

## Syllabus

HB1388 Science of Reading Professional Development for K-5 Educators

1 credit, Online Asynchronous

University of North Dakota

College of Education & Human Development

Department of Teaching, Leadership and Professional Practice

2022-2023

### Course Information

This syllabus describes the requirements and procedures for the online asynchronous course, HB1388 Science of Reading Professional Development for K-5 Educators. You are responsible for knowing this material, so please read carefully. Any changes will be announced through Blackboard Announcement emails. You will be responsible for any changes. Your continued enrollment in this course is your implicit agreement to abide by the requirements of this class.

### Professor / Instructor Contact Information

*Instructors/Professors:* Dr. Sonja Brandt and Ms. McKenzie Rabenn

*Contact Information/Email:* [sonja.brandt@und.edu](mailto:sonja.brandt@und.edu) or [mckenzie.rabenn@und.edu](mailto:mckenzie.rabenn@und.edu)

### Communication with the Instructor

Because this course is online, we encourage you to contact one of us via UND email if you have questions, concerns, or need clarification on coursework. Due to the fluid structure of this online asynchronous course and noting that you may be working on your modules during the summer break, you may not receive an immediate response to a question. If you do not hear back within 72 hours of your email, kindly reply through your original email thread to check in. We can also set up a time to meet virtually upon request.

### About the Professor / Instructor

For more information about your instructors for this course, Dr. Sonja Brandt and Ms. McKenzie Rabenn, view the Faculty tab inside our Blackboard course.

### Course Description

The course provides a scientifically-based foundation of literacy and language development. Students enrolled in this course will learn the scientifically-based reading research foundations needed to understand how reading develops and effective methods and strategies used to teach literacy skills to elementary learners. Students will explore the development and instructional implications related to phonological awareness, phonics, fluent

reading, vocabulary acquisition, comprehension, and writing instruction. Students are given an introduction to the most effective approaches to teaching reading across the grade levels.

## Required Texts

All required texts and readings are provided through the Blackboard course.

## Course Organization

The course is organized into 6 modules. Each module is found within its own folder within Blackboard and contains objectives, to-do-lists, resources, and assignments/activities. This is an online asynchronous class. You can expect to spend 2-2.5 hours per module at a minimum engaged in videos, readings, assignments, and other work related to our class. The goal of this class is to give you instructional ideas and strategies for incorporating structured literacy elements into lessons you will be teaching in your own classroom in grades K-5. Opportunities to share ideas and materials with our students enrolled in this course are provided through the Blackboard Discussion Board.

On the left side course menu in Blackboard there is a “Modules” tab. Inside you will find an overview for each module, as well as a listing of all the required readings, videos, and assignments/activities to be shared and discussed for each module. Inside each module folder you can also find assignment dropboxes for each of the main assignments. You must submit each assignment to the proper dropbox to receive points for this course; all items must be successfully submitted and satisfactorily completed to receive a final course grade of Satisfactory or Unsatisfactory. You must achieve a Satisfactory grade to earn the one-credit for completing this course.

Under the Resources tab in Blackboard you will find the FAQ Discussion Board where students can post questions about the course; you are encouraged to respond and help your classmates by answering questions if and when you are able.

## Active Learning Classroom

This course is an active learning-designed course. Active learning classes are constructed so that students are active participants in their learning, which also contributes to the learning of the other students in the class. In active learning classrooms, the instructor is not the sole source of information. Students interact with one another in a variety of ways, including the sharing of lessons and projects through discussion board posts as well as opportunities for reflection, partner work, and/or other collaborations.. This design also meets best practices for teaching and learning for students of all ages in today’s classrooms! Your readings, assignments, online interactions with your peers in our course, and any other resources provided will enrich and contribute to active learning components. You will do this through submitting your assignments and projects and viewing other students’ assignments and being invited to commenting on others’ posts. Be prepared and ready to engage, share, and learn with each module and your colleagues in some way!

