

Education 328/715  
Reading in the Content Areas  
3 credits  
Spring Semester, 2019  
Online

Instructor: Tiffany Maryanov

Phone: 262.622.2851 (Cell)

Email: [tmaryano@uwsp.edu](mailto:tmaryano@uwsp.edu)

**Required Texts:**

Tovani, Cris. (2004). *Do I really have to teach reading?* Stenhouse Publishers.

Buehl, Douglas. (2008) *Classroom strategies for interactive learning (4<sup>th</sup> edition)*; International Reading Association.

**Course Description:**

This course is designed to investigate and apply best practices in literacy development, reading curriculum, and related research. This course supports EMB practices and learning outcomes.

**Course Learning Outcomes:**

These course objectives are aligned with Wisconsin's State Teaching Standards and InTASC Standards

- ❖ Students will become knowledgeable about the instructional approaches, responsive instruction, interventions, productive feedback, professional literacy communities
- ❖ Students will be able to initiate, participate in, and/or apply literacy strategies to increase reading comprehension
- ❖ The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development

## Enduring Understandings

- ❖ Gradual Release of Responsibility Model serves as a foundational framework for teaching and learning
- ❖ To support and differentiate literacy instruction
- ❖ How time, purposeful talk, matching texts to readers, authentic tasks, and assessment influence literacy learning
- ❖ Essential elements needed to support literacy instruction for all students

## Essential Questions

- ❖ How did I learn to read? What were the processes? How do I teach reading?
- ❖ What makes learning to read so difficult for so many children and adults? What can I do? How do I assess growth?

## Wisconsin Teacher Standards

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate a proficient performance in the knowledge, skills, and dispositions under all the teacher standards. Retrieved from <https://dpi.wi.gov/tepd/programs/standards>

1. **Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. **Teachers know how children grow.** The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. **Teachers understand that children learn differently.** 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.
4. **Teachers know how to teach.** The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
5. **Teachers know how to manage a classroom.** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. **Teachers communicate well.** The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Teachers can plan different kinds of lessons.** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8. **Teachers know how to test for student progress.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. **Teachers can evaluate themselves.** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. **Teachers relate to other teachers and the community.** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

## UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information, please visit: [UWSP Community Bill of Rights and Responsibilities](#).

## Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. [Here is more information about UWSP's relevant policies](#). If you have a disability and want an accommodation, please register with the [Disability Services and Assistive Technology Office](#) and then contact me. I am happy to offer any help I can.

## Grading Scale

Your grade is based on how many points you earned divided by how points you could have earned. Based on that simple division, I will assign your final grade:

- 93-100% = A
- 90-92.9% = A-
- 87-89.9% = B+
- 83-86.9% = B
- 80-82.9% = B-
- 77-79.9% = C+
- 73-76.9% = C
- 70-72.9% = C-
- 60-69.9% = D

## Late Work

The majority of the assignments for this course will be submitted by posting in the "discussion forums" or "dropboxes." It is strongly recommended that you draft (and save) all assignments in Microsoft Word (or other word processing program) and then **copy and paste** the information into discussion forum postings. That way you will have a copy saved on your computer should anything go wrong.

Due dates for each module are published on the course calendar. Work turned in by 11:59 PM Central Standard Time on the due date, as evidenced by the date stamp given on the discussion board or dropbox, will be considered on time and will receive full credit. Prompt submission of assignments for assessment allows the instructor to provide guidance and timely feedback.

Assignments and discussion forum postings and replies submitted after the due date will receive a 10% grade deduction. Work submitted after two days past the original due date will not be accepted and will receive a zero.

*Contact me in advance* if you are going to be late or miss an assignment. Timely communication is an e-learning best practice. I will review late requests and circumstances on a case by case basis and make decisions accordingly. If an emergency arises that prevents you from completing your work on time, please email me as soon as possible so that arrangements can be made for you to keep up in the class.

## Course Assignments

### A. Discussion Posts – (40 points) *Ongoing all semester*

Assessment: Response/Peer Feedback (8 posts, 5 points each)

Description: Teacher-learners are engaged in active learning during each module.

Collaborating in a professional learning community, teacher-learners explore/read resources and Tovani's text to participate in online conversations. Teacher-learners reference their WQH Organizers to discuss guiding questions/prompts. The discussion posts require timely and professional participation.

### B. Reading Responses (80 points) *Ongoing all semester*

Assessment: WQH Organizer Criteria (8 modules, 10 points each)

Description: Teacher-learners document and share **W**hat they learn, **Q**uestions they have, and **H**ow to find the answers in a WQH Organizer. **W**hat you learn and the **q**uestions you **h**ave support the **h**ow piece of the organizer.

- WQH Organizers will be UPLOADED and used to support your course tasks. The instructor will review WQH Organizers and highlight and share key findings.
- The WQH organizer supports:
  - 1) Conversations-online while deepening understandings
  - 2) Allow the instructor to provide timely feedback and support
  - 3) Teacher-learners to find the answers to questions that matter to them

C. **Strategy Application/Reflections** (40 Points each)

Assessment: Teaching Strategy/Reflection

Description: Implement 3 or more strategies from our texts/course resources with a student/group of students.

Write a 1-2 page reflection focused on the following:

- A background description (brief description of lesson being taught, content area, texts used, name of strategy implemented, etc.)
- How did implementing this strategy impact your teaching?
- How did implementing this strategy impact your students' learning?
- How would you adjust this strategy for future use?

D. **Quizzes** (40 Points)

Assessment: Quizzes (4 quizzes, 10 points each)

Description: We will take 4 short quizzes covering information learned throughout the course. These quizzes will help you apply information from the course and help prepare you for the FoRT

## Course Schedule

*(Subject to Change)*

Date	Topic	Assignments
<b>Module 1</b> Opens 1/22 Due 2/3	Introduction	Discussion Posts WHQ
<b>Module 2</b> Opens 2/3 Due 2/17	Fluency: the bridge between decoding and comprehension	Discussion Posts WHQ Fluency Quiz
<b>Module 3</b> Opens 2/17 Due 3/3	Modeling Thinking Accessible Text	Discussion Posts WHQ
<b>Module 4</b> Opens 3/3 Due 3/17	Comprehension Strategies: Establishing a purpose for reading Activating Background Knowledge	Discussion Posts WHQ
<b>Module 5</b> Opens 3/17 Due 3/31	Comprehension Strategies: Making thinking visible	Discussion Posts WHQ Comprehension Quiz
<b>Module 6</b> Opens 3/31 Due 4/14	Vocabulary	Discussion Posts WHQ Vocabulary Quiz Strategy Application/Reflection #1 Due
<b>Module 7</b> Opens 4/14 Due 4/28	Small Groups Supporting students' conversations	Discussion Posts WHQ Strategy Application/Reflection #2 Due
<b>Module 8</b> Opens 4/28 Due 5/12	Assessment that drives instruction	Discussion Posts WHQ Assessment Quiz Strategy Application/Reflection #3 Due
Final Exam Week May 13-17		