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
Monday & Wednesday (2:00 pm-3:15pm)
Location: CPS Room 326
Spring Semester 2022

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 preservice 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 end of the course. Furthermore, 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. (**Credits:** 3-credit hours)

Instructor Information & Office Hours

Instructor: Stacy L.Gray, Ph.D.   **Pronouns:** She/her/hers

Office: CPS Bldg. Room 449   **Email:** sgray@uwsp.edu

Office hours: The instructor welcomes meeting with students at the following times:
- **F2F Office Hours:** Available by appointment anytime. For drop in appointments, I will be in my office on Mondays (3:15-4:00 pm); Tuesdays (3:15-5:45pm), and Wednesdays (3:15-6:15 pm).
- **Virtual Office Hours**: Available for synchronous communication (e.g., phone, Facetime, Zoom) by appointment anytime.

Expected Instructor Response Times
- The instructor will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours please resend your email.

Communicate 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 message.

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Inclusivity Statement

- As your instructor, I commit to doing my part by keeping myself informed on the most recent research and practices that best support inclusive learning. 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. If 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, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu.

Textbook(s)& Course Materials

Required Course Rental

Hoing,B. Diamond, L., Gutlohn, L. (2018). T*eaching 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-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. *Center activities*. Florida Department of Education.
file:///C:/Users/Owner/Desktop/Fourth_and_Fifth_Grade_Student_Center_Ac.pdf

* Additional readings may be assigned during class and/or made available in CANVAS or a Google Folder.

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Course Learning Outcomes

As a result of EDUC 746, 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. (InTASC Standard 4)
- Demonstrate content knowledge related to the five pillars of literacy. (InTASC Standards 4 & 5).
    - **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.
        - 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. (InTASC Standard 4)
- Complete assessments related to phonological awareness, phonics, vocabulary, oral reading fluency, and comprehension. (InTASC Standards 4 & 5)
- Plan and facilitate five targeted 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. (InTASC Standards 1,2,3, 7, & 8).
- Cultivate learning environments and experiences that promote respect for and support individual differences of ethnicity, race, language, culture, gender, and ability. (InTASC Standards 1, 2,3, & 6)

Critical Dispositions (i.e., a teacher's professional actions and commitments)
- Adjust reading lessons based on feedback and coaching. (InTASC Standard 9)
- Articulate a philosophy of teaching literacy based on research and determine best practices to advance literacy learning (InTASC Standard 9).
- 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?) (InTASC Standard 9).

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General Education Program Learning Outcomes

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

- **InTASC Standard # 1 Learner Development**: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- **InTASC Standard # 2 Learning Differences**: The teacher understands individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- **InTASC Standard # 3 Learning Environments**: The teacher works with others to create environments that support individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self-motivation.

- **InTASC Standard # 4 Content Knowledge**: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

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

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

- **InTASC Standard # 7 Planning for Instruction**: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners/community context.

- **InTASC Standard # 8 Instructional Strategies**: The teacher understands and uses various instructional strategies to encourage learners to develop a deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways.

- **InTASC Standard # 9 Professional Learning and Ethical Practice**: The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner./

- **InTASC Standard # 10 Leadership & Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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Course Structure

This course will be delivered face-to-face and as needed through the course management system Canvas. You will use your UWSP account to login to the course from the Canvas Login Page. If you have not activated your UWSP account, please visit the Manage Your Account page to do so.

Attendance

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 and be sure to inform the instructor that their teammate participated in the course session

Topic Outline/Schedule

The instructor reserves the right to amend the syllabus and adjust the schedule as necessary to respect students' ability. The anticipated weekly topics include the following:

- **Week 1:** Introduction to the Course & Examination of Beliefs

- **Week 2:** Wisconsin English Language Arts Standards & Learning Targets

- **Week 3:** Strategic Assessment Systems in Literacy & Emergent Literacy

- **Week 4:** Phonological Awareness Curriculum, Assessment, & Instruction

- **Week 5:** Phonics Curriculum, Assessment, & Instruction

- **Week 6:** Vocabulary Curriculum, Assessment, & Instruction

- **Week 7:** Fluency Curriculum, Assessment, & Instruction

- **Week 8**: Comprehension Curriculum, Assessment, & Instruction

- **Weeks 9-15:** EMB Field Placement

- **Week 16:** EMB Final Exam

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Grading Policies

Completing Assignments

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from the instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

