



## EDUC 302: Methods & Materials for Teaching Reading I Syllabus

### 3-Credit Hours

EDUC 302-02 Tuesday & Thursday 11:00-12:15 CPS 307

EDUC 302-01 Tuesday & Thursday 12:30-1:45 CPS 307

### School of Education Mission

*The School of Education develops highly qualified professional educators and leaders who honor the uniqueness of all learners and actively demonstrate the knowledge, skills, and dispositions to positively impact our diverse world for a sustainable future.*

### Instructor Information & Office Hours

Instructor: Professor Jacquelyn Sernau

Office: 448 CPS Bldg.

Email: [jsernau@uwsp.edu](mailto:jsernau@uwsp.edu)

Office hours: 9:30-2:00 Mondays, 9:30-11:00 Tuesdays & Thursdays \*All other meetings by appointment\*

### Communicating with your Instructor

Students should check their email regularly and respond to emails within 24-48 hours. Students are expected to use their UWSP email for communication with the instructor and/or staff. The best way to reach your instructor is by email. When emailing the instructor, students should include their full name, student identification number, course name, section number, and complete explanation or question. Please include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent.

### Course Description

Effective instruction requires that teachers understand and integrate assessment, planning, and instructional strategies in connected, engaging ways. This course introduces preservice teachers to responsive literacy instruction as well as best practices in reading instruction. It focuses on the what, why, when, and the how of the five core reading components: phonological / phonemic awareness, phonics, fluency, vocabulary, and comprehension along with other scientifically-based reading development characteristics (oral language development, writing, and building background knowledge). This course satisfies the state mandate for phonics instruction; a method of teaching beginning readers to read and pronounce words by learning the phonetic values of letters, letter groups, and syllables. The learning outcomes for this course are based on Wisconsin Teaching Standards. Assignments use the CCSS-ELA standards to frame activities for class practice and the required practicum week 4-14.

### Required Course Materials

#### Required Textbook (Rental)

Hoing, B. Diamond, L., Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd. ed.) Consortium of Reading Excellence in Education, Inc. (CORE)

#### Additional Required Resources (Shared on Canvas Learning Platform)

Arenson-Yaeger, J. (2019). *Foundations of Reading Study Guide*. Author. <https://drive.google.com/file/d/1Q-Zj4HmCzhwCBStg9208aGn3usuDuf0N/view?usp=sharing>



Armbruster, B. B., Lehr, F., Osborn, J., & Adler, C. R. (2009). *Put reading first: The research building blocks of reading instruction: Kindergarten through grade 3* (3rd ed.). National Institute for Literacy.  
<https://www.readingrockets.org/guides/put-reading-first-research-building-blocks-teaching-children-read>

Reading Rockets. (2022). Reading 101: *A guide to teaching reading and writing*.  
<https://www.readingrockets.org/teaching/reading101-course/modules/course-modules>

Wisconsin Department of Public Instruction. (2020). *Wisconsin Standards for English Language Arts*.  
<https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/ELASStandards2020.pdf>

**Other Helpful Literacy Learning Resources:**

Florida Center for Reading Research. *Fourth and fifth-grade student center activities*.  
Florida Department of Education. file:///C:/Users/Owner/Desktop/Fourth\_and\_Fifth\_Grade\_Student\_Center\_Ac.pdf

International Literacy Association (n.d.). *Literacy glossary*.  
<https://www.literacyworldwide.org/get-resources/literacy-glossary>

**General Education Program Learning Outcomes**

The UWSP School of Education requires adherence to the Wisconsin Teaching Standards below for successful completion of the education program:

**Wisconsin Educator Preparation Standards**

Category	Standard	Description
The Learner and Learning	Pupil Development	The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
	Learning Differences	The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
	Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.



<b>Content</b>	<b>Content Knowledge</b>	The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
	<b>Application of Content</b>	The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
<b>Instructional Practice</b>	<b>Assessment</b>	The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
	<b>Planning for Instruction</b>	The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
	<b>Instructional Strategies</b>	The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
<b>Professional Responsibility</b>	<b>Professional Learning and Ethical Practice</b>	The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
	<b>Leadership and Collaboration</b>	The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

\* This information can be accessed at <https://dpi.wi.gov/education-workforce/prepare/educator-preparation-programs/wi-educator-preparation-standards>

### Evaluation/Course Requirements

*Each student's participation and performance in class will be evaluated based on the assignments outlined below.*



Assignment # 1: <a href="#">TRS Organizers</a>	Points
Pre-service teachers will: <ul style="list-style-type: none"><li>• complete readings and submit TRS organizer</li><li>• use organizer to have a table discussion</li></ul>	35

