University of Wisconsin-Stevens Point

College of Professional Studies
School of Education

Stevens Point WI 54481-3897
715-346-4430; Fax 715-346-2549
www.uwsp.edu/education

EDUC 309: Methods & Materials for Teaching Reading II Syllabus
3-Credit Hours
309-04: Thursday 3:30-6:20 pm CPS 326/Jefferson Elementary

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: Dr. Polly Manske
Office: 450 CPS Bldg.
Email: pmanske@uwsp.edu
Office hours:

- Mondays: noon - 2:00pm and 3:00pm - 4:30pm
- Wednesdays: 1:00pm - 4:30pm
- Thursdays: 10:30am - noon and 1:30pm - 3:00pm
- Tuesdays and Fridays: virtual appointments available

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

All students deserve the opportunity for high-quality, engaging, and meaningful instruction within a respectful and empowering learning environment that fosters their self-worth and literacy advancement. Literacy refers to reading, writing, speaking, listening, and viewing experiences and is influenced by a student's cultural background, individual preferences, and interests (International Literacy Association, n.d.; Makin & Spedding, 2015; Rohde, 2015; Wisconsin Department of Public Instruction, 2020).

EDUC 309 is designed for pre-service teachers to investigate and apply best practices and research when planning and facilitating literacy assessment, instruction, and curriculum to advance the literacy learning outcomes for all students.

Within hands-on and reflective opportunities, students will operationalize literacy theories and frameworks that will ultimately be manifested within their defined philosophy of literacy instruction at the

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end of the course. EDUC 309 aims to develop pre-service educator's confidence and competence in assessing and instructing the foundational reading skills of phonological awareness, phonics, fluency, vocabulary, and comprehension.

Required Course Materials

Required Textbooks

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

Eide, D. (2012). *Uncovering the logic of English: a common-sense approach to reading, spelling, and literacy.* 2nd ed. pbk. Minneapolis, MN, Pedia Learning Inc.

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-teachig-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/ELAStandards2020.pdf

Other Helpful Literacy Learning Resources:

Florida Center for Reading Research. *Fourth and fifth-grade student center activities*. Florida Department of Education.
https://fcrr.org/student-center-activities/fourth-and-fifth-grade

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

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Richardson, J. (2009). *The next step in guided reading*. Scholastic, Inc.

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 Teaching Standards

These standards have been adopted by the School of Education. The standards have been grouped into four general categories to help users organize their thinking about the standards, found on pages 20-21 in the attached advising guide:

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: **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.

Standard #2: **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.

Standard #3: **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.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new

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understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: 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.

Standard #5: **Application of Content**. 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.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: **Assessment**. 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.

Standard #7: **Planning for Instruction**. 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.

Standard #8: **Instructional Strategies**. 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.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: **Professional Learning and Ethical Practice**. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice,

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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.

Standard #10: **Leadership and Collaboration**. The teacher seeks appropriate leadership roles and opportunities in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

Course Learning Outcomes

As a result of EDUC 309, pre-service educators will acquire/demonstrate the following essential knowledge, performances, and critical dispositions:

Essential Knowledge (i.e., a teacher's knowledge needed for effective practice)
- Recognize literacy as a complex process involving reading, writing, speaking, listening, and viewing.
- Demonstrate content knowledge related to the five pillars of literacy.
    - **Phonological Awareness**
        - Explain and provide examples of all the levels of phonological awareness.
        - Explain the relationship between phonological awareness and phonemic awareness.
        - Explain how to assess a student's phonological skills to identify, plan, and instruct reading lessons to meet individual learner's needs.
    - **Phonics**
        - Define the terms phonics, phonemes, graphemes, and the alphabetic principle.
        - Discuss the role of phonics patterns and morphology in phonics instruction.
        - Explain how to assess a student's phonics skills to identify, plan, and instruct reading lessons to meet individual learner's needs.
    - **Oral Reading Fluency**
        - Identify and define the three primary components of oral reading fluency: accuracy, speed, expression
        - Explain the correlation between oral reading fluency and comprehension.
        - Explain how to assess a student's fluency skills to identify, plan, and instruct reading lessons to meet individual learner's needs.
    - **Vocabulary**
        - Explain the relationship between vocabulary and comprehension.
        - Explain the term "word consciousness."
        - Explain how to assess vocabulary knowledge and growth to identify, plan, and instruct reading lessons to meet individual learner's needs.
    - **Comprehension**
        - Explain the differences between literal and inferential comprehension.
        - Explain how background knowledge and experiences impact comprehension.
        - Explain how to assess comprehension to identify, plan, and instruct reading lessons to meet individual learner's needs.

Performances (i.e., a teacher's practices that can be observed and assessed)
- Apply the WI ELA Standards to inform curriculum planning and develop learning targets for lessons using the gradual release of responsibility approach.
- Complete assessments related to phonological awareness, phonics, vocabulary, oral reading fluency, and comprehension.
- Plan and facilitate three research and/or evidence-based reading lessons (i.e. phonological awareness, phonics, vocabulary, oral reading fluency, & comprehension) related to the individual strengths, interests, funds of knowledge, preferences, and learning goals of a student.

