

EDUC 386 - Improvement in Reading
University of Wisconsin - Stevens Point
Thursday evenings 6:30 - 9:00pm

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Course Description

The development of lifelong reading habits and writing skills for adolescent students will be the focus of this course. UWSP students will explore reading and writing across all content areas. The use of strategies to build and enhance reading and writing skills must include engagement techniques that motivate and engage all learners, particularly the reluctant adolescent learner. Reading is the most important skill we give to our students. Let's face it, if kids can't read, they are basically doomed. Research tells us that our own state of Wisconsin carefully examines the 3rd grade reading test scores for future budget planning. What kind of budget planning, you might wonder? Budgeting for prison beds! If our students cannot read or write proficiently ~ a life of poverty and crime is likely (O'Cummings - 2010).

In this course, you will investigate and develop a repertoire of effective reading and writing strategies for the teaching of your content area. You will also examine the benefits of effective speaking, listening, and viewing. You will explore supplementary literature and materials that may be applied to your area of content expertise. Essential question for the course; **“If I taught, yet my students did not learn, did I teach?”**

Course Learning Outcomes: InTASC Standards

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

4. 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.

Knowledge

- *The teacher understands current theories of reading/writing in the content area.
- *The teacher can construct a definition of reading/writing in the content area.
- *The teacher understands the role of learning and comprehension strategies using the language arts.

Skills

- *The teacher evaluates how to achieve learning goals by integrating reading and writing and the other language arts when appropriate.
- *The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities.
- *The student plans for various roles in the teaching and learning situation.

Dispositions

- *The teacher values flexibility in the teaching process in order to adapt instruction to student responses, ideas, and needs.

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.

Knowledge

- *The teacher understands the role of language in learning.
- *The teacher can describe various contexts that affect discussion.

Skills

- *The teacher can select appropriate structures for creating discussions related to instructional lessons.

Dispositions

- *The teacher recognizes the power of language for facilitating self-expression, identity development, and learning.
- *The teacher is a responsive listener.

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 and the community context.

Knowledge

- *The teacher knows how to plan instruction that effectively bridges curriculum goals and students’ experiences.
- *The teacher knows how to adjust plans based on student responses and needs.

Skills

- *The teacher selects and creates learning experiences, both individually and with faculty teams, that are relevant to learners and are appropriate for curriculum goals.
- *The teacher creates lessons and activities to meet the developmental and individual needs of all learners.

Evaluation/Course Requirements

Assignment	Brief Description	Points	Learning Outcomes Met (#)
1. Reflective Practice: Journal/Graphic Organizers & In class activities	Each week, you are encouraged to write after using a different graphic organizer to track your learning and in-class activities. You will write during and/or after class sessions about your learning. Reflections will be collected weekly.	30	8, 4, 7
2. Internet Research Vocabulary Support Activity	Research vocabulary-building activities on the internet. Evaluate the activities based on class criteria (more/less). Find 3 that align with best practice (more) and 1 to avoid (less).	5	8, 3, 4, 7
3. Written Response to Professional Book: Readicide by Kelly Gallagher	You will read and participate in discussion about the professional book, Readicide by Kelly Gallagher. Additionally, you will share a written response about the book.	20	8, 4, 3
4. Text Set	Identify two or three learning objectives related to one topic in your content area. Prepare a text set (a group of 5-7 texts	20	8, 3, 4, 7

	about one topic in your content area) that will guide students to develop a deep understanding of the topic and the three identified learning objectives. Explain your thinking about why you have included each text and how each will contribute to support students in meeting the learning objectives.		
5. Peer Teaching	You and your assigned partner(s) will teach a 20-minute lesson using a short text. You will integrate reading and writing strategies presented in class to build background knowledge, identify background knowledge, and assess the learning. This will be an interactive activity that must engage all students in the learning process. A lesson plan template will be provided.	20	8, 3, 4, 7
6. Inquiry	Identify an area of interest and dive deeper into your own inquiry-based learning experience.	10	8, 3, 4, 7
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Assignment Details / Rubrics

1. Reflective Practice: Journal / Graphic Organizer

Each week, you are encouraged to write after class using a technique (such as journaling or graphic organizers) to track your learning.