Assignment # 2: <a href="#">Five Pillars Discussion Facilitator Rubric</a>	Points
Pre-service teachers will: <ul style="list-style-type: none"><li>• complete readings and lead discussions related to each of the five pillars (components) of reading.</li></ul>	20

Assignment # 3: <a href="#">Five Pillars of Reading FoRT Prep Guide</a>	Points
Pre-service teachers will: <ul style="list-style-type: none"><li>• complete the assigned FoRT Prep Guide sections to demonstrate content knowledge related to phonological awareness, phonics, fluency, comprehension, and vocabulary.</li></ul>	25

Assignment # 4: <b>Select a Pillars of Reading &amp; Teach One Lesson</b> to your group (These lessons are written individually) <a href="#">Lesson Plan Template</a>	Points
Pre-service teachers will: <ul style="list-style-type: none"><li>• develop a lesson plan on the group's decided reading pillar.</li><li>• facilitate <b>one</b> hands-on small-group lesson to their study team.</li><li>• reflect on the teaching moves in their lesson.</li></ul>	20

Assignment # 5: <a href="#">Pillars of Reading Group Lesson Plans</a>	Points
Pre-service teachers will:	40



<ul style="list-style-type: none"> <li>work collaboratively as a team to create four lesson plans on the pillars of reading.</li> </ul>	
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<b>Assignment # 6: <a href="#">Case Study (3 assessments &amp; 1 lesson plan)</a></b>	Points
Pre-service teachers will: <ul style="list-style-type: none"> <li>complete at least three reading assessments with their student using support/recommendations for cooperating teacher</li> <li>identify and write a summary of the literacy strengths, needs, and instructional goals for the focus student.</li> <li>Develop 1 lesson based on assessment data to help support the student's learning</li> </ul>	40

<b>Assignment # 7: <a href="#">Signature Assessment (Final Paper) Commentary</a></b>	Points
Pre-service teachers will: <ul style="list-style-type: none"> <li>write a reflection commentary based on their pre-clinical experiences</li> </ul>	15

<b>ADDITIONAL EXPECTATIONS</b>	Points
Pre-service teachers will: <ul style="list-style-type: none"> <li>turn in pre-clinical documentation</li> </ul>	5

**TOTAL POINTS = 200**

**Grading Scale**

Percentage	Letter Grade
96-100	A
94-95	A-
92-93	B+



88-91	B
86-87	B-

### Pre-Clinical Experience

EDUC 302 pre-service educators must complete **ten hours** of pre-clinical experience. Students will engage in opportunities to observe, apply, and reflect on learning during a pre-clinical experience at a local school or organization. Students are asked to save all documentation and evaluations from the pre-clinical teaching experiences.

### Technology Guidelines

**Cell phone usage:** Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines, as they help create a positive learning community.

**Online Learning and Collaboration Tools:** This course may require posting work online that is viewable only by your classmates and instructors. None of the work submitted online will be shared publicly. Some assignments may require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the course instructor. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these learning activities, you are giving consent to sharing your work with others in this class, and you recognize there is a small risk of your work being shared online beyond the purposes of this course. You will receive an alternate assignment if you elect not to participate in these online assignments due to confidentiality concerns, you will receive an alternate assignment.

### Inclusivity Statement

I intend that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource strength and benefit. I intend to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. Suppose you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP. In that case, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu). I commit to doing my part by keeping myself informed on the most recent research and practices that best support inclusive learning.

### Confidentiality



Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

## Attendance & Late Work

### Attendance

**EDUC 302 includes all required class sessions.** The instructor is unable to re-teach the material to students that do not attend course sessions. Occasionally illness or other emergencies make attendance impractical or impossible. In these cases, the instructor may approve of an absence. As a result of any absence, the instructor may provide a make-up assignment and deduct participation points. The following points will be deducted from missing class (at the instructor's discretion).

- One absence: 0 points
- Two absences: 5 points
- Three absences: 10 points
- Four or more absences: automatic letter deduction (e.g., A to a B), dispositions meeting, and/or incomplete if absences continue and/or persistent tardiness.

Students unable to attend face-to-face class must notify their instructor and arrange for a member in their class to Zoom them in and/or share their notes. The study team member Zooming in an absent member should sit at the front table. As the semester goes on, there may be additional ways of using technology that might be explored.

### Late Work

All EDUC 302 assignments are to be turned in on the designated dates and times. Please make arrangements with the instructor in the case of an emergency. If you cannot meet a deadline, please contact your instructor at least 48 hours in advance. Extensions may be granted at the discretion of the instructor. All late work, if allowed, is subject to point deductions at the discretion of the instructor. Furthermore, work that is submitted after the course has been completed is subject to university policies and procedures related to incompletes.