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- Cultivate learning environments and experiences that promote respect for and support individual differences of ethnicity, race, language, culture, gender, and ability.

Critical Dispositions (i.e., a teacher's professional actions and commitments)
- Adjust reading lessons based on feedback and coaching.
- Articulate a philosophy of teaching literacy based on research and determine best practices to advance literacy learning.
- Participate in reflective practices individually and with peers to improve literacy instruction (e.g., How does literacy instruction reflect research and evidence-based practices (research)? How do I articulate my philosophy of teaching reading to align with evidence and research-based practice? What instructional strategies drive and accelerate literacy learning? How are assessment, data collection, and observation linked to relevant, responsive, and respectful literacy instruction?.

Evaluation/Course Requirements

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

Assignment # 1: **Assessment Summary and Individualized Student Plan**	Points
Pre-service teachers will: ● Work with either an individual or small group of students to administer assessments and design data-driven literacy lessons or interventions to promote reading growth.	30

Assignment # 2: **FoRT Prep Module Work** / FoRT Alternative	Points
Pre-service teachers will: ● Complete assigned modules in preparation for FoRT / FoRT Alternative Portfolio	95

Assignment # 3: **Case Study (5 assessments & 3 corresponding lessons)**	Points
pre-service teachers will: ● complete five reading assessments with case study focus students to assess their foundational reading skills ● identify and write a summary of the literacy strengths, needs, and instructional goals for the focus student. ● plan three literacy based on instructional goals for the student. The lessons should relate to the foundational literacy standards.	100

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	Points
Assignment # 4: Philosophy of Literacy Instruction (Final Exam)	
pre-service teachers will: ● prepare a personal philosophy essay on teaching reading using practical classroom applications, course readings, and research-based theories to advance literacy learning opportunities for all children regardless of background, culture, language, and/or motivation to read. ● craft philosophies related to current teaching environments and provide the reader with an appropriate blend of practical classroom application with solid theoretical frameworks. ● submit the final paper should be a well-written and original piece (APA 7th Edition)	50

Assignment # 5: Participation (including reflections) & Professionalism	Points
Pre-service teachers will: ● participate in all course activities for reflections ● demonstrate professionalism within their work with peers, professors, community members, and other educators ● show competency in the UWSP SOE defined dispositions	90

Course grades are weighted as follows:

Assignments	70%
Engagement	30%
	100%

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Grading Scale

Percentage	Letter Grade	
93-100%	A	PROFICIENT
90-92%	A-	
87-89%	B+	
83-86%	B	
80-82%	B-	
77-79%	C+	Approaching Proficient
73-76%	C	
70-72%	C-	
67-69%	D+	Not there YET
63-66%	D	
60-62%	D-	
0-59%	F	Incomplete

Pre-Clinical Experience

EDUC 309 pre-service educators must complete ten hours of embedded pre-clinical experience. **Attendance is mandatory for these literacy lab experiences.** You will need to make up any time that is missed. EDUC 309 students will engage in opportunities to observe, apply, and reflect on learning during a pre-clinical experience at a local school or organization as well as complete a case study. 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 unless we are using them as part of our learning. Thank you for following these guidelines, as they help

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create a positive learning community. This will be especially important when we are working in Literacy Lab off-campus!

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. 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 309 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

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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: 15 points
- Three absences: automatic half letter deduction (e.g., A to a A-)
- 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.

Late Work

Assignments are due on the expected deadline stated in the syllabus. It is expected that all work be submitted in a timely manner. If you are unable to turn in an assignment by the deadline, you must contact your instructor prior to the deadline, and the instructor may allow extensions. Unless prior arrangements are made, late work may result in a zero. These parameters may be adjusted on a case-by-case basis, insofar that students maintain continual contact regarding any or all extenuating circumstances.

Safety & Emergency Procedures

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

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 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 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

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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 (TLC) 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 (1st 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 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

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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.

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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 1st 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

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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 vvww.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 (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

Course Schedule

The instructor reserves the right to amend syllabus and adjust the schedule as necessary to respect students' ability to complete the course requirements.