Target	Exceed Expectations 10 pts	Meets Expectations 7-9 pts	Below Expectations 0-6 pts
Capture key understandings from class content	3+ key concepts from readings, discussion, and class activities are thoroughly explained in detail with references and/or examples	2+ key concepts from readings, discussion, and class activities are recorded with details	2+ ideas are captured
Connect to your discipline / teaching practice	There is a personal reflection that ties the key concepts into a specific discipline and your personal teaching practices / philosophies	There are references made to subject related material and classroom learning	There is no connection to the classroom, philosophies, or discipline
Mechanics, Clarity, and Organization	Entries are labeled and organized, meaning is clear, and writing is free of errors	Entries are labeled and organized, language is clear to a variety of	Entries aren't organized or labeled, language may be confusing to different

		audiences, writing is generally free of errors.	audiences, or several mechanical errors detract from meaning.
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2.

3. Written Response to Professional Book: *Readicide* by Kelly Gallagher

You will read and participate in a discussion about the book *Readicide* by Kelly Gallagher.

Additionally, you will share a written response to the book. See rubric below.

	Proficient 4-5 points	Basic 2-3 points	Minimal 1 point
Important Points	Presents 5 or more important points from the assigned reading	Presents 4 important points or some of the points are superficial	Content of points needs more thought
Perspective	Student's perspective, focal point, or point of view is included in response to readings, presentations, and discussions of each author's topic.	Student's perspective, focal point, or point of view is included but not clearly connected to readings, presentations, and discussions.	Student's perspective, focal point, or point of view is not included or connected.
Presence of Writer's Voice	The writer has integrated his or her own experiences to support stance as appropriate.	Some experiences are integrated to support stance.	More integration of experiences is needed to support stance.
Clarity & Mechanics	Writing is clear, concise, formatted in an easy to read style that is free of grammatical or spelling errors.	Writing is organized, mostly clear, with minor mechanical errors.	Writing is unorganized or may contain multiple errors.

4. Text Set:

Identify one to two learning objectives related to one topic in your content area. Prepare a text set (a group of 6 texts* about one topic in your content area) that will guide your students to develop a deeper understanding of the topic and the identified learning objectives. Explain your thinking about why you have included each text* and how each will contribute to support students in meeting the learning objectives.

*texts - consider a wide range of text types! Fiction/nonfiction, children’s literature, articles, professional texts, etc. Multimedia: only 1 may be visual, 1 may be a video.

Target	Meets Expectations	Below Expectations
I can write a clear learning target	3 - 4 points	0 - 2 points
I can explain my rationale for selecting a text for a text set and identify an intended learning outcome from viewing/reading the text.	2 point per text (6 possible)	
I can intentionally sequence the texts to build background knowledge and guide students to go deeper in their understanding of a topic.	3 - 4 points	0 - 2 points

5. Peer Teaching:

Teaching reading and writing is crucial for learning content material. You and your team will lead the rest of the class in teaching and learning sessions using strategies and best practice learned in class. Materials and/or PowerPoints created for this assignment must be uploaded to Canvas prior to the class session in which you present.

- 1) Select a short-text related to your content. This could be a text from your text set.
- 2) Reflect on what you want your students to take away from reading the text and think about obstacles for making meaning. In other words, you are predicting challenges and misconceptions.
- 3) Plan one pre-reading activity and
- 4) Plan one during-reading OR post-reading activity

Pre Reading Activity	During OR Post-Reading Activity
Build or activate Background knowledge Activate curiosity by previewing Frontload vocabulary Set a purpose for reading	Check for understanding Build deeper comprehension Vocabulary Reflect on new learning (Discussion or writing) Draw conclusions Classify information Evaluate/Analyze information

PEER TEACHING RUBRIC	Proficient (2)	Emerging (1)	Minimal (0)
Planning: The lesson is designed to support growth toward a clear learning target that is delivered as an “I Can” statement.			

Delivery: The learning target is communicated to the student participants as an “I Can” Statement.			
Planning: The reflection to the plan explains what background knowledge is critical to understanding content.			
Delivery: The lesson delivery strives to “level the playing field” by building background knowledge of student participants.			
Planning and Delivery: The lesson uses at least one text .			
Planning and Delivery: Student participants are guided to process and/or analyze the text through at least two of the following lesson times : Pre-reading (pre-text), during reading (during-text), or after reading (after-text).			
Planning and Delivery: The student participants are asked to do at least two of the following: Reading, Writing, Discussing			
Planning: The reflection of the plan explains how the lesson will facilitate (or nurture) disciplinary thinking (reading, writing, or discussing).			
Planning and delivery: The lesson includes a formative assessment that will show students’ understanding of the learning target at the end of the lesson.			
After lesson reflection: Based on the assessment results, how would you change your plan?			

