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 741: Improvement in Reading
3-Credit Hours

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: Kristen Dembroski, Ph.D.
Email: kristendembroski@gmail.com
Office hours: Virtually, by appointment

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, viewing and visually representing 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 741 is designed to guide 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 741 aims to develop educator's confidence and competence in assessing and instructing the foundational reading skills of phonological awareness, phonics, fluency, vocabulary, and comprehension.

Required Course Materials

Core Texts:
Munger (Ed.). (2016). Steps to Success: Crossing the Bridge Between Literacy Research and Practice. Open SUNY. ([Link to Ebook](#))

Additional Required Resources (Shared on Canvas Learning Platform)

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-teachi

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

g-children-read

Burkins, J., & Yaris, K. (2021). *Shifting the balance: 6 ways to bring the science of reading into the balanced literacy classroom*. Stenhouse.

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

Willingham, D. T. (2017). *The Reading Mind.* Jossey-Bass. Ebook Link

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:

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

IES Practice Guides:

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/practiceguide/19

Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov .

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc

Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides

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

Course Learning Outcomes

As a result of EDUC 741, educators will acquire/demonstrate the following essential knowledge, performances, and critical dispositions:

When you have completed this course, you should be able to:
- *Analyze major models that represent the complex reading process*
- *Identify the five essential components of evidence-based reading instruction.*
- *Identify the underlying elements of word recognition;*
- *Identify research-based instructional activities to teach phonological awareness, decoding, and sight recognition of irregular sight words*
- *discuss how the underlying elements of word recognition lead to successful reading comprehension.*
- *explain the underlying elements of language comprehension;*
- *identify instructional activities to provide and activate background knowledge, teach vocabulary, and teach language structures;*
- *discuss how the underlying elements of language comprehension contribute to successful reading comprehension.*
- *Understand the definition of dyslexia, common warning signs by grade level, and evidence based instructional practices and accommodations to meet the educational needs of students with dyslexia.*
- *identify barriers and posit ways to remove the barriers for students learning English and who have disabilities*
- *advocate for evidence-based practices that support reading acquisition for diverse populations*
- *seek out new strategies and methodologies in the instruction of reading, including continuing the reading of professional literature and journals*
- *identify the major journals and professional organizations in the field of reading education show an understanding of individualized and group instructional interventions targeted toward those students in greatest need or at low proficiency levels*

Course Expectations

Attendance: This class is completed entirely online.
Participation: You will be required to engage in online collaborative discussions. Your participation must be spread over several days, and you are encouraged to interact with as many of your colleagues as possible to encourage our professional growth as a class.
Citation: All sources should be cited using APA citation.

Evaluation/Course Requirements

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

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

Assignment # 1: Chapter Reflections/Writer's Notebook	Points	InTASC Standards	IDA Standards
Candidates will complete 5 Writer's Notebook entries that consist of professional reflections on assigned chapters.	(Embedded in Discussion Posts)	9	1, 2

Assignment # 2: Discussion Posts	Points	InTASC Standards	IDA Standards
Candidates will complete 5 discussion posts on Canvas centered on teaching practices and reflection. You will make an original post and respond to 2 peers for each of the discussions.	45	4, 5, 9, 10	1, 2

Assignment # 3: Professional Growth Plan	Points	InTASC Standards	IDA Standards
Present a professional growth plan. Focus on two or three components of literacy that reflect a comprehensive literacy program. How will you strengthen these elements in your own teaching practice? Develop at least 2 SMART (Specific, Measurable, Attainable, Realistic, and Timebound) goals for yourself for the duration of your licensure coursework or this school year. *Participants that participate in all the reading licensure coursework will review their professional growth plan throughout the coursework.	16	1, 4, 6, 7	1, 2

Assignment # 4: Journal Article Review	Points	InTASC Standards	IDA Standards
Candidates will select a peer-reviewed literacy research article and write a response that includes a thorough and	12	4, 9	1, 2, 3

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

objective summary, instructional implications, and professional reflection.			

