

	School of Health, Education and Human Services
	ERDG 310 <i>Teaching Literacy for a Better World</i>
	Fall 2026 Number of Credits: 3
Course Outline	

INSTRUCTOR: Krista Trimble

E-MAIL: ktrimble@yukonu.ca

Office Hours: By appointment/request

Office: Zoom (access via Moodle)

Deanna Jacobson

deanna.jacobson@yukonu.ca

SCHEDULE: FRIDAYS September 4 - December 4

TIME: 9:00AM- 11:50AM

PLACE: Ayamdigut (YukonU), Classroom A2103

*Some classes will be delivered via Zoom, as indicated on the course schedule.

**Any class changes will be communicated via Moodle and email.

Class 1 - September 4 - First Class (Zoom)

Class 2 - September 11

Class 3 - September 18

Class 4 - September 25

Class 5 - October 2 - YAEP Conference

Class 6 - October 9

No class on October 16 - Reading Week

Class 7 - October 23

Class 8 - October 30

Class 9 - November 6

Class 10 - November 13

Class 11 - November 20

Class 12 - November 27

Class 13 - December 4 - Last Class

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.

COURSE REQUIREMENTS

Prerequisite(s): None. This is a foundational course that provides an overview to the science and teaching of reading.

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

YUKON FIRST NATIONS CORE COMPETENCY

Students who successfully complete this course will have achieved core competency in knowledge of Yukon First Nations. By the end of this course, students will have greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination. For details, please see www.yukonu.ca/yfnccr

LEARNING OUTCOMES

Upon completion of this course, you 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

Delivery format

The class will meet on campus, in person with Krista joining and teaching remotely via Zoom.

Deanna Jacobson will be present in the classroom, supporting the class in person.

Students will attend synchronous, face-to-face sessions Friday mornings (9:00AM- 11:50AM) and work through an assortment of asynchronous activities throughout the week.

ERDG 310 is a practice-oriented course. In-class learning opportunities have been designed to help you achieve the course outcomes and, ultimately, develop the knowledge, skills, and professional practice to improve literacy success for children learning to read.

Classes will combine lectures, participatory and experiential learning, microteaching, peer teaching, collaborative group work, guest speakers and time dedicated to the course assignments.

An intent of this course is to invite learning from Yukon First Nations perspectives. When possible, we will invite guest speakers, as well as learn from community-developed resources that have been made available to support teaching and learning in Yukon contexts. Our aim is to situate our learning of research-based literacy instruction within the rich and diverse contexts of Yukon communities and schools.

Moodle

Essential materials for each module will be posted to Moodle. Students are responsible for accessing the course schedule, slides, readings, assignments, rubrics, quizzes, asynchronous materials and announcements via Moodle. Using online tools and resources is a required part of this course.

TEACHING AND LEARNING APPROACH

Weekly breakdown of instructional hours

Weekly classes take place on Friday mornings from 9:00-11:50am.

Please use the course schedule to plan for the required readings and coursework each week.

The suggested order of learning for each week is:

Prepare: Complete the required reading/viewing/listening. Mark questions and tensions.

Engage: Attend the lecture and participate actively in opportunities to learn with others.

Reflect: Complete the learning journal entry.

Connect: Send questions to the instructor or participate in office hours appointments (as needed). If you are having any issues or struggles, it is always best to let me know sooner rather than later whenever possible.

EVALUATION

Learning Journal (Due weekly)	20 %
Demonstrations of Learning	30 %
Quizzes	30 %
Knowledge Translation Project	20 %
Total	100 %

*Detailed instructions, due dates, and grading rubrics are provided in Moodle.

**Refer to the course schedule for specific requirements for each assignment.

Explanatory Notes & Purpose

Learning Journal – 20%

Each week, you will be asked to respond to questions or otherwise demonstrate your understanding of the week's topic. The purpose of this assignment is to place concepts from the course in relationship with your knowledge and experiences, identify questions and tensions, and reflect on the learning process.

Demonstrations of Learning – 30%

Brief assignments to practice skills taught through class lectures and assigned readings/viewings. The purpose of these assignments is to develop the instructional skills needed for effective reading instruction.