Graded Course Assignments

The instructor will attempt to grade written work within 72 hours of submissions, however longer written assignments may take me longer to read and assess. Each student's participation and performance in class will be evaluated based on the assignments outlined below:

Assignment # 1: Participation & Professionalism (due: varies per activity/skill)	Points	InTASC Standards
Each pre-service teacher will: ● demonstrate professionalism within their work with peers, professors, community members, and other educators. This includes showing competency in the *UWSP Professional Education Program Teacher Candidate Dispositions.* (25 pts.) ● participate in the following course activities not included in assignments 1-6: 　○ Complete student bio and submit in Canvas by Jan.26 (15 pts.) 　○ Complete Study Team Norms and submit in Canvas by Jan.26 (15 pts.) 　○ Complete *Reading Beliefs Survey* and related reflection and submit in Canvas by Jan.31 (10 pts.) ● register for free individual or group FoRT Study Sessions through the UWSP Tutoring-Learning Center (TLC)	65	3, 4, 6, 7, & 8

Assignment # 2: Study Team Early Literacy Lesson Plan (due: Friday, Feb. 11)	Points	InTASC Standards
Each pre-service teacher will ● collaborate with his/her team to develop an early literacy lesson plan. ● participate in a peer-editing activity with another study team. ● submit a lesson plan into CANVAS.	20	4, 7, & 8

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Assignment # 3: Five Pillars Discussion Facilitator Rubric (due date based on selected pillar)	Points	InTASC Standards
Each pre-service teacher will: ● complete readings and lead discussions related to each of the five pillars (components) of reading. ● Turn in a paper copy of the team-graded rubric at the end of class.	20	4 & 8

Assignment # 4: Five Pillars of Reading FORT Prep Guide Rubric (due once a week)	Points	InTASC Standards
Each pre-service teacher will: ● complete the assigned FoRT Prep Guide sections to demonstrate content knowledge related to phonological awareness, phonics, fluency, comprehension, and vocabulary. ● submit sections of the FoRT Prep Guide into Canvas each week.	50 (10 pts. each)	4 & 8

Assignment # 5: Individual Lesson Plan Rubric (due date based on selected pillar)	Points	InTASC Standards
Each pre-service teacher will: ● develop one lesson plan on the selected reading pillar. ● facilitate a hands-on small-group lesson to his/her study team. ● reflect on the teaching moves in the lesson. ● submit the lesson plan into Canvas.	50 pts.	4, 7, & 8

Final Exam Part 1: Case Study Rubric (3 assessments & 3 lessons) (due: Wednesday, March 16)	Points	InTASC Standards
Each pre-service teacher will: ● complete three reading assessments with a case study focus student. ● identify and write a summary of the literacy strengths, needs, and instructional goals for the focus student. ● plan three literacy lessons based on instructional goals for the student. The lessons should relate to the foundational literacy standards.	100	3, 4, 6, 7, & 8

Final Exam Part 2: Philosophy of Teaching Reading (due: Monday, April 25)	Points	InTASC Standards
Each pre-service teacher will: ● design a personal philosophy on teaching reading using practical classroom applications, course readings, and research-based theories to advance literacy learning opportunities for all children. ● submit a professional final product reflective of APA, 7th ed.	50	3, 4, 6, 7, & 8

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Late Work Policy

All EDUC 309 assignments are to be turned in on the designated dates and times. Therefore, students must be sure to pay close attention to deadlines-there will be no make-up assignments or late work accepted without a serious and compelling reason and approval by the instructor. Building rapport and effective relationships are key to becoming an effective educator. Students should make sure that they are proactive in informing their instructors when difficulties arise during the semester so that we can help you find a solution. If a student has trouble keeping up with assignments or other aspects of the course, he/she must let the instructor know as early as possible. Specifically, if a student cannot meet a deadline, he/she should contact the instructor at least 48 hours in advance. Late or missing assignments, if accepted by the instructor, are subject to point deductions at the discretion of the instructor. Furthermore, work that is submitted after the course has been completed will be subject to university policies and procedures related to incompletes.