Assignment # 5: Philosophy of Literacy Instruction	Points	InTASC Standards	IDA Standards
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)	24	3, 4, 6, 7, & 8	1, 2, 3 ,4, 5

TOTAL POINTS = 97

Grading Scale

Percentage	Letter Grade
96-100	A
94-95	A-
92-93	B+
88-91	B
86-87	B-

Rubrics:

Writer's Notebook

For each Module in this course, you are asked to complete an entry in a personal Writer's Notebook (5 modules, so 5 entries total). Your Writer's Notebooks should reflect on, synthesize, and make connections to as many resources from the Module as possible to accurately represent the breadth and depth of your learning. While not

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

all of your entries will be graded, one will be polished and submitted as your portfolio, and several others will be submitted as Discussion Posts on Canvas. The discussion submissions will be graded using the Discussion Post Rubric shared below.

Writer's Notebook Prompts	Learning Goal
Something I already knew that was reinforced through this week's resources	I am a growing expert
Something new I learned this week that made me feel excited or curious	I am a lifelong learner
Something I encountered this week that connects to a current or former student	I can connect research to practice
Something I encountered this week that I want to share with my colleagues	I am part of a professional learning community

Discussion Post Rubric

Criteria	Level 3 3 points	Level 2 2 points	Level 1 1 point
Synthesis	Posts well-developed synthesis of multiple resources / experiences that fully addresses and develops all aspects of the task. Posts factually correct, reflective, and substantive contribution; advances discussion. On-time post allows for full participation.	Posts well-developed reflection that addresses all aspects of the task; lacks full development of concepts or fails to synthesize multiple resources / experiences. Posts information that is factually correct OR Delayed posts inhibit full participation.	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task. Repeats but does not add substantive information to the discussion.
Clarity & Mechanics	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.	Contributes valuable information to discussion with minor clarity or mechanical errors.	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.
2 Responses - Collaboration	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. AND Posts factually correct, reflective, and substantive contribution; advances discussion.	Elaborates on existing posts with further comment or evaluation. AND/OR posts information that is factually correct; lacks full development of concept or thought.	Posts shallow contributions to discussion (e.g. simply agrees or disagrees, does not enrich discussion. AND/OR repeats but does not add substantive information to the discussion.

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

Professional Growth Plan Rubric

Criteria	Level 3 4 points	Level 2 3 points	Level 1 2 points
Significance and Impact - Goal 1	The educator has chosen a professional goal that is deeply rooted in current literacy research, best practice, and the resources presented through this course. The goal will have a significant, positive impact on the literary lives of the educator's students.	The educator has chosen a professional goal that connects to current literacy research, best practice, and the resources presented through this course. The goal will have a positive impact on the literary lives of the educator's students.	The educator has chosen a professional goal that connects to literacy research. The goal is either teacher-centric or will not significantly advance the students' literacy skills.
Significance and Impact - Goal 2	The educator has chosen a professional goal that is deeply rooted in current literacy research, best practice, and the resources presented through this course. The goal will have a significant, positive impact on the literary lives of the educator's students.	The educator has chosen a professional goal that connects to current literacy research, best practice, and the resources presented through this course. The goal will have a positive impact on the literary lives of the educator's students.	The educator has chosen a professional goal that connects to literacy research. The goal is either teacher-centric or will not significantly advance the students' literacy skills.
Clarity & Mechanics	Goals are professionally written and formatted in an easy to read style that is free of grammatical or spelling errors.	Goals are professionally written and formatted with some minor clarity or mechanical errors.	Goals lack grammatical clarity and contain multiple errors that detract from the intended meaning.
SMART	Goals are written in SMART format - Specific, Measurable, Attainable, Realistic, and Timebound. All 5 criteria are clearly and thoughtfully articulated.	One or more elements of the SMART goals are either not fully addressed or are not thoughtfully or clearly articulated.	Several elements of the SMART goals are either not fully addressed or are not thoughtfully or clearly articulated.

Journal Article Review Rubric

You will choose a peer-reviewed journal article that will support you in meeting your Professional Growth Plan. The article must contain original research that matches an area in which you would like to increase your depth of knowledge. The article should be no more than 5 years old. You will provide a summary of the research / findings, explain and/or critique the research (strengths, limitations) based on your growing knowledge of current research and best-practice, as well as reflect and discuss several implications (these could be for the field of literacy in general, for instruction and assessment, for your own classroom practices, etc.). Be sure to consider the needs of diverse learners.