6. Inquiry Project

Identify an area of interest and create your own inquiry-based learning experience. What are you still curious about? What do you still want to learn in this class?

	Advanced 5 points	Proficient 4 points	Emerging 3 points	Minimal 0-2 points
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Designing an inquiry based question	<p>The generated question:</p> <ul style="list-style-type: none"> -Can be answered in various ways, is multifaceted -Is relevant and inspiring. -Well developed and narrowed -Requires original thinking to answer -Refutes opposition if opposition exists <p>*I can connect the dots in a new and interesting way. *</p>	<p>The generated question:</p> <ul style="list-style-type: none"> -Requires some synthesis of information. -Is relevant and interesting to a wide audience. -Requires multiple sources to answer -Acknowledges multiple viewpoints. <p>*I can connect the dots. *</p>	<p>The generated question:</p> <ul style="list-style-type: none"> -May be important to a small audience -Requires research and summary but not synthesis. -One-sided; will not have opposition or various viewpoints -Is answerable with a list of facts. <p>*I can collect the dots.*</p>	<p>The generated question:</p> <ul style="list-style-type: none"> -is a closed answer question -is unclear -is too broad or poorly written. <p>*What dots?*</p>
Content Knowledge	Research demonstrates deep, detailed content knowledge on the standards in their work.	Research demonstrates detailed content knowledge on the standards in their work.	Research content knowledge on the standards in their work.	Student does not yet display content knowledge; student will continue to research.

Required Course Materials

Zemelman, S., Daniels, H. & Hyde, A. (2012). *Best practice: Bringing standards to life in America's classrooms*. Portsmouth, NH: Heinemann. (Rental)

Textbook Overview: "The single most powerful variable in student achievement is the quality of teaching. But what does **quality** mean? What does it look like in real classrooms? It looks like the teaching in this book." Best Practice, Fourth Edition, is the ultimate guide to teaching excellence. Its framework of seven Best Practice Structures and cutting-edge implementation strategies are proven across the grades and subject areas. BP4 creates common ground for teachers, leaders, and principals by recommending practices drawn from the latest scientific research, professional consensus, and the innovative classrooms of exemplary.

Gallagher, K. (2007). *Readicide: How Schools are Killing Reading and What You Can Do About It*. Portland, MN: Stenhouse.

This professional book helps practitioners reflect upon which professional practices nurture a love of reading as compared to squash the love of reading.

Technology Guidelines

You will need internet access to complete this course. You are encouraged to use Google Docs and share with the instructor for collaboration and feedback before an assignment is due.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to the sharing of 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. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

Inclusivity Statement

It is my intent 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. It is my intent 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.

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.

Grading Scale

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

Communicating with your Instructor



Email is the quickest way to reach me at: kristendembroski@gmail.com



Call or text my cell phone at any time (262-488-2150).



Skype, Facetime, and Google Hangout Video conference are also available by request.

Teaching and Learning Strategies

This course includes multiple forms of instruction (e.g., interactive discussions, collaborative small group and partner assignments, individual writing assignments, lecture) to address multiple styles of student learning.

Office hours

I am available via emailing or texting anytime. Individual phone calls or video conferences can be arranged through an email request or phone call.

Attendance

You must attend each class session and participate in all class activities. Direction is left up to the instructor regarding the loss of points for missing a class. Attending class will likely be the single most important factor in determining your performance and grade in the course. Plan to attend every class. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. I am unable to re-teach the material to you if you are absent. Any exceptions to the attendance policy should be confirmed in writing.

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

Attend all your classes regularly. We do not have a system of permitted "cuts."

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Late Work

I expect you to honor your responsibilities, including completion of all assigned readings, making punctual online posts and attending every class meeting. However, I understand that you have a life beyond this course, and that unexpected problems or crises can interfere with your attendance or assignments. I also want you to be safe. If weather or other circumstances threaten your safety while traveling to or from class, I understand if you decide not to attend.

In general, the best policy is to contact me before an absence. When you contact me about an absence, please specifically suggest how you think we should handle the absence.

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](#).

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.

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 his/her 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 and General Support	Health
Tutoring and 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

UWSP Service Desk

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 are in need of additional support which individually I may not be able to provide. 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 in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the 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 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.

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

Other Campus Policies

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 to 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. In the event that 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 information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

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. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Drug Free Schools and Communities Act

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

Copyright infringement

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