



EDU 330 Teaching Reading in the Elementary Classroom

Brenda Rhone
UNITED TRIBES TECHNICAL COLLEGE

COURSE INFORMATION

This is a survey 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 mainstreamed exceptional students. Field experience is required.

Credits: 3

Pre/Corequisites:

- Prerequisite: EDU 325

CLASS INFORMATION

Section Number:

Term: Spring Year: 2022 Start Date: 1/11/2022 End Date: 5/6/2022

INSTRUCTOR

Brenda Rhone

Email: brhone@uttc.edu

Office Phone: 701-221-1788

Office Location: Education Building - Office 121

Office Hours: M & W - 10:00-12:00 & 1:00-2:00 T- 2:00-3:00 Th - 9:00-10:30 & 1:00-2:30

TEXTBOOKS

Cooper, J.D., Robinson, M.D., Slansky, J.A., & Kiger, N.D. (2017). *Literacy: Helping Students Construct Meaning*. (10th ed.) Boston, MA. Cengage Learning.

INSTITUTIONAL LEARNER OUTCOMES

Critical Thinking: Employ critical thinking skills in the processes used to identify and solve problems.

Social & Personal Responsibility: Demonstrate skills necessary for living and working in a global society.

PROGRAM OUTCOMES

Monitor learner progress by using multiple methods of assessment.

Utilize differing perspectives for the application of content.

COURSE OBJECTIVES

1. Examine current research and theories regarding language development and reading acquisition.

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.
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.
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.
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.
6. Demonstrate knowledge of how to organize and integrate reading across the curriculum using a literature-based approach.

GRADING INFORMATION

All assignments received after the due date will receive half credit up to 5 business days after it is due.

SB1388 Course Objective Modifications

Objective	Assessment	Week
1. Examine current scientifically and research-based best practices regarding reading instruction.	Chapter 1 Quizzes and Video Case: What You Need to Know to Be An Effective Literacy Teacher	1
1. Demonstrate knowledge of the essential components of reading instruction including phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies.	Final Weekly Unit	15
1. Explore a wide range of instructional strategies and methods, including technology-based practices and modalities of learning, to support reading and writing instruction for learners at differing stages of development and from differing cultural and linguistic backgrounds.	Instructional Strategies Lesson Plans	6/14
1. 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.	Fountas & Pinnell CORE Phonics Survey Small Group lesson plans	4
1. Explore processes and techniques for creating a classroom environment that fosters the development of reading and writing and motivates learners to be lifelong readers.	Daily 5/CAFÉ Reading Responses	15
1. Demonstrate knowledge of how to organize and integrate reading across the curriculum using a standards-based approach with proficiency scales.	Comprehension Lesson Plan Responding to Literature Lesson Plan	7 12

PROGRAM OUTCOME 5: Utilize differing perspectives for application of content.

- 5.1 Develop projects that guide learners to analyze complex issues.
- 5.2 Apply content knowledge to real world problems.
- 5.3 Incorporate use of current tools and resources to maximize content learning.
- 5.4 Engage learners in questioning and challenging assumptions and approaches to foster problem solving.
- 5.5 Facilitate learners' ability to develop diverse social and cultural perspectives.
- 5.6 Implements supports for learner literacy development across content areas.
- 5.7 Develop creative thinking processes to promote independent learning.

PROGRAM OUTCOME 6: Monitor learner progress by using multiple methods of assessment.

- 6.1 Differentiate between formative and summative assessments.
- 6.2 Demonstrate how to design, adapt, or select appropriate assessment.
- 6.3 Analyze assessment data to understand patterns and gaps in learning.
- 6.4 Evaluate and report learner progress against academic content standards.
- 6.5 Explore accommodations and modifications in assessments.

InTASC Standards

Standard 5: Application of Content—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

A. GRADING SCALE

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

B. COMMUNICATION

Email is the official means of communication at UTTC. Information Technology (IT) will assign all students an official UTTC email address. All correspondence from the College to the student will be sent to the student's UTTC email address. Students are expected to check their email regularly and are responsible for all information sent to them via their UTTC email address. Faculty expect students to use their official email address for all instructional purposes, including communicating with the faculty.

C. ATTENDANCE

Students at UTTC are expected to participate in all of their class sessions and are expected to communicate with their instructors regarding any emergencies that cause them to miss class. Regardless of the circumstances, the student is responsible for obtaining any information missed because of the absence and completing any outstanding assignments. The student may refer to the course assignments in My.UTTC.edu, contact another student enrolled in the course, or meet with the course instructor during office hours to get the missing information. Attendance is entered as "Present", "Absent-Unexcused", or "Excused" (college-sanctioned absences).

ZOOM Attendance Policy

UTTC students are expected to attend all of their classes in person. Students can attend a class virtually using Zoom only if the student is sick and unable to attend class or quarantined due to a contagious illness (confirmed by a medical professional) but on a limited basis. If the student is going to use Zoom under these circumstances, the following conditions must apply:

1. The student must have a computer and a reliable internet connection (phones are not allowable).
2. The computer must have a working microphone and camera and the camera must be turned on.
3. The student's face must be present in full frame. No background noise is allowed as this is distracting to the students in the classroom.
4. The student is responsible for contacting the instructor prior to class starting if they are sick or quarantined and need to use the Zoom option. This must be done with enough notice so the student using Zoom is ready for class when class starts.
5. If these conditions cannot be met, the student will be marked absent from class for the class period(s) missed.