Criteria	Level 3 3 points	Level 2 2 points	Level 1 1 point

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

Article Summary	Rationale for the study is clear, concise, and addresses all main ideas. Article is thoroughly summarized and explained (e.g., research, questions/hypothesis, participants, method/design, results). Summary is written in an objective view.	Article is summarized with main ideas and key details.	Minimal to no summary is provided OR a verbatim of the text is provided.
Explanation / Critique	The study is thoughtfully evaluated (strengths, limitations) within the context of current research and best practice. There is evidence of critical thinking above and beyond the critique provided by the author.	Strengths and limitations are discussed and connected to current research and best practice. Some evidence of reflection and critical thinking.	The author provides strengths or limitations, but not both in balance. Evaluation is surface-level, and shows little evidence of reflection.
Implications	Multiple implications are clearly explicated and demonstrate critical thinking skills. There is evidence of reflection and connection to research, theory, and instructional practice.	One or more implications are given and are sufficiently clarified.	One implication is mentioned, but is poorly developed. Implications may only be loosely tied to instructional theory or practice.
Organization and Mechanics	Paper is well organized and easy to follow. There are no spelling, grammar, or punctuation errors. Writing follows APA guidelines.	There are minimal grammatical errors or organization is unclear. Reference is provided in the correct APA format.	Paper is not organized and grammatical errors detract from comprehension. Reference is provided in the correct format with few mistakes

Philosophy of Literacy Statement

As you are reading the course materials, you will add to a graphic organizer that tracks your developing thinking regarding the following 6 concepts of Literacy: Instruction, Assessment, Language and Comprehension, Foundational Skills, Equity and Diverse Learners, and Engagement. By the end of the course, you will write a Philosophy of Literacy Statement that encompasses your beliefs, backed by resources, regarding effective literacy practices. *All reading teachers must have a thorough understanding of their beliefs and actions regarding effective K-12 teaching practices. This document should articulate knowledge of a comprehensive literacy program that is strongly connected to effective literacy practices with a strong emphasis on writing.*

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

Criteria	Level 3 6 points	Level 2 4 points	Level 1 2 points
Concepts	Statement reflects deep professional knowledge of literacy and intimate experience with children's learning and development.	Statement reflects professional knowledge of literacy and education tenets.	Statement reflects superficial knowledge of literacy and education.
Synthesis	Statement reflects a thoughtful synthesis of at least 3 resources / experiences. Information is factually correct, reflective, and substantive.	Statement reflects well-developed thoughts that addresses all aspects of the task; synthesis of 2 or more resources.Information is factually correct and substantive.	Statement lacks full development of concepts or fails to synthesize multiple resources / experiences. Information is factually correct.
Professionalism	Paper maintains a professional, positive tone. Ideas are clearly and accurately presented and thoroughly explained for any/all audiences.	Paper maintains a professional, positive tone. Mostly clear and accurate presentation, though someone outside the field of education may have a question upon reading.	Occasional rambling or unfocused explanations. Tone not always positive.
Organization & Mechanics	Paper is well organized, transitions smoothly, and is easy to follow. There are no mechanical errors. Includes references at the end and uses APA format throughout.	Paper is well organized, and mechanical errors are rare. Includes references at the end and uses APA format throughout.	Paper is not well organized OR there are many mechanical errors. Includes references at the end and uses APA format throughout.

Reading Teacher Portfolio

Candidates for the Reading Teacher licensure program will complete a Reading Teacher portfolio that showcases the educator's proficiency to teach literacy. Candidates are orientated to the portfolio creation process in the fall course, EDUC 740, Reading Teacher Portfolio. Candidates should include evidence of their learning in EDUC 741 in their portfolio. Suggested portfolio artifacts include:

INTASC Standards

The UWSP School of Education aligns coursework to the InTASC Standards:

- **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

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

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.

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

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

In an online modality, attendance is demonstrated through active participation.

Late Work

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

Safety & Emergency Procedures

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

COVID-19 Pandemic

Please follow the UWSP policies related to keeping our community safe concerning the COVID-19 pandemic. The policy may change during the semester due to health department requirements, CDC guidelines, and local vaccination and infection rates. 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

- **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

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

you have been exposed to COVID-19, do not come to class; 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 the course requirements as outlined in the syllabus.
- maintain a minimum of six feet of physical distance from others whenever possible.
- avoid congregating in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- sit in the same seat every day to make contract tracing easier if that becomes necessary.
- 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).

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.

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,*

![University of Wisconsin-Stevens Point logo] **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

please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

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

Click here to flag a policy or practice that disproportionately affects marginalized students.

