

# EDUC 309, 3 credits

## Syllabus

Fall/2022

309-02 Thursday 3:00PM – 5:50PM CPS (College of Professional Studies) 233

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## Course Description

All students deserve the opportunity for high-quality, engaging, and meaningful instruction within a respectful and empowering learning environment that fosters their self-worth and literacy advancement. Literacy refers to reading, writing, speaking, listening, and viewing experiences and is influenced by a student's cultural background, individual preferences, and interests (International Literacy Association, n.d.; Makin & Spedding, 2015; Rohde, 2015; Wisconsin Department of Public Instruction, 2020). EDUC 309 is designed for pre-service 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, you will operationalize literacy theories and frameworks that will ultimately be manifested within their defined philosophy of literacy instruction at the end of the course. Furthermore, EDUC 309 aims to develop pre-service educator's confidence and competence in assessing and instructing the foundational reading skills of phonological awareness, phonics, fluency, vocabulary, and comprehension.

## Course Learning Outcomes\*

A learning outcome is a statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience.

*As a result of EDUC 309, you will acquire/demonstrate the following essential knowledge, performances, and critical dispositions:*

**Essential Knowledge** (i.e., a teacher's knowledge needed for effective practice)

- Recognize literacy as a complex process involving reading, writing, speaking, listening, and viewing. (InTASC Standard 4)
- Demonstrate content knowledge related to the five pillars of literacy. (InTASC Standards 4 & 5)
  - **Phonological Awareness**
    - Explain and provide examples of all the levels of phonological awareness.
    - Explain the relationship between phonological awareness and phonemic awareness.
    - Explain how to assess a student's phonological skills to identify, plan, and instruct reading lessons to meet individual learner's needs.
  - **Phonics**
    - Define the terms phonics, phonemes, graphemes, and the alphabetic principle.
    - Discuss the role of phonics patterns and morphology in phonics instruction.
    - Explain how to assess a student's phonics skills to identify, plan, and instruct reading lessons to meet individual learner's needs.
  - **Oral Reading Fluency**
    - Identify and define the three primary components of oral reading fluency: accuracy, speed, expression
    - Explain the correlation between oral reading fluency and comprehension.
    - Explain how to assess a student's fluency skills to identify, plan, and instruct reading lessons to meet individual learner's needs.
  - **Vocabulary**

- Explain the relationship between vocabulary and comprehension.
- Explain the term “word consciousness.”
- Explain how to assess vocabulary knowledge and growth to identify, plan, and instruct reading lessons to meet individual learner’s needs.
- **Comprehension**
  - Explain the differences between literal and inferential comprehension.
  - Explain how background knowledge and experiences impact comprehension.
  - Explain how to assess comprehension to identify, plan, and instruct reading lessons to meet individual learner’s needs.

**Performances** (i.e., a teacher’s practices that can be observed and assessed)

- Apply the WI ELA Standards to inform curriculum planning and develop learning targets for lessons using the gradual release of responsibility approach. (InTASC Standard 4)
- Complete assessments related to phonological awareness, phonics, vocabulary, oral reading fluency, and comprehension. (InTASC Standards 4 & 5)
- Plan and facilitate three research and/or evidence-based reading lessons (i.e., phonological awareness, phonics, vocabulary, oral reading fluency, & comprehension) related to the individual strengths, interests, funds of knowledge, preferences, and learning goals of a student. (InTASC Standards 1,2,3, 7, & 8).
- Cultivate learning environments and experiences that promote respect for and support individual differences of ethnicity, race, language, culture, gender, and ability. (InTASC Standards 1, 2,3, & 6)

**Critical Dispositions** (i.e., a teacher’s professional actions and commitments)

- Adjust reading lessons based on feedback and coaching. (InTASC Standard 9)
- Articulate a philosophy of teaching literacy based on research and determine best practices to advance literacy learning (InTASC Standard 9).
- Participate in reflective practices individually and with peers to improve literacy instruction (e.g., How does literacy instruction reflect research and evidence-based practices (research)? How do I articulate my philosophy of teaching reading to align with evidence and research-based practice? What instructional strategies drive and accelerate literacy learning? How are assessment, data collection, and observation linked to relevant, responsive, and respectful literacy instruction?) (InTASC Standard 9).