## Safety & Emergency Procedures

The health and safety of our students, faculty, and staff are top priorities at UW-Stevens Point.

### Medical Emergencies

In the event of

- **a medical emergency**, call 9-1-1 or use campus phone. Offer assistance if trained and willing to do so. Guide emergency responders to the victim(s).
- **a tornado warning**, proceed to the lowest level interior room without window exposure at [list primary location for shelter closest to classroom,]. See [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx) for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools, or large classrooms).
- **a fire alarm, calmly evacuate the building.** Meet at a designated location at least 200 yards away from the building. Notify instructor or emergency response personnel of any missing individuals.
- **an active shooter**, RUN. HIDE. FIGHT. If trapped, hide, lock doors, turn off lights, spread out, and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency responses at UW-Stevens Point.

## Equal Access for Students with Disabilities



UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards, nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity rather than describe their disability. *If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

### Help Resources

Tutoring	Advising	Safety & General Support	Health
Tutoring & Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall Ext. 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553.  Health Care, Delzell Hall, ext. 4646

[Click here](#) to flag a policy or practice that disproportionately affects marginalized students.

### UWSP Service Desk (1<sup>st</sup> Floor, Albertson Hall)

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit this [link for more information](#).

### Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you require additional support that I may not be able to provide individually. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others by reporting [here](#).

### Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment where student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

*UWSP 14.03 Academic misconduct subject to disciplinary action.*





- (1) Academic misconduct is an act in which a student:
  - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
  - (b) Uses unauthorized materials or fabricated data in any academic exercise;
  - (c) Forges or falsifies academic documents or records;
  - (d) Intentionally impedes or damages the academic work of others;
  - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
  - (f) Assists other students in any of these acts.
  
- (2) Examples of academic misconduct include, but are not limited to:
  - Cheating on an examination
  - Collaborating with others in work to be presented, contrary to the stated rules of the course
  - Submitting a paper or assignment as one's work when a part or all of the paper or assignment is the work of another
  - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
  - Stealing examinations or course materials
  - Submitting, if contrary to the rules of a course, work previously presented in another course
  - Tampering with the laboratory experiment or computer program of another student
  - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

## Other Campus Policies & Helpful Information

### FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

### Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. If you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students. Please see the [Title IX page](#) for more information for guidance on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

### Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1<sup>st</sup> in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be



given timely warnings of ongoing safety threats and immediate/emergency notifications. Please see our Jeanne Clery Act page for more information about when and how these notices will be sent out.

### Drug-Free Schools and Communities Act

The Drug-Free Schools and Communities Act (DFSCA) requires higher education institutions to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

### Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

### Voter Registration Information

- **Register:** Did you know you can register to vote and check your voter registration status at [www.myvote.wi.gov](http://www.myvote.wi.gov)?
- **Vote:** In Wisconsin, you can vote absentee - or vote from home - in any election. You can request your absentee ballot at [www.myvote.wi.gov](http://www.myvote.wi.gov) (select "Vote Absentee" on the navigation page).
- **Make a Difference:** Sign up to work the polls on election day by contacting your local city clerk's office (find your clerk at <https://myvote.wi.gov/en-us/PollWorker>).
- For more information on registration and voting procedure, visit your campus resource page at <https://linktr.ee/UWSPGOTV> or [www.myvote.wi.gov](http://www.myvote.wi.gov)

## Course Schedule

The instructor reserves the right to amend the syllabus and adjust the schedule as necessary. \*ALWAYS REFER TO WEEKLY MODULES **EDUC 302 Course Calendar**

Date:	Topic of study:	Person Responsible:
<b>Week 1</b>		
Tuesday, Jan. 23	Introductions and Expectations	Whole Class
Thursday, Jan. 25	Reflections	Whole Class
<b>Week 2</b>		
Tuesday, Jan. 30	Discuss "The Big Picture" <b>Overview of the 5 Pillars</b>	Whole Class
Thursday, Feb. 1	Organize study group and sign-ups	Whole Class