Attendance

EDUC 309 includes 16 required class sessions. 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.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
A	94 – 100%
A-	90 – 93%
B+	87 – 89%
B	84 – 86%
B-	80 – 83%
C+	77 – 79%
C	74 – 76%
C-	70 – 73%
D+	67 – 69%
D	64 – 66%
D-	60 – 63%
F	< 60%

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Pre-clinical Experience

The Wisconsin Department of Instruction (DPI) requires each preservice teacher to have onsite, supervised pre-student teaching (clinical) experiences. EDUC 309 pre-service educators must complete twenty hours of clinical experience. **The first half of the semester requires pre-service teachers to complete a case study.** In the remaining half of the semester, EDUC 309 students will engage in opportunities to observe, apply, and reflect on learning during a pre-clinical experience at a local school. Preservice teachers must conduct themselves in a professional manner (e.g., appropriate and professional dress and language, promptness, and respect for confidentiality).

Student Academic Honesty & Procedures

Student Academic Disciplinary Procedures

- UWSP 14.01 Statement of principles
  - The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.
- 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 falsified 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 own 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.

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Other Campus Policies & Helpful Information

Absences due to Military Service: As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for 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.

Commit to Integrity: As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

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.

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.

Dropping UWSP Courses: It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

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

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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.*

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. Lecture materials and recordings for EDUC 309 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

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 (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.

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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.

Emergency Procedures

COVID-19 Pandemic:The health and safety of our students, faculty and staff are top priorities at UW-Stevens Point. We are committed to addressing concerns regarding the 2019 novel coronavirus (COVID-19) and will continue to provide information on how we are slowing the spread on our campus.. Students are recommended to watch their UWSP email for updates, or go here for the most updated information: https://www.uwsp.edu/coronavirus/Pages/default.aspx

- **Face Coverings:** All students, employees and visitors to any UW-Stevens Point campus or facility are required to wear face coverings when inside campus buildings and enclosed spaces with others outside of your household (e.g., in a UWSP vehicle). This policy is in effect until Feb. 1, 2022, at least because of increasing COVID-19 transmission rates in counties where UW-Stevens Point is located. Please note wearing a mask in face-to-face classes is a UWSP Policy and not up to the discretion of individual instructors. Course sessions cannot take place unless everyone is wearing a face covering. Failure to adhere to this requirement could result in formal withdrawal from the course.
- **Classroom Responsibilities:** Please evaluate your own health status regularly and seek appropriate medical attention to treat illness. If you are not feeling well or believe you have been exposed to COVID-19, stay home; email your instructor and contact Student Health Service (715-346-4646). Additional classroom responsibilities include that students should:
  - communicate their need to be absent and complete course requirements.
  - maintain a minimum of six feet of physical distance from others whenever possible.
  - avoid congregating in groups before or after class.
  - sit in the same seat every day.
  - clean their assigned seating area.
  - maintain healthy practices inside and outside of the classroom (e.g., wash your hands/use appropriate hand sanitizer regularly and avoid touching your face).
- **Personal Daily Health Screening Form:** Students who are not vaccinated and are on campus are required to use the Daily Symptom Screening Form and be tested every week, beginning in January.
- **COVID-19 Testing:** All unvaccinated students and employees are required to be tested every week, beginning Jan. 1, 2022.

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Other 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 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.

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.

Incomplete Policy: Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if agreed upon conditions have been met. All incomplete course assignments must be completed within the instructor's given timeline.

Religious Beliefs Accommodation: It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:
- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

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Technology Guidelines: Technology guidelines include the following:
- **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.
- **Videoconferencing:** Zoom may be used for live delivery of regularly scheduled instructional hours on an occasional as-needed basis.Sessions of this course may be recorded by the instructor on an as-needed basis and saved for the viewing of any absent students through the course Canvas site. Furthermore, if arranged with the instructor, the student may participate remotely through Zoom software. This is at the instructor's discretion and is only intended for defined, short-term, approved absences. Students participating via Zoom will interact with the class through audio and video and must be seen and heard by the instructor to be considered "in attendance." Students participating through videoconference should use the required student technology described in UWSP Policies to interact with the instructor and the other students in the course.

