and relationship violence to the Title IX office on campus. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking or sexual exploitation, you can find the appropriate resources on the UTTC campus and in the community. These resources include:

- UTTC Title IX Office: (701) 221.1591
- UTTC Campus Safety & Security: (701) 221.1700
- UTTC Academic & Personal Counseling: (701) 221. 1764
- UTTC Domestic Violence Advocate: (701) 221. 1764
- Abused Adult Resource Center Crisis Line: (866) 341.7009

- ND Helpline: 211

## **M. Summit Participation**

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 9:00 am to 3:00 pm daily (Tuesday - 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 UTTC Events Week 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 (Taskstream Documents)	Program Outcome	Assessment (Taskstream Documents)
50015.2b Curriculum English Language Arts	Reading Resources and Activities Binder	AAS Program 1: Distinguish characteristics of education theories, effective practices, and foundations.	Reading Resources and Activities Binder

### 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
<b>Week 2</b>	<b>Summit Conference</b>	<b>Summit Reflection Paper</b>
Week 3	Effective Reading Instruction	Read Chapter 1 and 2 5 Elements of Reading Worksheets
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
<b>Week 7</b>	<b>Midterms</b>	<b>Binder Focus Week</b>
Week 8	Phonics, Word Study, Spelling, Handwriting	Read Chapters 5, 6, and 9 Phonics/ Word Work Binder Activities
Week 9	Fluency	Read Chapter 8 One Minute Assessments Sight Words Repeated Readings Fluency Activity
Week 10	Vocabulary	Read Chapter 10 Three Tier Words Vocabulary Activity
Week 11	Comprehension K-3	Read Chapter 11 Online Reading Resources Digital Retelling



Date/Session	In Class Topic	Assignment/ Project
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

### **Candidates Accountability and Assessment of Learning**

Students will receive a detailed description of the major assignments a minimum of three weeks prior to the due date.

#### **Tests/Quizzes**

Quizzes and exams will be administered periodically throughout the semester. The majority will consist of short answer, fill-in-the-blank, and will cover material discussed in class.

#### **Internet Assignments**

You will be assigned a number of internet assignments which may be assigned to be completed inside or outside of class.

#### **Additional Assignments**

There will be weekly assignments in addition to the assigned reading, Details will be provided in class.

#### **In-Class Assignments**

Periodically, there will be in class assignments, these assignments cannot be made up if you are absent.

### **Assignment Descriptions**

**Assigned Readings/Responses:** Weekly readings will be required for this course. Handouts and comprehension checks will be given as part of your assigned readings. It is your job to come to class prepared and ready to respond and discuss the readings. Some of the assignments will be completed during class time so it is important that you are present. If you are absent from class, and miss an assignment that is completed during class time, you will not be able to make it up and will not receive any points for the assignment.

**Phonics Assessment:** Students will use a Phonics Survey with an elementary age child and reflect on the findings and future instructional needs for the student.

**5 Activities (Phonics, Spelling, Grammar, Fluency, and Vocabulary):** All activities will be prepared and ready to use in a classroom. Activities will be presented in class on the assigned week.

**Instructional and Research Binder:** For this assignment you will be required to create a binder with instructional activities that meet the essential elements of reading instruction as presented in class. Activities will be collected throughout the course from class activities and/or from assignments created from resources provided by the instructor. All activities will be prepared and ready to use in a classroom.

## **Resources and Instructional Binder**

**Due: December 6, 2019**

**Final Presentation: December 12, 2019**

*This is a binder with instructional activities and resources that meet the essential elements of reading instruction. Activities and Research resources will be collected throughout the course from class activities and/or from assignments created from resources provided by the instructor. All activities will be prepared and ready to use in a classroom.*

### **20 Points (2 point each)**

Sections are tabbed and labeled:

- Binder Cover Sheet
- Phonemic Awareness
- Phonics
- Spelling
- Grammar
- Fluency
- Vocabulary
- Comprehension
- Writing
- Non-Fiction text

### **25 Points**

The binder will look nice, neat handwriting, and easy to follow. This is a resource that will be user-friendly and ready to use. Activity pieces may need to have a container that works in a binder and is also easy to use (Ziplocs, pencil bags, envelopes).

### **50 Points (10 points each)**

Instruction activities are collected and added to the binder as assigned and discussed along with the "Activity Cover Sheet." You will need at least 5 activities in each area.

Research articles and resources will be added to each section are assigned and discussed.

### **30 Points (10 points each)**

Instructional activities are included in the appropriate section. These activities are effective learning tools and ready to use in the classroom. This may include cutting and assembling. You will need at least 3 activities in each area.

\_\_\_\_\_/125 points