<b>Week 3</b>		
Tuesday, Feb. 6	<b>Print Awareness</b> discussion (share organizers) and lecture	Whole Class and Professor
Thursday, Feb. 8	<b>Print Awareness</b> Assessments	Professor
<b>Week 4</b>		
Tuesday, Feb. 13	<b>Letter Knowledge</b> discussion (share organizers) and lecture	Whole Class and Professor
Thursday, Feb. 15	Letter Knowledge Assessments	Professor
<b>Week 5: This is where we begin spending 2 weeks on each Pillar of Reading Development</b>		
Tuesday, Feb. 20	<b>Phonological Awareness</b> discussion (share organizers) and lecture	Whole Class and Professor
Thursday, Feb. 22	<b>Phonological Awareness</b> Assessments	Professor
<b>Week 6:</b>		
Tuesday, Feb. 27	Discussion Facilitator leads learning on <b>Phonological Awareness</b>  Groups work on FoRT prep guide  Groups work on FoRT practice questions	Discussion Facilitator for Phonological Awareness: _____  Small groups (CLT)  Small groups (CLT)
Thursday, Feb. 29	Lesson Plan Day for <b>Phonological Awareness</b> *Either write as a group lesson or if it is an individual lesson time, students will come prepared to teach	Small groups (CLT)



	lesson to small group	
<b>Week 7:</b>		
Tuesday, March 5	<b>Phonics</b> discussion (share organizers) and lecture	Whole Class and Professor
Thursday, March 7	<b>Phonics</b> Assessments	Professor gone- asynchronous class
<b>Week 8:</b>		
Tuesday, March 12	Discussion Facilitator leads learning on <b>Phonics</b>  Groups work on FoRT prep guide  Groups work on FoRT practice questions	Discussion Facilitator for Phonics: _____  Small groups (CLT)  Small groups (CLT)
Thursday, March 14	Lesson Plan Day for <b>Phonics</b> *Either write as a group lesson or if it is an individual lesson time, students will come prepared to teach lesson to small group	Small groups (CLT)
Week 9: No Class- Spring Break	No Class- Spring Break	No Class- Spring Break
<b>Week 10:</b>		
Tuesday, March 26	<b>Fluency</b> discussion (share organizers) and lecture	Whole Class and Professor
Thursday, March 28	<b>Fluency</b> Assessments	Professor
<b>Week 11:</b>		
Tuesday, April 2	Discussion Facilitator leads learning on <b>Fluency</b>  Groups work on FoRT prep guide	Discussion Facilitator for <b>Fluency</b> : _____  Small groups (CLT)



	Groups work on FoRT practice questions	Small groups (CLT)
Thursday, April 4	Lesson Plan Day for <b>Fluency</b> *Either write as a group lesson or if it is an individual lesson time, students will come prepared to teach lesson to small group	Small groups (CLT)
<b>Week 12:</b>		
Tuesday, April 9	<b>Vocabulary</b> discussion (share organizers) and lecture	Whole Class and Professor
Thursday, April 11	<b>Vocabulary</b> Assessments	Professor
<b>Week 13:</b>		
Tuesday, April 16	Discussion Facilitator leads learning on <b>Vocabulary</b>  Groups work on FoRT prep guide  Groups work on FoRT practice questions	Discussion Facilitator for <b>Vocabulary</b> : _____  Small groups (CLT)  Small groups (CLT)
Thursday, April 18	Lesson Plan Day for <b>Vocabulary</b> *Either write as a group lesson or if it is an individual lesson time, students will come prepared to teach lesson to small group	Small groups (CLT)
<b>Week 14:</b>		
Tuesday, April 23	<b>Comprehension</b> discussion (share organizers) and lecture	Whole Class and Professor
Thursday, April 25	<b>Comprehension</b> Assessments	Professor



**Week 15:**

Tuesday, April 30	<p>Discussion Facilitator leads learning on <b>Comprehension</b></p> <p>Groups work on FoRT prep guide</p> <p>Groups work on FoRT practice questions</p>	<p>Discussion Facilitator for <b>Comprehension</b>:_____</p> <p>Small groups (CLT)</p> <p>Small groups (CLT)</p>
Thursday, May 2	<p>Lesson Plan Day for <b>Comprehension</b></p> <p>*Either write as a group lesson or if it is an individual lesson time, students will come prepared to teach lesson to small group</p>	<p>Small groups (CLT)</p>
Week 16:		
Tuesday, May 7		
Thursday, May 9	Last Day of Class	Last Day of Class

All work is due on May 14th by midnight!

Breakdown of Points and Assignments

- All students are a Facilitator for FoRT prep at least once (20 points)
  - All students individually write a lesson plan and present to small group (20 points)
  - All students work with their small groups to write 4 other lesson plans (40 points)
  - All students submit the finished FoRT prep guide (25 points)
  - All students turn in organizers except when you are a facilitator (total of 7) (35 points)
  - All students complete and submit a case study (40 points)
  - All students write a commentary for their final (15 points)
  - All students upload documentation of pre-clinical hours (5 points)
- Total of 200 pts.