UWSP Service Desk (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 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

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

are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

 UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:
(a) Seeks to claim credit for the work or efforts of another without authorization or citation;
(b) Uses unauthorized materials or fabricated data in any academic exercise;
(c) Forges or falsifies academic documents or records;
(d) Intentionally impedes or damages the academic work of others;
(e) Engages in conduct aimed at making false representation of a student's academic performance; or
(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:
  ● Cheating on an examination
  ● Collaborating with others in work to be presented, contrary to the stated rules of the course
  ● Submitting a paper or assignment as one's work when a part or all of the paper or assignment is the work of another
  ● Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
  ● Stealing examinations or course materials
  ● Submitting, if contrary to the rules of a course, work previously presented in another course
  ● Tampering with the laboratory experiment or computer program of another student
  ● Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

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

Other Campus Policies & Helpful Information

FERPA
The Family Educational Rights and Privacy Act (FERPA) provides students with a right to

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

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 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?

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

- **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 741 Course Calendar

Date:	Readings	Artifacts of Learning
Sept. 5 - 10	Welcome and Course Orientation	☐ Read Syllabus ☐ Ice Breaker
Module 1: Models of Reading ● *Analyze major models that represent the complex reading process* ● *Identify the five essential components of evidence-based reading instruction.*		
Sept. 11 - Oct 1	Models of Reading Engagement ● Simple View of Reading ● Scarborough's Rope ● Active Model ● Cartwright, K. & Duke, N. K. (2019). The DRIVE Model of Reading: Making the Complexity of Reading Accessible. The Reading Teacher, 73(1), 7–15. https://doi.org/10.1002/trtr.1818 (Library Link) National Institute of Child Health & Human Development (NICHD). (2000). Report of the National Reading Panel Report. Teachers Guide and Full Report Duke,N. Cartwright, K. B., Griffith, R., & Lacina, J. (2019). Implications of the DRIVE Model of Reading: Making the Complexity of Reading Actionable. *The Reading Teacher*, *73*(1), 123–128. https://doi.org/10.1002/trtr.1819 (Library	☐ Discussion Post #1 ☐ Writer's Notebook #1 ☐ Philosophy of Literacy G.O. - Instruction & Assessment Reread and consult other resources as needed to build understanding of each component of the DRIVE model of reading. Challenge yourself to explain the DRIVE model to someone outside the field of education (significant other, mother, friend, etc.)

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

	[Link](#))	
Module 2: Language Comprehension, The Root of Reading Comprehension ● *Explain the underlying elements of language comprehension* ● *Identify instructional activities to provide and activate background knowledge, teach vocabulary, and teach language structures* ● *Discuss how the underlying elements of language comprehension contribute to successful reading comprehension*		
Oct 2 - 22	[Rethinking How Reading Comprehension Begins](#) from Burkins, J., & Yaris, K. (2021). *Shifting the balance : 6 ways to bring the science of reading into the balanced literacy classroom*. Stenhouse. Chapter 4: (Language Comprehension Ability) in Munger. K. (Ed.). (2016). Steps to Success: Crossing the Bridge Between Literacy Research and Practice. Open SUNY. ([Link to Ebook](#)) Chapters 4 (Words Words Words) and 5 (Reading Comprehension) from Willingham, D. T. (2017). *The Reading Mind.* Jossey-Bass. [Ebook Link](#) Dickinson D.K, Golinkoff, R.M., & Hirsh-Pasek, K. (2010). Speaking out for language: Why language is central to reading development. Educational Researcher, 39 (4), 305–310 Supplemental Readings: Dickinson D.K, Golinkoff, R.M., & Hirsh-Pasek, K. (2010). Speaking out for language: Why language is central to reading development. Educational Researcher, 39 (4), 305–310 ([E-Link](#)) Common Core State Standards-Appendix A, "New Research on Text Complexity ([Link](#)) Text Complexity, New York Public Schools ([link](#))	☐ Discussion Post #2 ☐ Writer's Notebook #2 ☐ Philosophy of Literacy G.O. - Language and Comprehension