Quizzes – 3 at 10% each

Students will take three quizzes each worth 10%. The purpose of these quizzes is to demonstrate your careful reading of the course material and apply concepts learned in class.

Knowledge Translation Project – 20%

Small group project on one of the essential components of reading, presented through a community-informed and culturally sustaining lens. The purpose of this assignment is to integrate research and course learning to advance literacy practices that affirm and respond to childrens' identities, languages, and cultures. Students will develop a presentation that can be used to strengthen educator knowledge and confidence in implementing culturally sustaining literacy practices aligned with the Science of Reading to enhance literacy learning for *all* Yukon children, while centering Yukon First Nations' worldviews.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

Provided to you (No purchase required)

- 1) Hougen, M. C., & Smartt, S. S., (2020). *Fundamentals of Literacy Instruction & Assessment Pre-k-6* (2nd ed.). Paul Brookes Publishing. Available as a free e-book. The link is pinned at the top of Moodle.

- 2) **ERDG 310 Fall 2026 Reading List**

All required readings are made available via links under each module in Moodle.

The reading list includes a mixture of academic readings, as well as podcasts, webinars, and other “texts.” These materials are intended to connect you with important research related to the Science of Reading, provide practical resources that will be useful in your teaching practice, and bring forward Indigenous research and authors.

Other Requirements

You will require a desktop or laptop computer to access the course materials and submit assignments. There will be time in class to work on the Demonstrations of Learning. These assignments will require you to bring a laptop to class.

You can borrow a laptop from the front desk at the library with your YukonU student ID (Laptops can be borrowed for 3 days at a time). Alternatively, there are computer workstations available in the Innovation Commons for general student use during regular operating hours. See hours [here](#).

Some assignments require a camera and microphone for instructional demonstrations (i.e. a phone, tablet, or laptop with a built in camera and microphone; no specialized equipment required).

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one’s own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

AI Use Expectations

In this course, our focus is on developing professional judgement, critical thinking, and making respectful and responsible decisions that support culturally relevant teaching. (Continued on next page)

Students are encouraged to familiarize themselves with [Yukon University's Statement on Artificial Intelligence](#), particularly the considerations related to Indigenous Knowledge, cultural knowledge, intellectual property, and Indigenous data sovereignty.

For the purposes of this course, generative AI tools are not permitted for academic work, assignments, or assessments unless their use is identified as part of an assigned activity.

Attendance and Absences

Class attendance is an important factor for successful fulfillment of this course. This includes arriving to class on time, limiting distractions such as cell phones, and coming prepared by completing the assigned readings and work.

In alignment with YNTEP program expectations, students are expected to attend and participate in all classes. In cases where you are unable to attend class, please provide advanced notice, check Moodle for updates, and connect with a classmate for catch up materials.

Late Assignments

Due dates for course assignments are outlined on the course schedule. All assignments are expected to be submitted by the date that they are due. Assignments submitted late will be subject to a 5% deduction for each calendar day they are overdue. In exceptional circumstances, students may discuss alternate arrangements with the instructor (such as late submission of assignments). Please communicate with the instructor in advance if you anticipate that you may have difficulty meeting a deadline.

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](#) for resources or to arrange academic accommodations: access@yukonu.ca.

INTRODUCTION TO THE COURSE

This course provides a comprehensive foundation in evidence-based reading instruction grounded in scientific research. Throughout the course, you will explore how reading develops through explicit instruction and how learning to read can present challenges for many children. The five essential components of reading instruction – phonemic awareness, phonics, fluency, vocabulary, and comprehension – are discussed in depth, including their interconnected nature and the practices that support each component.

Our approach to the science of reading brings together understandings of the science, the process, and the Learners themselves. You will be empowered to consider how effective teaching can honour the vibrancy of communities and cultures.

By the end of the course, you will be able to explain and demonstrate the key elements of effective reading instruction, preparing you to support Yukon learners in growing into a choice-filled, literate life.

See Moodle for topic outline.

University of Regina Grading Descriptions

The University of Regina employs a percentage grading system:

90-99 An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89 Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79 Above-average performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in Writing.

60-69 A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59 A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49 An unacceptable performance.

Failure. A failure demonstrates an unacceptable level of knowledge of, and engagement with relevant concepts to satisfy the requirements of the final exam or the course.