EDUC 741 Syllabus
Improvement in Reading (3 credits)
Fall 2021
University of Wisconsin - Stevens Point
Online, September 2 – December 17 (15 weeks)

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Course Description

This independent study course is set within an online professional learning community. The content is geared toward classroom teachers, reading specialists and special educators who are responsible for instruction, curriculum development and educational leadership. This course will present trends and programs in developmental reading, reading curriculum, and related research. We will discover, define, and discuss the theories and techniques for developing and implementing "Balanced Literacy" in the PK-12 classroom.

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.

1. Articulate what it means to be an effective teacher of reading
2. Demonstrate familiarity examining students' literacy development
3. Define and identify phonemic awareness strategies necessary to decode and spell words
4. Define phonics and strategies for the development of phonics for reading in planned instruction
5. Differentiate Spelling Instruction
6. Develop fluent readers and writers
7. Build Students' Vocabulary (academic vocabulary, three tiers of words), teaching ELL, Word Study Concepts, Explicit instruction about words
8. Scaffold students' Reading and Writing Development
9. Facilitate Students' Comprehension – Strategic Readers and Text Factors

Evaluation/Course Requirements

Assignment	Brief Description	Points	Learning Outcomes Met (#)
Discussion Posts	There will be 6 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. 9 points per post.	54	1, 2, 3, 4, 5, 6, 7, 8, 9
Professional Growth Plan	Present a professional growth plan. Focus on two or three components of balanced literacy that reflect a comprehensive literacy program. Develop at least 2 SMART goals for yourself for this school year.	24	1, 2, 3, 4, 5, 6, 7, 8, 9
Philosophy of Literacy Statement	write your own philosophy of literacy focusing on the six T's of effective literacy instruction (Time, Texts, Teaching, Talk, Tasks, Testing). 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	24	1, 2, 6, 8

	comprehensive literacy program that is strongly connected to effective literacy practices with a strong emphasis on writing		
Collaboration and Participation	You will be required to make 2 posts on Flipgrid in response to our learning and discussion prompts. You should watch as many of your peer's posts as possible in order to expand your thinking. You are not required to respond to peers, though this is highly encouraged!	6	1, 2
	Total Points Possible	108	

Assignment Details

1. Writer's Notebook Entries: Each week, you are encouraged to write an entry in your Writer's Notebook to track your learning. Answer as many as apply. You will only turn in Weeks 3 & 4, and they will be graded as Discussion posts.

Prompt	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

2. Discussion Posts:
- There will be 6 discussion posts on Canvas centered on teaching practices and reflection (2 of these posts will be your Writer's Notebook entry for that week). Original posts must be 200 words and posted by Thursday of that week. You are required to respond to 2 peers, 100 word minimum, by Sunday of that week.

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.

3. Professional Growth Plan

- Present a professional growth plan. Focus on two or three components of balanced 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 this school year. (WI/INTASC Standards – 1, 4, 6, 7)

Professional Growth Plan Rubric

Criteria	Level 3 6 points	Level 2 4 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	The educator has chosen a	The educator has chosen a	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.	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.	professional goal that connects to literacy research. The goal is either teacher-centric or will not significantly advance the students' literacy skills.
- Goal 2			
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.

4. Philosophy of Literacy Statement

After reading all of our course resources (textbook, articles, multimedia) as well as *What I've Learned about Effective Reading Instruction from a Decade of Studying Exemplary Classroom Teachers* by Richard L. Allington, please write your own philosophy of literacy focusing on the six T's of effective literacy instruction (Time, Texts, Teaching, Talk, Tasks, Testing). 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 (WI/INTASC Standards – All). APA requirements.

Philosophy of Literacy Statement

Criteria	Level 4 6 points	Level 3 4 points	Level 2 2 points	Level 1 0 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.	Statement is off topic, reflects broad concepts marginally related to literacy and education.
Synthesis	Statement reflects a thoughtful synthesis of at least 3 resources / experiences.	Statement reflects well-developed thoughts that addresses all aspects	Statement lacks full development of concepts or fails to synthesize multiple	Statement does not incorporate professional resources.