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

	Dahl, A.C., Carlson, S. E., Renken, M., McCarthy, K. S., & Reynolds, E. (2021). Materials Matter: An Exploration of Text Complexity and Its Effects on Middle School Readers' Comprehension Processing. Language, Speech & Hearing Services in Schools, 52(2), 702–716. https://doi.org/10.1044/2021_LSHSS-20-00117 (link) Amendum, S.J, Conradi, K., & Hiebert, E. (2018). Does Text Complexity Matter in the Elementary Grades? A Research Synthesis of Text Difficulty and Elementary Students' Reading Fluency and Comprehension. Educational Psychology Review, 30(1), 121–151. https://doi.org/10.1007/s10648-017-9398-2 (link)	

Module 3: Word Recognition Skills: Lifting Print from the Page
- *Identify the underlying elements of word recognition;*
- *Identify research-based instructional activities to teach phonological awareness, decoding, and sight recognition of irregular sight words*
- *Discuss how the underlying elements of word recognition lead to successful reading comprehension.*

Oct. 23 - Nov 12	Chapter 3 (Word Recognition Skills) in Munger (Ed.). (2016). Steps to Success: Crossing the Bridge Between Literacy Research and Practice. Open SUNY. (Link to Ebook) Recommitting to Phonemic Awareness Instruction from Burkins, J., & Yaris, K. (2021). *Shifting the balance : 6 ways to bring the science of reading into the balanced literacy classroom*. Stenhouse. Reimagining the Way We Teach Phonics from Burkins, J., & Yaris, K. (2021). *Shifting the balance : 6 ways to bring the science of reading into the balanced literacy classroom*. Stenhouse. Revising High Frequency Word Instruction from Burkins, J., & Yaris, K. (2021).	☐ Discussion Post #3 ☐ Writer's Notebook #3 ☐ Philosophy of Literacy G.O. - Foundational Literacy Skills ☐ Draft Professional Growth Plan ☐ Article Review assignment introduction

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

	Shifting the balance : 6 ways to bring the science of reading into the balanced literacy classroom. Stenhouse. Locate & briefly review: [WI ELA Standards (WI DPI, 2020, "Reading Foundational Skills," pp.16-19)](#)	

Module 4: Nurturing Literacy: Special Considerations for Diverse Populations
- *Understand the definition of dyslexia, common warning signs by grade level, and evidence based instructional practices and accommodations to meet the educational needs of students with dyslexia.*
- *Identify barriers to literacy learning and posit ways to remove the barriers for students learning English and who have disabilities*
- *Advocate for evidence-based practices that support reading acquisition for diverse populations*

Nov 13 - Dec 3	Chapters 8 & 9 in Munger (Ed.). (2016). Steps to Success: Crossing the Bridge Between Literacy Research and Practice. Open SUNY. ([Link to Ebook](#)) Supporting ELs in Phonics ([Link to excerpt](#)) from Calkins, L., & Louis, N. (2018). Supporting English Language Learners in Phonics. In: *A Guide to the Phonics Units of Study, Grades K–2* (pp 40-42). Portsmouth, NH: Heinemann. **More on ELL and African American English Dialect	☐ Discussion Post #4 ☐ Writer's Notebook #4 ☐ Philosophy of Literacy Statement - Equity and Diverse Learners & Engagement ☐ Final Professional Growth Plan

Module 5: Personalized Professional Growth
- *Seek out evidence-based strategies and methodologies in the instruction of reading, including continuing the reading of professional literature and journals*
- *Identify the major journals and professional organizations in the field of reading education show an understanding of individualized and group instructional interventions targeted toward those students in greatest need or at low proficiency levels*

Dec 4 - 17	An article from a peer-reviewed journal, aligned to your professional growth plan Choose an Educational Practice Guide to Become Familiar with: ● [Foundational skills to support reading for understanding in kindergarten through 3rd grade](#)	☐ Discussion Post #5 ☐ Writer's Notebook #5 ☐ Philosophy of Literacy Statement Draft due ☐ Article Summary due

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

	- Improving reading comprehension in kindergarten through 3rd gradel - Providing Reading Interventions for Students in Grades 4-9 - Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide - Teaching academic content and literacy to English learners in elementary and middle school	
<td colspan="3" style="background:orange"></td>		
Finals Week December 18-22	Add artifacts to your Reading Portfolio -Writers Notebook -Professional Growth Plan -Philosophy of Literacy **Include introductions and reflections that explain how the artifact shows your proficiency with the correlated teaching standards	☐ Add artifacts to your Reading Portfolio, Update your Standards Matrix