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.

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Course Schedule, Topics/Activities, & Homework Assignments

This syllabus, along with course assignments and due dates, are subject to change. Each student is responsible to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in class, on Canvas, in a course announcement, and/or through email.

Week	Date	Topic/Activities	Homework Assignments
			Due: Monday, Jan. 24 ☐ Rent/purchase course text ☐ Familiarize yourself with the course syllabus, texts, and Canvas page
W e e k 1	**Monday, January 24**	● Introductions & welcome ● Inform about student bios ● Review syllabus: readings, assignments, & expectations ● Review *UWSP Professional Education Program Teacher Candidate Dispositions* ● **Establish study teams & set norms**	**Due: Wednesday, January 26** ☐ Complete *Student Bio* and submit in Canvas ☐ Submit *Study Team Norms* in Canvas ☐ Register for free individual or group FoRT Study Sessions through the UWSP Tutoring-Learning Center (TLC)
	Wednesday, January 26	● Discuss conceptualizations of literacy: models, theories, and instructional implications ● **Identify reading beliefs**	**Due: Monday, January 31** ☐ Submit Reading Beliefs Survey and related reflection in Canvas
W e e k 2	**Monday, January 31**	● Review Effective Use of the GRR Model (Fisher, 2008) ● Connect GRR model to lesson plan template ● Discuss the WI English Language Arts Standards (2020) ● View WI DPI Module: Analyzing Standards & Instructional Planning ● Review expectations for: Early Literacy Standard Exploration, Lesson Context, & Lesson Plan	**Due: Wednesday, February 2** ☐ TRS (Honig et al., 2018): Review and be prepared to discuss: *Print Awareness,* pp. 71-82 and *Letter Knowledge*, pp. 84-95
	Wednesday, February 2 **NO F2F Class- Meet with Study Team**	**No F2F class- students should meet with their study teams and complete the following:** ● Discuss *Print Awareness*, pp. 71-82 and Letter Knowledge, pp. 84-95 ● View WI DPI Module: Create and Communicate Learning Targets in Student Friendly Language ● **Establish context for the team early literacy lesson**	**Due: Monday, February 7** ☐ Read & prepare to discuss Diamond & Thorsnes (2018, pp.5-15) ☐ Read and prepare to discuss *Top 10 Terms: Data & Assessment Literacy (WI DPI)* ☐ Establish the context for the team early literacy lesson

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W e e k 3	**Monday, February 7**	● Share context for lessons ● Review strategic assessment systems in literacy ● Review case study assignment/first field experience expectations ● View model & and participate in guided practice related to early literacy lesson plan	**Due: Wednesday, February 9** ☐ Develop first draft of lesson plan on early literacy topic with study team and bring to class
	Wednesday, February 9	● Review key concepts related to early literacy ● **Participate in Literacy Lab presentation by Lindsey Mott (Boys & Girls Club)** ● Peer workshop lesson plan with another study team ● Review expectations for *FoRT Preparation Guide* , discussion facilitators, & individual lessons	**Due: Friday, February 11** ☐ Submit final group developed lesson plan in Canvas **Due: Monday, February 14** ☐ Review suggested readings and prepare for phonological awareness discussion ☐ Discussion Facilitator: Prepare to lead phonological awareness discussions and support study teams with *FoRT Preparation Guide*
W e e k 4	**Monday, February 14**	● Discuss phonological awareness (What? Why? When?) ● Facilitate small group discussions about phonological awareness and complete related section of FoRT Preparation Guide	**Due: Wednesday, February 16** ☐ Complete phonological awareness section of *FoRT Preparation Guide* ☐ Lesson facilitators: Prepare to teach phonological awareness lesson & submit in Canvas
	Wednesday, February 16	● Review phonological awareness assessments (MM: pp. 19-30) and instruction ● Facilitate phonological awareness lessons	**Due: Monday, February 21** ☐ Review suggested readings and prepare for phonics discussion ☐ Discussion Facilitators: Prepare to lead phonics discussions and support study teams with *FoRT Preparation Guide*
W e e K 5	**Monday, February 21 M 2/21**	● Discuss phonics (What? Why? When?) ● Facilitate small group discussions about phonics and complete related section of *FoRT Preparation Guide*	**Due: Wednesday, February 23** ☐ Submit phonics section of *FoRT Preparation Guide in Canvas* ☐ Lesson facilitators: Prepare to teach phonics lesson & submit in Canvas
	Wednesday, February 23	● Review phonics assessments (MM pp. 41-52) and instruction ● Facilitate phonics lessons	**Due: Monday, February 28** ☐ Review readings and prepare for vocabulary discussion ☐ Discussion Facilitators: Prepare to lead vocabulary discussions and support study teams with *FoRT Preparation Guide*