## General Education Program Learning Outcomes\*

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

- **InTASC Standard # 1 [Learner Development](#):** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **InTASC Standard # 2 [Learning Differences](#):** The teacher understands individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- **InTASC Standard # 3 [Learning Environments](#):** The teacher works with others to create environments that support individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self-motivation.
- **InTASC Standard # 4 [Content Knowledge](#):** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **InTASC Standard # 5 [Application of Content](#):** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.
- **InTASC Standard # 6 [Assessment](#):** The teacher understands and uses multiple assessment methods to engage learners in their own growth, monitor learner progress, and guide the teacher's and learner's decision-making.
- **InTASC Standard # 7 [Planning for Instruction](#):** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners/community context.
- **InTASC Standard # 8 [Instructional Strategies](#):** The teacher understands and uses various instructional strategies to encourage learners to develop a deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways.
- **InTASC Standard # 9 [Professional Learning and Ethical Practice](#):** The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **InTASC Standard # 10 [Leadership & Collaboration](#):** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## Evaluation/Course Requirements\*

Assignment	Brief Description	Points/Percentage	Learning Outcomes Met (#)
Assignment # 1: Assessment Summary and Individualized Student Plan	Work with either an individual or small group of students to administer assessments and design data-driven literacy lessons or interventions to promote reading growth.	30	1, 2, 6, 7, 8

Assignment # 2: <a href="#">FoRT Prep Module Work</a>	Complete assigned modules in preparation for FoRT.	45	4, 9
Assignment # 3: <a href="#">Case Study (5 assessments &amp; 3 corresponding lessons)</a>	<p>Complete five reading assessments with case study focus students to assess their foundational reading skills.</p> <p>Identify and write a summary of the literacy strengths, needs, and instructional goals for the focus student.</p> <p>Plan three literacy based on instructional goals for the student. The lessons should relate to the foundational literacy standards.</p>	100	3, 4, 6, 7, & 8
Assignment # 4: <a href="#">Philosophy of Literacy Instruction (Final Exam)</a>	<p>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.</p> <p>Craft philosophies related to current teaching environments and provide the reader with an appropriate blend of practical classroom application with solid theoretical frameworks.</p>	50	3, 4, 6, 7, & 8

	Submit the final paper. It should be a well-written and original piece (APA 7th Edition).		
Assignment # 5: Participation (including reflections) & Professionalism	Participate in all course activities (10) pts for reflections.  Demonstrate professionalism within their work with peers, professors, community members, and other educators. (10 points for communication expectations)  Show competency in the <a href="#">UWSP SOE defined dispositions</a> . (5 points)	25	
			Total Points = 250

## Required Course Materials

### Required Textbook (Rental)

Hoing, B. Diamond, L., Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd. ed.) Consortium of Reading Excellence in Education, Inc. (CORE)

### Additional Required Resources (Shared on Canvas Learning Platform)

Arenson-Yaeger, J. (2019). *Foundations of Reading Study Guide*. Author.

<https://drive.google.com/file/d/1Q-Zj4HmCzhwCBStg9208aGn3usuDuf0N/view?usp=sharing>

Armbruster, B. B., Lehr, F., Osborn, J., & Adler, C. R. (2009). *Put reading first: The research building blocks of reading instruction: Kindergarten through grade 3* (3rd ed.). National Institute for Literacy.

<https://www.readingrockets.org/guides/put-reading-first-research-building-blocks-teachi-g-children-read>

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

Wisconsin Department of Public Instruction. (2020). *Wisconsin Standards for English Language Arts*.