EDUC 309 Course Calendar

Date:	Topic of study:	Assignments:
Week 1- Module 1		
Thursday, January 25	Introductions and Expectations Reading Beliefs/Reflection activity	☐ Reread Chapter 1 in Teaching Reading Sourcebook ☐ Reading Chapter 1-3 in Logic of English ☐ Reading Rockets: Print Awareness Module
Week 2- Module 2		
Thursday, February 1	Continue Reading Beliefs… What is changing in our world of literacy? (Hint: a lot) Discuss Readings and How the Brain Learns to Read Begin Models of Reading	☐ Reread Section II: Early Literacy in Teaching Reading Sourcebook

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Week 3- Module 3

| Thursday, February 8 | Continue Models of Reading

Review of the Pillars and Continuums

Assessment Review

Get your first 2 weeks planned (Literacy Lab) | ☐ Read Chapters 4-5-6 in Logic of English
☐ Chapter 1 of In Pictures and In Words
☐ Read Chapters 7 & 8 in Logic of English
☐ Reading Rockets: Phonological and Phonemic Awareness Module
☐ Reading Rockets: Writing Module
☐ Parent Email |

Week 4- Module 4

| Thursday, February 15 | Day 1 of Literacy Lab- Get to know your student (report to Jefferson Elementary EARLY…3:15pm)

Assessment Review continues | ☐ Read Chapters 9 & 10 in Logic of English
☐ Reread Section III Introduction and Chapter 6 in Teaching Reading Sourcebook
☐ Reading Rockets: Phonics Module |

Week 5- Module 5

| Thursday, February 22 | Planning Literacy Instruction

Assessment Planning for Literacy Lab | ☐ Read Chapters 11 & 12 in Logic of English
☐ Reread Chapters 7 & 8 in Teaching Reading Sourcebook
☐ Read Chapters 13 & 14 in Logic of English
☐ Assessment Plan
☐ Reflection
☐ Reading Rockets: Assessment Module |

Week 6- Module 6

| Thursday, February 29 | Arrive at Jefferson Elementary School (3:20pm) - Literacy Lab Day 2 -Assessment Day | ☐ Read Chapters 15 & 16 in Logic of English |

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		☐ Ensure you are ready for assessments on Thursday (Assessment Plan assignment). ☐ Read Chapters 17 & 18 in Logic of English ☐ Review Section IV Fluency Introduction in Teaching Reading Sourcebook ☐ Reading Rockets: Spelling Module
Week 7- Module 7		
Thursday, March 7	Arrive at Jefferson Elementary School (3:30pm) - Literacy Lab Day 3 -Assessments, cont. Analyze data and plan for next steps	☐ Read Appendices A-I in Logic of English ☐ Review Chapters 9 & 10 in Teaching Reading Sourcebook ☐ Reading Rockets: Fluency Module ☐ Ensure you are ready for next lesson ☐ Reflection
Week 8- Module 8		
Thursday, March 14	Arrive at Jefferson Elementary School (3:30pm) - Literacy Lab Day 4-Reading Tutoring Reflection/Discussion Prepare next lesson Discuss Case Study Expectations	☐ Read Building Vocabulary Knowledge by International Literacy Association ☐ Review Section V: Vocabulary and Chapter 11 in Teaching Reading Sourcebook ☐ Ensure you are ready for next lesson ☐ Reading Rockets: Vocabulary Module ☐ Reflection
Spring Break (March 16 - March 24)		
Week 9- Module 9		
Thursday, March 28	Arrive at Jefferson Elementary School (3:30pm) - Literacy Lab Day 5- Reading Tutoring	☐ Review Chapters 12 & 13 in Teaching Reading Sourcebook ☐ Ensure you are ready for next lesson

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	Reflection/Discussion Prepare next lesson	☐ [Reading Rockets](#): Comprehension Module ☐ [Reflection](#)

Week 10- Module 10		
Thursday, April 4	Arrive at Jefferson Elementary School (3:30pm) - Literacy Lab Day 6- Reading Tutoring FoRT / Portfolio Boot Camp *All students will participate.	☐ Ensure you are ready for next lesson ☐ [Reflection](#)

Week 11- Module 11		
Thursday, April 11	FoRT/Portfolio Boot Camp	☐ Review Section VI: Comprehension Introduction and Chapter 14 in Teaching Reading Sourcebook ☐ Ensure you are ready for next lesson ☐ [Reflection](#)

Week 12- Module 12		
Thursday, April 18	Arrive at Jefferson Elementary School (3:30pm) - Literacy Lab Day 7- Reading Tutoring Literacy Lab check in / comprehension strategies check in	☐ Review Chapter 15 in Teaching Reading Sourcebook

Week 13- Module 13		
Thursday, April 25	Arrive at Jefferson Elementary School (3:30pm) - Literacy Lab Day 8- Reading Tutoring FoRT / Portfolio: Review Content- Open Response #1	☐ Ensure you are ready for next lesson ☐ [Reflection](#)

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Week 14- Module 14		
Thursday, May 2	Arrive at Jefferson Elementary School (3:30pm) - Literacy Lab Day 9- Reading Tutoring FoRT / Portfolio: Review Content- Open Response #2	☐ Ensure you are ready for next lesson ☐ Reflection ☐ Parent Email ☐ Student Progress Report ☐ Work on Final Projects *Case Study *Philosophy of Literacy
Week 15- Module 15		
Thursday, May 9	Arrive at Jefferson Elementary School (3:30pm) - Literacy Lab Day 10- Celebration Wrapping Up!	☐ Work on Final Projects *Case Study *Philosophy of Literacy ☐ Synthesis of Learning

All work is due by May 10th, midnight!