EDUC 309 Reading II
UWSP – Fall 2018
Sec 1 Wed 9:30-10:45 CPS 228
Sec 2 TU 12:30-1:45 CCC

Dr. Lynda D. Fernholz
UWSP-SOE, CPS 454
lfernhol@uwsp.edu
Cell: 608.385.1175
Office Hours: Mondays 3 – 5 p.m. and by appointment (I am very accommodating)

Purpose

This course is designed to investigate and apply best practices in literacy development, reading curriculum, and related research. This course supports EMB practices and learning outcomes.

Texts

Ellery, V. (2014). *Creating strategic readers: Techniques for supporting rigorous literacy instruction.* Shell Education: Huntington Beach, CA. (required)

Learning Outcomes

- To articulate literacy beliefs and determine best practices to support those beliefs
- To become knowledgeable about the instructional approaches, responsive instruction, interventions, productive feedback, professional literacy communities
- To build a strong knowledge base of literacy education by reading profession journals and publications and collaborating with professionals
- To be able to initiate, participate in, and/or apply literacy research
- To inquire into topics and develop a reflective and purposeful approach to literacy learning (i.e., CCSS: common language, full picture of literacy, healthy balance)
- To develop understandings about current and historical literacy education perspectives
- The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- Articulate a constructivist approach for developing a classroom literacy program.

Enduring Understandings

- Literacy beliefs drive literacy instruction
- Optimal Learning Model serves as a foundational framework for teaching and learning
- Implementation of the workshop model to support and differentiate literacy instruction
- How time, purposeful talk, matching texts to readers, authentic tasks, and assessment influence literacy learning
- Essential elements needed to support literacy instruction for all students
- Common Core Standards across grade levels

Essential Questions

- How can literacy instruction reflect personal literacy beliefs? What is the value?
- How did we learn to read? What were the processes? How do I teach reading?
- What makes learning to read so difficult for so many children and adults? What can I do? How do I assess growth?
- How can literacy growth be accelerated?
- What are the essentials for developing a literate, democratic society?

Wisconsin Teacher Standards

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate a proficient performance in the knowledge, skills, and dispositions under all the teacher standards. Retrieved from https://dpi.wi.gov/tepdl/programs/standards

1. **Teachers know the subjects they are teaching**. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. **Teachers know how children grow**. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. **Teachers understand that children learn differently**. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. **Teachers know how to teach**. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
5. **Teachers know how to manage a classroom**. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. **Teachers communicate well**. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Teachers can plan different kinds of lessons**. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. **Teachers know how to test for student progress**. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. **Teachers can evaluate themselves**. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. **Teachers relate to other teachers and the community**. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

UWSP Community Bill of Rights and Responsibilities
UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to: http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx. The Rights and Responsibilities document also includes the policies regarding academic misconduct. A direct link can be found here: http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf

Americans with Disabilities Act
The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here: http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf. If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: http://www4.uwsp.edu/special/disability/.

Course Tasks

1. **Conversation Task (70 Points) ~ Ongoing All Semester**
   Assessment: Response/Peer Feedback (14 posts, 5 points each)
   Description: Teacher-learners are engaged in active learning during each module. Collaborating in a professional learning community, teacher-learners explore/read resources (content area) and Ellery's text while drawing from current EMB courses to participate in online conversations. Teacher-learners reference their WQH Organizers to discuss guiding questions/prompts. The conversation task seriously incorporates timely and professional participation.