*The only exception to not physically being in class is for students who are registered for online courses that are designated by OL (e.g. CSC 101 OL, PSY 111 OL, ENG 120 OL).

**Some courses are not available through Zoom, such as Tribal Arts, Heavy Equipment, Welding Technology, and others. Students in these classes must be physically present or will be counted absent.

D. LATE ASSIGNMENT SUBMISSIONS

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. Assignments submitted via E-mail will not be accepted under any circumstances and will receive a grade of zero.

E. MISSED TEST, 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.

F. 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.

G. ACADEMIC HONESTY

Students are expected to complete their own work. Academic dishonesty includes plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to dishonestly obtain grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing an academic record; or fabricating or falsifying data, research procedures, or data analysis. Refer to [Academic Affairs](#) policies and procedures handbook for further information.

H. 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) 221-1516 or email at dss@uttc.edu.

I. 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. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, UTTC has resources available on the [Title IX website](#). you can find the appropriate resources on the UTTC campus and in the community

J. SOCIAL DISTANCING AND FACE MASKS

United Tribes Technical College understands the importance of the health and safety of our campus community. In an effort to serve our students and community members, we are taking continual efforts to reduce risk and increase cleanliness of our campus locations. As part of our effort to protect the campus community, all students, staff, and instructors are required to observe social distancing and wear face masks at all times while in the classrooms. Face masks will be available at the entrances of buildings and hand sanitizer will be available throughout each building.

Students who require accommodations should contact the Disability Services Office at dss@uttc.edu, or (701) 221-1516 to submit the appropriate documentation. Should you become sick or be required to quarantine during the semester, notify the instructor immediately using the contact method described in the syllabus. Students who require accommodations should contact the Disability Services Office to implement the appropriate accommodations required to submit course work during an extended absence.

K. TECHNOLOGY REQUIREMENTS

To ensure that you are using the recommended personal computer configurations, please refer to the [minimal technology requirements](#).

FACE-TO-FACE

PARTICIPATION / CLASS ENGAGEMENT

UTTC prepares students for the workforce by having high expectations for skills demonstrated in the classroom that transfer into future employment. This includes students' ability to be on time for class, 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 will be assessed during the semester on the ability to demonstrate these skills.

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.

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.

SCHEDULE SPRING 2022

The schedule below is subject to change based on the needs of the students in the course.

Week	Academic Topic Instructional Strategy	Support Materials, Book chapters, etc.	Assessment (Formative – Summative)
0 Jan 11 - 14	Introduction to Literacy		Syllabus, Google folders, Preview Text, Mind Tap access, Literacy K,W,L chart, PLN, Letter to cooperating teacher
1 Jan 17 - 21	*No School 1/17 MLK	Chapter 1, IRA (Barrentine) Article, Interactive Read-Aloud	Inter-Active Read Aloud Lesson Plan
	Effective Literacy Teacher		
2 Jan 24 - 28	Literacy Lessons	Chapter 2, Reading and Writing Modes and Genres, Text features Activity	Text features Activity
3 Jan 31 – Feb 4	Assessment and Evaluation to Inform Instruction	Chapter 3 - Assessment types, CORE Phonics Survey,	CORE Phonics Survey Results

4 Feb 7 - 11	Prior Knowledge	Chapter 4, The Pirate Captain's Daughter lesson	Think Alouds, PK activities,
5 Feb 14 - 18	Strategies to Construct Meaning	Chapter 5 Reciprocal Teaching	Rough Draft Lesson Plan
6 Feb. 21 - 25	*No School 2/21 President's Day	Lesson Plan	Comprehension Strategy Lesson Plan
	Reading Instructional Strategies	Template	
7 Feb 28 – Mar 4	Beginning Literacy – Phonemic Awareness, Phonics, Instructional Routines	Chapter 6, Memoirs of a Goldfish	Phonological Awareness Activities Small Group Short Lesson Plan (Based on Assessment Results)
8 Mar 7 - 11	Midterm Grades Due 3/11	Chapter 7, Mercedes and the Chocolate Pilot	Close Reading, Response to Literature Lesson Plan Draft
	Intermediate Grades: Decoding, Vocabulary, and Meaning		
Mar 14 - 18	Spring Break – No Classes		
9 Mar 21 - 25	Responding and Construction Meaning	Chapter 8	Responding to Literature lesson plan
10 Mar 28 – Apr 1	Lessons and Activities for Basal Unit/Story	CAFÉ Book	IRA, Comprehension lesson plan, responding to literature lesson plan, other instructional activities to be ready to teach
11 Apr 4 - 8	Writing and the Construction of Meaning	Chapter 9 - Writing genres, Phases of Writing	Writing process anchor chart
Apr 11 - 15	*No School 4/15 Good Friday	Chapter 10, Reading levels, Leveled texts, RTI, Effective Instruction	Short Lesson Plan (Based on a decodable text)
	Struggling Readers		
Apr 18 - 22	*No School 4/18 Easter Monday	Daily 5, Classroom Organization, Independent Activities and conferences	Daily 5 Menu/Plan including Literacy activities to support independent learning, small group instruction, and direct instruction
	Management System for the Literature Classroom		
Apr 25 - 29	Final Unit Activities		Set up Final Unit for a Week

			of Instruction
May 2 - 6	Finals Week		Present Weekly Unit
GRADES DUE	May 9th		