<https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/ELAStandards2020.pdf>

### **Other Helpful Literacy Learning Resources:**

Florida Center for Reading Research. *Fourth and fifth-grade student center activities.*

Florida Department of Education.

[file:///C:/Users/Owner/Desktop/Fourth and Fifth Grade Student Center Ac.pdf](file:///C:/Users/Owner/Desktop/Fourth%20and%20Fifth%20Grade%20Student%20Center%20Ac.pdf)

International Literacy Association (n.d.). *Literacy glossary.*

<https://www.literacyworldwide.org/get-resources/literacy-glossar>

Richardson, J. (2009). *The next step in guided reading.* Scholastic, Inc.

## **Technology Guidelines**

**Cell phone usage:** Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

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 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](mailto: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: [mtrader@uwsp.edu](mailto:mtrader@uwsp.edu)



I am rarely in my office. Please do not call my office as a means of contact.



Zoom Videoconference is also available by request.

## Communicate Clearly

Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.

## Office hours

I am available by appointment only. Individual meetings can be arranged through an email request or conversation directly before or after class. I do not hold normal office hours but will be very flexible about meeting by appointment.

## Attendance\*

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. The relationship between attendance and



achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes. Any exceptions to the attendance policy should be confirmed in writing.***

Occasionally illness or other emergencies make attendance impractical or impossible. In these cases, the instructor may approve of an absence. As a result of any absence, the instructor may provide a make-up assignment and deduct participation points. The following points will be deducted from missing class (at the instructor's discretion).

- One absence: 0 points
- Two absences: 5 points
- Three absences: 10 points
- Four or more absences: automatic letter deduction (e.g., A to a B), dispositions meeting, and/or incomplete if absences continue and/or persistent tardiness.

Students unable to attend face-to-face class must notify their instructor and arrange for a member in their class to Zoom them in and/or share their notes. The study team member Zooming in an absent member should sit at the front table. As the semester goes on, there may be additional ways of using technology that might be explored.

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](mailto: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

All EDUC 309 assignments are to be turned in on the designated dates and times. Please make arrangements with the instructor in 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.

## Emergency Procedures

- 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 victims.
- In the event of 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](http://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).
- In the event of a fire alarm, evacuate the building in a calm manner. Notify instructor or emergency response personnel of any missing individuals.
- 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](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency responses at UW-Stevens Point.

## 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 for providing reasonable accommodation 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 an 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

[Click here](#) to flag a policy or practice that disproportionately affects marginalized students

### **UWSP Service Desk (1<sup>st</sup> 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](mailto: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 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 their 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 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 [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 1<sup>st</sup> 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](#).

## **Voter Registration Information**

**Register:** Did you know you can register to vote and check your voter registration status at [www.myvote.wi.gov](http://www.myvote.wi.gov)?

**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](http://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 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](http://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 309 Course Calendar

