University
of Regina

Yukon University

COURSE OUTLINE

ERDG 310
Teaching Literacy for a Better World

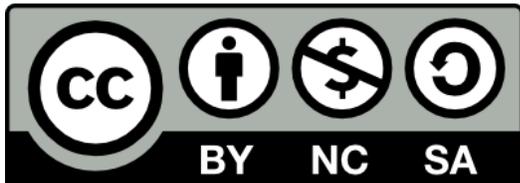### 3 CREDITS

PREPARED BY: Jane Wilson
DATE: September 1, 2020

APPROVED BY: Dr. Andrew Richardson, Dean Applied Arts
DATE:

APPROVED BY SENATE:
RENEWED BY SENATE:

TEACHING LITERACTY FOR A BETTER WORLD

INSTRUCTOR: Jane Wilson, B.A., B.Ed., M.Ed.	**OFFICE HOURS:** By Appointment Only
OFFICE LOCATION: TBD	**CLASSROOM:** Online via Zoom, Moodle
E-MAIL: lwilson@yukonu.ca	**TIME:** 5:00-7:55pm
TELEPHONE: 867.668.8845	**DATES:** Tuesday Sept 1 – Tuesday December 8

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.

RELATED COURSE REQUIREMENTS

It is highly recommended that all students have access to a computer or other device and Internet to do their studies. The minimum specifications for a student device are as follows:

Requirement	Windows-based PC	Apple Mac/macOS-based PC
Operating System	Windows 10	macOS X
Web Browser	Firefox, Edge or Google Chrome	Firefox, Edge or Google Chrome
RAM/Memory	4 GB	4 GB
Storage	5 GB of available space	5 GB of available space

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 take place online using Zoom. Zoom is a synchronous (in real time) virtual format that enables face-to-face approaches to teaching and learning. These classes take place at specific times.

With this in mind, and to the extent possible, classes will be a combination of lectures, instructor demonstrations, use of videos, group 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.

ASSESSMENTS:

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:

Weekly Journal – (ongoing)   **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, lectures, discussion, and 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 experience and current understanding of classroom practice, students should relate what they have learned to (potential) classroom implementation. This section could include both advantages and challenges within a school setting.

Running Records   **20%**

- Students will be responsible for completing 2 running records.
- Each running record will be scored and analysed as demonstrated in class.
- The instructor will assist in arranging for YNTEP students to observe children reading books online.

Mid Term Exam   **25%**

Novel Study   **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.

EVALUATION:

Assignments	75%
Midterm Exam	25%
Total	100%

REQUIRED TEXTBOOKS AND MATERIAL

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 a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work 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 University.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon University 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 University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukonu.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 University Academic Regulations (available on the Yukon University 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): lac@yukonu.ca.