



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. Teacher candidates will be able to demonstrate competencies in beginning reading instruction based on scientifically and research-based best practices, including phonemic awareness, phonics, fluency, vocabulary. Teacher candidates will acquire knowledge of how to assess a student reading ability and how to identify and correct reading difficulties. Field experience is required.

Credits: 3

CLASS INFORMATION

Section Number: A

Term: Spring Year: 2023 Start Date: 1/9/2023 End Date: 5/5/2023

Meeting Times: Tuesday and Thursday - 10:30-N00j

Delivery Mode: Face to Face

INSTRUCTOR

Brenda Rhone

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Office Phone: 701-221-1788

Office Location: Education Building - Office 121

Office Hours:

Monday - Friday 11:00-12:00 Tuesday and Thursday 1:00-3:00

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 scientifically and research-based best practices regarding reading instruction.
2. Demonstrate knowledge of the essential components of reading instruction including phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies.
3. 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.
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 standards-based approach with proficiency scales.

GRADING INFORMATION

The Teacher Education Department expects all assignments to be completed on the due date and time. Assignments will be accepted for half credit five instructional days after the due date. After this, assignments will receive a zero. Presentations are considered formal assessments and follow UTTC formal assessment policy.

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).

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. DIVERSITY AND EQUITY STATEMENT

United Tribes Technical College values diversity because it enriches the community and wealth of experiences that characterize a post-secondary education. Our students, faculty, and staff come from Tribal lands throughout the United States and Canada. The majority of our students come from the northern plains region of the country, with 70% representing the North Dakota tribes.

UTTC recognizes that diversity is about much more than race, ethnicity or geography. Because students from many Tribal nations are represented at UTTC, from a wide range of cultural and ethnic backgrounds, students are encouraged to share their own cultural practices, traditions, and beliefs in the classroom in an effort to build an inclusive and welcoming community for all individuals and one from which we can learn from one another. We believe engagement with diverse perspectives and ideas is critical to the education and growth of all people, and we value the unique experiences and viewpoints of all of our community members.

EQUITY STATEMENT

United Tribes Technical College (UTTC) believes that access to a high-quality education in an inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. Equity is ensuring that all students receive what they need to be successful through the intentional design of the college experience.

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.

COURSE CALENDAR

Module/Week	TOPICS COVERED	Support Materials, Book chapters, etc.	Assessment (Formative – Summative)
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1 Jan. 10 - 13	Introduction to Literacy	Chapter 1 Basal Overview	Syllabus, Google folders, Preview Text, Mind Tap access, Literacy K,W,L chart, PLN, Letter to cooperating teacher
2 Jan. 16 - 20	*No School 1/16 - MLK	IRA Article, (Barrentine) Interactive Read-Aloud	Inter-Active Read Aloud Lesson Plan
	Effective Literacy Teacher		
3 Jan. 23 - 27	Literacy Lessons	Chapter 2, Reading and Writing Modes and Genres,	
4 Jan. 30 – Feb. 3	Beginning Literacy – Phonemic Awareness	Chapter 6, Memoirs of a Goldfish	Phonological Awareness Activities
5 Feb. 6 - 10	Assessment and Evaluation to Inform Instruction	Chapter3 - Assessment types, CORE Phonics Survey,	CORE Phonics Survey Results, Short Lesson Plan
6 Feb. 13 - 17	Prior Knowledge	Chapter 4, The Pirate Captain's Daughter lesson	Think-Alouds, PK activities,
7 Feb. 20 - 24	*No School 2/20 – President’s Day	Chapter 5 Reciprocal Teaching	Rough Draft Lesson Plan
	Strategies to Construct Meaning		
8 Feb. 27 – Mar 3	Intermediate Grades: Decoding, Vocabulary, and Meaning	Lesson Plan Template Chapter 8	Comprehension Strategy (Reciprocal Teaching) Lesson Plan
9 Mar 6 - 10	Midterm Grades Due March 10, 2023	Chapter 8	Close Reading / Responding to Literature lesson plan
	Reading Instructional Strategies		
Mar 13 - 17	SPRING BREAK – March 13 -17		
10 Mar 20 - 24	Lessons and Activities for Basal Unit/Story	Unit and Lesson Plans Other Readings as assigned	IRA, Comprehension lesson plan, close reading/ responding to literature lesson plan, other instructional activities to be ready to teach
11 Mar 27 - 31	Writing and the Construction of Meaning	Chapter 9 - Writing genres, Phases of Writing	Writing process anchor chart

	Expository Text	Text features Activity	Text features Activity
12 Apr 3 - 7	*No School 4/7 – Good Friday	Chapter 10, Reading levels, Leveled texts, RTI, Effective Instruction	Short Lesson Plan (Based on a decodable text)
	Struggling Readers		
13 Apr 10 - 14	Early Intervention	Science of Reading Resources/FCRR/ILA Resources	Sound Wall Word Work Activity
14 Apr 17 -21	Teaching Reading Weekly Unit – All components	Unit Plan	Unit Lesson Overview and individual lesson plans with all resources
15 Apr 24 - 28	Final Unit Activities		Set up Final Unit for a Week of Instruction
16 May 1 - 5	Last week of classes – Final Exams		Present Weekly Unit
GRADES DUE	Grades DUE May 8, 2023, by 5:00 pm		