

University
of Regina



COURSE OUTLINE

ERDG 310

COURSE TITLE: Teaching Literacy for a Better World

39 HOURS

3 CREDITS

PREPARED BY: Jane Wilson

DATE: September 2019

Acknowledging that we live and work in the traditional territory of the Kwanlin Dun First Nation and the Ta'an Kwäch'än Council.

ERDG 310
Teaching Literacy for a Better World (Pre-K to 5)

INSTRUCTOR: Jane Wilson B.A., B.Ed., M.Ed.

OFFICE HOURS: By appointment only

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DAYS AND TIMES: Tuesdays, 5:00-8:00pm

COURSE DESCRIPTION

This course prepares students to teach reading in the elementary school setting, by developing an understanding of reading processes and current pedagogical approaches.

ERDG 310 provides an overview of core concepts and competencies in the teaching of reading at the elementary school level. The course is designed to help pre-service teachers develop an understanding of reading processes and to examine curricula, methods, materials and evaluation within the Yukon context.

PREREQUISITES

Please see University of Regina calendar.

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to

- explain the major theories of reading and components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies and motivation) and how they are integrated in fluent reading;

- find access to a wide variety of instructional practices, approaches, methods and curriculum material to support reading instruction;
- use a variety of assessment tools and practices to plan and evaluate effective reading instruction;
- create a literate environment that fosters reading;
- understand the importance of professional development as a career-long effort and responsibility.

COURSE FORMAT:

Tuesday evening classes will be a combination of lectures, instructor demonstrations, use of videos, in-class exercises, student presentations, and group discussions. Students are expected to come prepared to contribute opinions, observations, insights, and experiences to all group discussions.

This course utilizes a social constructivist approach to learning, whereby information is presented and knowledge is created through dialogue and experience. Students must be prepared to engage in lively discussions and class activities. To this end, readings must be done ahead of time and devices such as cell phones must be put away during class time.

Attendance and Participation

Students are expected to attend all classes, engage in discussions, hand in completed assignments on time, and be respectful of others in class. In the event that a student must be absent, s/he is expected to contact the instructor prior to class, and catch up on all work. Should a student miss more than 10% of the class sessions (one class for this course) the student will be placed under review and may not be allowed to write the final examination, or be required to redo the course or student teaching session.

Assignments/Presentations

Summarize/Reflect Journal – (ongoing) Due Dec 3

25%

- The intention of this ongoing journal is to provide students with an additional context within which to further assimilate learning by way of reflecting, connecting to prior knowledge and past experiences, and articulating thoughts and opinions.
- This journal has two parts:
 - 1) In the first part, students are expected to clearly summarize material covered in class. A solid understanding of concepts related to reading instruction, as presented in assigned readings, discussed in class, and observed during videos/presentations should be demonstrated here.
 - 2) The second part of the journal is where students should make connections between theory and practice. Based on past experience and current understanding of classroom practice, students should relate what they have learned to classroom implementation. This section could include both

advantages and potential challenges within a school setting.

Running Records – Due November 15

15%

- Students will work with one or two primary aged students (Grade 1 or 2) to administer two complete running records.
- Each running record will be scored and analysed as demonstrated in class.
- Students will be responsible for arranging to work with children for the purposes of completing the running records. When it is not possible for students to make these arrangements themselves, the instructor will provide assistance.

Mid Term Exam (Take Home) – Due Oct. 22

30%

Novel Study – Due November 26

30%

- Students will work in groups, with each student handing in an individual project
- Groups will be based on selection of novels
- All Novels will have an indigenous theme
- Students will be taken through a 10 step process for creating novel studies. The finished product will be a complete novel study that integrates several curricular areas and includes an assessment tool.

Late Assignments

All assignments must be turned in by 5:00 pm on the date required. The penalty for late assignments will be a deduction of 10% per day, to a maximum of three (3) week days. After this time, assignments will not be accepted.

REQUIRED TEXTBOOKS AND MATERIALS

Clay, Marie M. (2017). Running Records: for classroom teachers, 2nd edition. [Portsmouth, NH]:Heinemann.

Dorn, L. J., & Jones, T. (2012) Apprenticeship in Literacy: Transitions across reading and writing, K-4. Portland, Me: Stenhouse Publishers.

SUPPLEMENTARY RESOURCES

Various journal articles as supplied by Instructor

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.