Date:	Topic of study:	Assignments
<b>Week 1- Module 1 - On Campus CPS 233</b>		
Thursday, Sept. 8	<ol style="list-style-type: none"> <li>1. Introductions and Expectations</li> <li>2. <a href="#">Top 10 Terms: Data &amp; Assessment Literacy (WI DPI, 2016)</a> <ol style="list-style-type: none"> <li>a. Emergent Literacy</li> <li>b. Concepts about Print</li> <li>c. Print Awareness</li> <li>d. Letter Knowledge</li> </ol> </li> <li>3. Literacy Assessments Introduction               <ol style="list-style-type: none"> <li>a. *Phonological Awareness</li> <li>b. *Phonics</li> <li>c. *Fluency</li> <li>d. *Vocabulary</li> <li>e. *Comprehension</li> </ol> </li> <li>4. FoRT Practice Test – multiple choice section</li> </ol>	<ul style="list-style-type: none"> <li>• Submit <a href="#">volunteer application</a> for BGC.</li> <li>• Read &amp; prepare to discuss <a href="#">Effective Use of the Gradual Release of Responsibility Model (Fisher, 2008)</a></li> <li>• Locate &amp; briefly review: <a href="#">WI ELA Standards (WI DPI, 2020, "Reading Foundational Skills," pp.16-19)</a></li> <li>• TRS (Honig et al., 2018): Read Chapter 1- Structures of English</li> <li>• TRS (Honig et al., 2018): Review and be prepared to discuss: Print Awareness, pp. 71-82 and Letter Knowledge, pp. 84-95</li> </ul>
<b>Week 2- Module 2 - On Campus CPS 233</b>		
Thursday, Sept. 15	<ol style="list-style-type: none"> <li>1. Literacy Assessments Continued               <ol style="list-style-type: none"> <li>a. *Phonological Awareness</li> <li>b. *Phonics</li> <li>c. *Fluency</li> <li>d. *Vocabulary</li> <li>e. *Comprehension</li> </ol> </li> <li>2. GRR model</li> <li>3. <a href="#">Wisconsin English Language Arts Standards (2020)</a></li> <li>4. <a href="#">Unpacking Foundational Reading Standards Activity</a></li> <li>5. <a href="#">Top 10 Terms: Data &amp; Assessment Literacy (WI DPI, 2016)</a> <ol style="list-style-type: none"> <li>f. Emergent Literacy</li> <li>g. Concepts about Print</li> <li>h. Print Awareness</li> <li>i. Letter Knowledge</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Read over Case Study Expectations and come with questions</li> <li>• Read over Philosophy of Teaching Reading and come with questions</li> <li>• Read TRS Chapter 7</li> <li>• Read TRS Chapter 8</li> <li>• Find an icebreaker/reading interest survey</li> <li>• Create a Parent Letter</li> <li>• Ensure you have copies and are ready to administer interest inventory</li> </ul>
<b>Week 3- Module 3 - On Site - BGC Jefferson</b>		
Thursday, Sept. 22 Practicum hour: 1 of 10	1. MEET YOUR STUDENTS and give an interest inventory	<ul style="list-style-type: none"> <li>• Ensure you have copies and are ready to</li> </ul>