2. **WQH Organizer Task (35 Points) ~ Ongoing All Semester**
   Assessment: WQH Organizer Criteria (5 chapters, 7 points each)
   Description: Teacher-learners document and share **W**hat they learn, **Q**uestions they have, and **H**ow to find the answers in a WQH Organizer. **What** you learn and the **questions you have** support the **how** piece of the organizer.
   - WQH Organizers **will BE UPLOADED** to drop box and used to support your course tasks! The instructor will review WQH Organizers and highlight and share key findings using Course News D2L.
   - The WQH organizer supports:
     1) Conversations-online while deepening understandings
     2) Allow the instructor to provide timely feedback and support
     3) Teacher-learners to find the answers to questions that matter to them
     4) Personal Philosophy writing with solid research-based evidence

3. **Literacy Narrative Task (20 Points) ~ Due October 14th (D2L Dropbox)**
   Assessment: Narrative Criteria - Rubric

Description: Share your literacy story (3-4 pages). Write a first-person account, in narrative essay form, of how you became a literate person. Narrative examples are provided on D2L

4. **Interview Report (25 Points) Due Sunday, November 4th (D2L Dropbox)**
Assessment: Report Criteria
Description: Observe and interview a Title 1 or Reading Specialist. From your course readings, ask questions that you believe are important and will support your developing and exiting knowledge of instructional approaches. Interview samples provided on D2L

5. **Personal Philosophy Essay (50 Points) ~ Due Friday, December 7th (D2L Dropbox)**
Assessment: Check Rubric
Description: Teacher-learners prepare a personal philosophy essay of teaching literacy using practical classroom applications and research-based theories to improve literacy learning. Teacher-learner essays must relate to current teaching environments and will provide the reader with an appropriate blend of practical classroom application with solid theoretical frameworks. The final paper should be a clean, well-written, original piece (APA 6th Edition) that reflects a personal teaching philosophy that involves research-based instruction that focuses on improving literacy learning for all children regardless of background, culture, language and/or motivation to read.
Teacher-learners' may reference Ellery's book and other resources they've discovered from investigating further—spinning off the 3rd column of the WQH Organizer. Teacher-learners will share (and document) their resources on D2L.

6.

Task Points & Grading

Conversation & Participation	70	184-200	A
WQH Organizers	35	176-183	A-
Literacy Philosophy	50	168-175	B+
Literacy Narrative	20	152-167	B
Interview Report	25	144-151	B-
TOTAL	200 Points	136-143	C+
		112-135	C
		104-111	C-

Tentative Course Calendar

Teacher-learners move through the following **seven modules;** learning from each other, instructor, their readings, and investigations face-to-face and online. To build a thriving learning environment, the instructor and teacher-learners interact online, on a weekly basis using multiple platforms such as Flip Grid, Skype, online resources, instructional videos, face-to-face discussion and D2L components.

Module 1: Tuesday, September 4th – Sunday, September 16th
- Carefully read news posts, overview of the course, the syllabus and rubrics before working through each component of module 1.
- **Due Sunday, September 16th by 9 p.m.**

Module 2: Sunday, September 16th – Sunday, September 30th

- Carefully read the news post, overview of the course, the syllabus and rubrics before working through each component of module 2.
- **Due Sunday, September 30th by 9 p.m.**

Module 3: Sunday, September 30, – Sunday, October 14th
- Carefully read the news post, overview of the course, the syllabus and rubrics before working through each component of module 3.
- **Due Sunday, October 14th by 9 p.m.**

Module 4: Sunday, October 14th – Sunday, October 28th
- Carefully read the news post, overview of the course, the syllabus and rubrics before working through each component of module 4.
- **Due Sunday, October 28th by 9 p.m.**

Module 5: Sunday, October 28th – Sunday, November 11th
- Carefully read the news post, overview of the course, the syllabus before working through each component of module 5.
- **Due Sunday, November 11th by 9 p.m.**

Module 6: Sunday, November 11th – Sunday, November 25th
- Carefully read the news post, overview of the course, the syllabus before working through each component of module 6.
- **Due Sunday, November 25th by 9 p.m.**

Module 7: Sunday, November 25th – Sunday, December 9th
- Carefully read the news post, overview of the course, the syllabus before working through each component of module 7.

Final Philosophy Paper (portfolio artifact) Due Friday, December 7h by 9 p.m.