

Education 309/509: Methods and Materials for Teaching Reading II

University of Wisconsin – Stevens Point

Elementary Methods Block - Fall 2017

Section 1: Tuesday/Wednesday 11:00 – 12:15 CCC 224

Section 2: Tuesday 5:00 – 7:30 p.m. CPS 230

Instructor: Dr. Lynda Fernholz

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Office hours: Monday 3:00 – 5:00 p.m.; Tuesday & Wednesday 12:30 – 1:45 p.m. or by appointment

Course Description

The purpose of this course is to examine beliefs, practices, and materials for teaching reading. Our major focus will be current issues in teaching reading across developmental and grade levels as well as integrating reading throughout the curriculum. We will explore differentiated instruction to accelerate reading development for all students. Course performance tasks will emphasize application of the Optimal Learning model for teaching and learning. We will also include the following in our considerations of assessment and instructional practices: the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, the Response to Intervention Framework (RtI), edTPA for Elementary Literacy, the Common Core State Standards (CCSS) in Reading and Language Arts, and the Wisconsin Educator Effectiveness Framework.

The single most powerful variable in student reading achievement is the quality of teaching. However, what does *quality* mean? What does it look like in a real classroom? This course is designed to help every teacher educator become a **best practice** teacher of literacy. Theory and techniques for developing and implementing best practice literacy instruction will be presented. Contextualizing scientific research and best practice that focuses on constructivism teaching approaches will define **“Best Practice Literacy Instruction”**.

Lastly, in this course and throughout the semester, preservice teachers will refine their **teaching dispositions** at the integrating level (p. 10) by developing **sustainable literacy practices**—specifically values thinking. Educators should demonstrate and exhibit a strong sense of **fairness and social justice**. This is especially true the classroom as a model for performance beyond the classroom (Warren, Archambault & Foley, 2015). According to NCATE (2008), professional dispositions are the professional characteristics that educators demonstrate through verbal (and nonverbal) behaviors as they interact with colleagues and community, students, and families.

Course Objectives/Outcomes:

- Effective reading, writing, speaking, listening, and visual communication skills that embrace all components of balanced literacy as defined by the National Reading Panel.
- Effective critical thinking through problem solving, informed, and ethical decision-making, and synthesis of theory and practice.
- Ascertain a truly balanced literacy program with significant knowledge that **how** you teach is just as important as **what** you teach.
- Effective use of teaching strategies and skills to apply and integrate knowledge to solve problems in reading and writing proficiencies.

- The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- Distinguish among major theoretical models of literacy learning.
- The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- Articulate a constructivist approach for developing a classroom literacy program.
- The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- Evaluate literacy materials that address the needs of various developmental and multicultural levels of students in elementary and middle schools.
- Integrate literacy strategies at all elementary levels and in all content areas
- Demonstrate understanding of and competence in the ten teacher standards.



Course Texts

Ellery, V. (2014). *Creating Strategic Readers*, 3rd edition. (rental)

Cate, C. Fernholz, L. & Armstrong, J. (Eds.). (2017). *Absolutely not another reading test study guide: Cultivating knowledge of responsive literacy practices to get ready to TEACH and pass the FoRT*. Iola, WI: BA Diggers, LLC. (Suggested)

Course Assignments

Creating Strategic Readers Quiz 1 (Week 5)

Creating Strategic Readers Quiz 2 (Week 7)

Portfolio Link – Philosophy of Teaching Literacy

Week 1 – 7 Online Learning Modules

Grading

Assignments	Points Possible
Creating Strategic Readers Quiz 1	30
Creating Strategic Readers Quiz 2	30
Portfolio Link – Final Philosophy Paper	20
Week 1 On-line Module	Pass/Fail
Week 2 On-line Module	Pass/Fail
Week 3 On-line Module	Pass/Fail
Week 4 On-line Module	Pass/Fail
Week 5 On-line Module	Pass/Fail

Week 6 On-line Module	Pass/Fail
Week 7 On-line Module	Pass/Fail

Grading:

All Completed Modules plus 98-100%	A+	10% will be deducted for any online module that is less than fully completed.
All Completed Modules plus 93 – 97%	A	
All Completed Modules plus 90 – 92%	A-	
All Completed Modules plus 88 – 89%	B+	
All Completed Modules plus 84 – 87%	B	
All Completed Modules plus 82 – 83%	B-	
All Completed Modules plus 80-81%	C+	
All Completed Modules plus 74 – 79	C	
All Completed Modules plus 70 – 73	C-	

Policies & Other Considerations

- University Policies:** The expectations delineated in the UWSP Community Bill of Rights and Responsibilities are intended to help maintain a positive living and learning environment. It also includes policies regarding academic misconduct. For additional information refer to <http://www.uwsp.edu/dos/Pages/Information%20for%20Faculty.aspx>.

Students with disabilities: If you need special accommodations to meet course requirements, register with the Disability Services Office and contact me at the beginning of the course. The Americans with Disabilities Act is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information, refer to <http://www4.uwsp.edu/special/disability/>
- Dispositions:** The instructor is mindful that your next step in the PEP is student teaching. Your interactions and conduct in this class and throughout the EMB experience, with children, peers, cooperating teacher, school staff, and parents/guardians should be positive, warm, and professional. The instructor is obligated to notify EMB faculty (and SOE Dean) if there is a concern with a preservice teacher's dispositions. With that concern, the student's grade may also be affected (instructor's discretion). Concerns related to the SOE Teacher Candidate Teaching Dispositions will be addressed immediately and privately. Upon entrance and acceptance to the SOE PEP, all students sign a dispositions contract. This contract is on file in the SOE department which serves as a tool to guide decisions and document concerns. In class emailing, texting, surfing, and cell phone use for non-class activities will result in deduction of points.
- On Campus & Practicum Attendance:** You are required to attend all class sessions. Participation and class activities CANNOT be made up and NO extra credit work will be provided. If for some reason you miss class or are late, send an email to the instructor. If you do not send an email, it will be considered an unexcused absence. Students are responsible for all content missed due to absences (phone a friend to find out what you missed). **(6 Points—1st absence; 12 points—2nd absence; if 3 classes are missed student sets meeting with professor and EMB Chair).**
- School Placement/Practicum Experience Attendance:** Students who meet the on campus requirements yet exhibit tardiness, unexcused absences, poor performance, unprofessional behavior, in their field placement, with respect to the Wisconsin Teaching/InTASC Standards will receive either:

 - a **failing grade** in this class with or without option of repeating the entire course.
 - an **incomplete grade** earned in this class, the disqualification of student teaching the following semester and the requirement of successfully completing an additional practicum experience.
- Readings & Assignments: Assigned readings are read before coming to class.** Bring materials needed to each class. **Late assignments** are defined as those assignments that are not submitted to the instructor on the date they are due or what is posted on the tentative schedule. Any late assignments should be placed in the **Late Drop Box** and assignments in this drop box receive half points. If for any reason you fail to turn in your work one week after Education 309 course ends on campus, the maximum grade you can receive for

the course is a C. Additionally, if your work is late, to earn the C, your work must meet the course standards and assessments for each assignment. Otherwise you risk receiving a lower grade and having to repeat the course. The School of Education has a policy that all students must receive a C or better in their education classes or the course must be repeated.