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W e e K 6	Monday, February 28	☐ Discuss vocabulary (What? Why? When?) ☐ Facilitate small group discussions about vocabulary and complete related section of *FoRT Preparation Guide*	**Due: Wednesday, March 2** ☐ Submit vocabulary section of *FoRT Preparation Guide* in Canvas ☐ Lesson facilitators: Prepare to teach vocabulary lesson & submit in Canvas
	Wednesday, March 2	● Review vocabulary assessments (MM pp. 118-114) and instruction (How?) ● Facilitate vocabulary lessons	**Due: Monday, March 7** ☐ Review readings and prepare for fluency discussion ☐ Discussion Facilitators: Prepare to lead fluency discussions and support study teams with *FoRT Preparation Guide*
W e e k 7	Monday, March 7	● Discuss fluency (What? Why? When?) ● Facilitate small group discussions about fluency and complete related section of *FoRT Preparation Guide*	**Due: Wednesday, March 9** ☐ Submit fluency section of *FoRT Preparation Guide* in Canvas ☐ Lesson facilitators: Prepare to teach fluency lesson & submit in Canvas
	Wednesday, March 9	● Review fluency assessments (MM high frequently pp. 63-67; 77-117) and instruction (How?) ● Facilitate fluency lessons ● Discuss EMB clinicals	**Due: Monday, March 14** ☐ Review readings and prepare for comprehension discussion ☐ Discussion Facilitators: Prepare to lead comprehension discussions and support study teams with *FoRT Preparation Guide*
W e e k 8	Monday, March 14	☐ Discuss comprehension (What? Why? When?) ☐ Facilitate small group discussions about comprehension and complete related section of *FoRT Preparation Guide*	**Due: Wednesday, March 16** ☐ Submit comprehension section of *FoRT Preparation Guide* in Canvas ☐ Lesson facilitators: Prepare to teach comprehension lesson & submit in Canvas ☐ ***Submit final draft of case study***
	Wednesday, March 16	● Review comprehension assessments (MM pp. 148-177) and instruction (How?) ● Facilitate comprehension lessons ● Review expectations for case study and philosophy of education	**Due: Monday, April 25** ☐ Submit final draft of philosophy of teaching reading in Canvas

Spring Break: March 18 (6pm) - March 25
EMB Field Placement: March 28- May 13
EMB Field Assessment 1 due: April 18
EDUC 309 Philosophy of Teaching Reading due: April 25
Friday EMB Seminar: April 29
EMB Field Assessment 2 due: May 9
Tuesday EMB Final Exam: May 17

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Professional Learning Opportunity:

- **Tommy G. Thompson Speaker Series Event** : Academic Freedom in the Digital Age, Thursday, April 14; 2022 at 5-7pm, Location: DUC Theater
  - "Learn more about academic freedom as two international scholars share their first-hand experiences of hope, resilience, global interconnectedness and desire for a more open and equitable future. They will be joined by the director of the Scholar Rescue Fund who has impacted academic freedom all over the world."

All UWSP students, faculty and community members are encouraged to sign up for this free event. You can register here: https://www.eventbrite.com/e/academic-freedo . We are very excited to offer this event free of charge and we are hopeful that a large number of faculty, staff and students will attend this important event. This event is a wonderful opportunity for you to reflect on how to offer your future students with meaningful, equitable, and inclusive learning opportunities. I hope to see you there!