	<ol style="list-style-type: none"> <li>a. What did you learn?</li> <li>b. Practice and Prepare Phonological Awareness Assessment and Phonics Assessment (Running Record)</li> </ol>	administer assessments 1 & 2
<b>Week 4- Module 4 - On Site - BGC Jefferson</b>		
Thursday, Sept. 29 Practicum hour: 2 of 10	<ol style="list-style-type: none"> <li>1. Administer assessments 1 &amp; 2 (with comprehension)</li> <li>2. Discuss Small Group Framework/How do use the data to inform instruction</li> </ol>	<ul style="list-style-type: none"> <li>• Reflection activity and summarize data</li> <li>• Ensure you have copies and are ready to administer assessments 3 &amp; 4</li> </ul>
<b>Week 5- Module 5 - On Site - BGC Jefferson</b>		
Thursday, October 6 Practicum hour: 3 of 10	<ol style="list-style-type: none"> <li>1. Administer assessments 3 &amp; 4</li> <li>2. Discuss Data and formulate plans (Summary of Data and Individualized student plan is due by Thursday)</li> </ol>	<ul style="list-style-type: none"> <li>• Reflection activity and summarize data</li> <li>• Ensure you are ready for Teaching 1st lesson</li> </ul>
<b>Week 6- Module 6 - On Site - BGC Jefferson</b>		
Thursday, October 13 Practicum hour: 4 of 10	<ol style="list-style-type: none"> <li>1. Lesson #1 with students</li> <li>2. Workshop – discuss lesson and work on Lesson #2</li> </ol>	<ul style="list-style-type: none"> <li>• Ensure you are ready for Teaching 2nd lesson</li> </ul>
<b>Week 7- Module 6 - On Site - BGC Jefferson</b>		
Thursday, October 20 Practicum hour: 5 of 10	<ol style="list-style-type: none"> <li>1. Lesson #2 with students</li> <li>2. Workshop – discuss lesson and work on Lesson #3</li> </ol>	<ul style="list-style-type: none"> <li>• Reflection activity</li> </ul>
<b>Week 8- Module 8 - On Campus</b>		
Thursday, October 27	<ol style="list-style-type: none"> <li>1. FoRT BOOT CAMP</li> <li>2. Reflections and discussions on student lessons.</li> <li>3. Philosophy of Teaching Reading</li> </ol>	<ul style="list-style-type: none"> <li>• Ensure you are ready for Teaching 3rd lesson</li> </ul>
<b>Week 9- Module 9 - On Site - BGC Jefferson</b>		
Thurs., November 3 Practicum hour: 6 of 10	<ol style="list-style-type: none"> <li>1. Lesson #3 with students</li> <li>2. Workshop – discuss lesson and work on Lesson #4</li> </ol>	<ul style="list-style-type: none"> <li>• Reflection activity</li> <li>• Ensure you are ready for Teaching 3rd lesson</li> <li>• Reading Rockets Modules 1 &amp; 2 are due Tues., Nov. 10</li> </ul>
<b>Week 10- Module 10 - On Site - BGC Jefferson</b>		
Thurs., November 10 Practicum hour: 7 of 10	<ol style="list-style-type: none"> <li>1. Lesson #3 with student</li> <li>2. Workshop – discuss lesson and work on Lesson #4</li> </ol>	<ul style="list-style-type: none"> <li>• Reflection activity</li> <li>• Ensure you are ready for Teaching 4th lesson</li> <li>• Reading Rockets Modules 3 and 4 are due Tues., Nov. 17</li> </ul>
<b>Week 11- Module 11 - On Site - BGC Jefferson</b>		



Thurs., November 17 Practicum hour: 8 of 10	<ol style="list-style-type: none"> <li>1. Lesson #4 with student</li> <li>2. Workshop - discuss lesson and work on Lesson #5</li> </ol>	<ul style="list-style-type: none"> <li>• Reflection activity</li> <li>• Ensure you are ready for Teaching 5th lesson</li> <li>• Reading Rockets Modules 5 and 6 are due Dec. 1</li> </ul>
<b>Week 12- Module 12 - Thanksgiving Break</b>		
Thurs., November 24	Optional Online Discussions / Videos	
<b>Week 13- Module 13 - On Site - BGC Jefferson</b>		
Thurs., December 1 Practicum hour: 9 of 10	<ol style="list-style-type: none"> <li>1. Continued work with student</li> <li>2. FoRT prep- Constructed Response #1</li> </ol>	<ul style="list-style-type: none"> <li>• Reflection activity</li> <li>• Read TRS Chapter 12 Practice Essay due Thursday</li> <li>• Reading Rockets Modules 7, 8, and 9 are due Tues., Dec. 8</li> </ul>
<b>Week 14- Module 14 - On Site - BGC Jefferson</b>		
Thurs., December 8 Practicum hour: 10 of 10	<ol style="list-style-type: none"> <li>1. Last day with student (Celebration)</li> <li>2. FoRT work - constructed response practice #2</li> </ol>	<ul style="list-style-type: none"> <li>• Reflection activity</li> <li>• Work on Case Study/Philosophy of Reading Final</li> <li>• Practice Essay due Thursday</li> <li>• Work on Case Study/Philosophy of Reading Final</li> </ul>
<b>Week 15- Module 15 - On Campus CPS 233</b>		
Thurs., December 15	<ol style="list-style-type: none"> <li>1. FoRT practice test</li> </ol>	<ul style="list-style-type: none"> <li>• Work on Case Study/Philosophy of Reading Final</li> <li>• Finish practice test and score</li> </ul>