	Information is factually correct, reflective, and substantive.	of the task; synthesis of 2 or more resources.Information is factually correct and substantive.	resources / experiences. Information is factually correct.	Information is incorrect, insubstantial, or irrelevant to the task.
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.	Ideas expressed are consistently difficult to understand. Tone is confrontational or negative.
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.	Paper is not organized and grammatical errors detract from comprehension. APA is not present or there are significant errors.

4. Collaboration and Participation

You will be required to make 2 posts on Flipgrid in response to our learning and discussion prompts. You should watch as many of your peer's posts as possible in order to expand your thinking. You are not required to respond to peers, though this is highly encouraged!

Collaboration and Participation - Flipgrid Submissions (two required)

Criteria	Level 3 3 points	Level 2 2 points	Level 1 1 point
Synthesis	Post is a thoughtful and fully developed response to the prompt. Information presented is factually correct, reflective, substantive, and advances discussion. All ideas shared reflect best practice in literacy. On-time post allows for full participation.	Post is a well-developed response to the prompt. Some detail and evidence of reflection and connection to teaching practice. On-time post allows for full participation.	Post is sometimes off topic of literacy, or does not fully address the prompt. Information may be incorrect, not reflect best practices in literacy, or may simply repeat without adding detail, reflection, or individual thought. Late post does not allow for full participation or collaboration.

Required Course Materials

Serravallo, J. (2018). *Understanding Texts & Readers: Responsive Comprehension Instruction with Leveled Texts.* Portsmouth, NH: Heinemann. (about $33 on Amazon)

Ellery, V. (Writer). (2008). *Creating Strategic Readers: Teaching Techniques for the Primary and Intermediate Grades* [Motion picture on DVD]. International Reading Association. (will be available on Canvas)

Technology Guidelines

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

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

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Grading Scale

94 – 100% =A   77 – 79% = C+   60 – 63% = D-

90 – 93% = A-   74 – 76% = C   < 60% = F

87 – 89% = B+   70 – 73% = C-

84 – 86% = B   67 – 69% = D+

80 – 83% = B-   64 – 66% = D

Communicating with your Instructor

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

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

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

Teaching and Learning Strategies

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

Office hours

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

Attendance

The majority of this class is completed online. You will be required to engage in six 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. For face-to-face day, attending class will likely be the single most important factor in determining your performance and grade in the course. Plan to attend every class. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. **I am not able to re-teach the material to you in the event that you are absent. Any exceptions to the attendance policy should be confirmed <u>in writing</u>.**

Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" below. Additionally, below are attendance guidelines as outlined by the UWSP registrar:

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

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

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

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .

- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.

- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.

- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.

- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Late Work

I expect you to honor your responsibilities, including making punctual online posts and attending every class meeting. However, I understand that you have a life beyond this course, and that unexpected problems or crises can interfere with your attendance or assignments. I also want you to be safe. If weather or other circumstances threaten your safety while traveling to or from class, I understand if you decide not to attend.
In general, the best policy is to contact me before an absence. When you contact me about an absence, please specifically suggest how you think we should handle the absence.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

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

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair.

You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this link for more information.

Care Team
The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here.

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.
(1) Academic misconduct is an act in which a student:
(a) Seeks to claim credit for the work or efforts of another without authorization or citation;
(b) Uses unauthorized materials or fabricated data in any academic exercise;
(c) Forges or falsifies academic documents or records;
(d) Intentionally impedes or damages the academic work of others;
(e) Engages in conduct aimed at making false representation of a student's academic performance; or
(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:
  ● Cheating on an examination
  ● Collaborating with others in work to be presented, contrary to the stated rules of the course
  ● Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
  ● Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
  ● Stealing examinations or course materials
  ● Submitting, if contrary to the rules of a course, work previously presented in another course
  ● Tampering with the laboratory experiment or computer program of another student

- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

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

Other Campus Policies

FERPA

The Family Educational Rights and Privacy Act (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the Title IX page.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our Annual Security Report. Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our Jeanne Clery Act page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for

Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. Center for Prevention – DFSCA

Copyright infringement

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