## Course Objectives

The overall goal of this course is to support your teaching of the essential literacy and reading skills necessary for K-5 students to be successful learners in the academic content areas. After successfully completing this course, you should be able to:

1. Goal 1: Students demonstrate an understanding of the importance of scientifically-based reading research (content knowledge)
2. Goal 2: Students demonstrate an understanding of the evidence that learning to read is a learned skill and is difficult for many children (knowledge of learning and learners).
3. Goal 3: Students demonstrate an understanding of the evidence that learning to read is a learned skill and is difficult for many children (knowledge of learning and learners).
4. Goal 4: Students demonstrate an understanding of the five essential components of reading instruction (content knowledge) and the effective instructional elements involved with each area of reading (pedagogical knowledge).
  - Define and understand phoneme awareness.
  - Explain the purpose and goals of phoneme awareness instruction.
  - Explain the role of phonics in proficient reading.
  - Identify the characteristics of systematic, explicit phonics instructions and contrast those approaches with implicit, incidental approaches to instruction.
  - Understand the contributing role of automaticity to fluent reading.
  - Understand how oral reading fluency is related to other major components.
  - Understand the role of vocabulary in text comprehension and decoding.
  - Describe the various reasons why students might not comprehend text.
5. Goal 5: Students demonstrate an ability to create, enrich, maintain, and alter instruction to best fit the needs of their students (pedagogical knowledge).
6. Goal 6: Students demonstrate an ability to assess the progress of students through multiple methods, adjust practice to meet students' assessed needs and clearly explain student performance to parents, appropriate school personnel, and administrators.
7. Goal 7: Candidates demonstrate an understanding of teacher behaviors that result in higher levels of learning for students (knowledge of learning and learners).

## Professional Standards

This literacy course is aligned with the International Literacy Association (ILA) 2010 standards of professional practice. [Here is a link to the ILA standards for Reading Professionals.](#)

## Communications

### Announcements

When needed, announcements will be posted on the main Blackboard page (and subsequently emailed directly to you). Be sure to check the class announcements when you log on to the class Blackboard site as they will contain important information about class assignments and other class matters.

### Email

You are encouraged to post your questions about the course in the FAQs Discussion Board Forum in the Blackboard site (found under Resources). This is an open forum in which you and your classmates are encouraged to answer each other's questions. But, if you need to contact one of us directly, check the Faculty tab in Blackboard or the syllabus for our contact information. Although we strive to answer emails in a timely

manner, we will work to respond back to you within 72 hours during the week and may not respond on the weekend until the next business day. Also note that you may be taking this course during the summer, so you may not receive an immediate response to a question due to this change in the workweek schedule for most educators. If you have not heard back from us within 72 hours, please email again.

## Discussion Forums, Blogs, & Wikis

These tools are an excellent way for you to engage with the course material and with your peers. Each module will have at least one of these tools for you to participate in. You are expected to read all assigned discussion boards, blog posts, and/or wiki pages and provide thoughtful contributions.

## Netiquette

When participating in an online class it is important to interact with your peers in an appropriate manner. Always use professional language (no netspeak) in your postings and emails. Please be respectful of your classmates at all times even if you disagree with their ideas. Our online posts are our main interactions and discussions as a community of teachers and learners. We are here to learn from and alongside one another!

## Technical Requirements / Assistance

For technical assistance, please contact UND Tech Support at 701-777-2222. For a list of [Technical Requirements](#) please visit the website. Visit the [University Information Technologies \(UIT\) website](#) for their hours, help documents and other resources.

## Minimum Technical Skills Needed

In order to succeed in this course, at a minimum, you should be able to:

- Navigate in and use basic Blackboard functions
- Download and open electronic documents
- Create, save, and upload/attach electronic documents (Word, PowerPoint, etc.)
- Send, receive, and manage email
- Create and share/upload video files of yourself
- Access websites and other resources as described and provided within the course

## Access & Navigation

Access and Login Information: This course was developed and will be facilitated utilizing the Blackboard learning management system (LMS). To get started with the course, please go to: <https://blackboard.und.edu/> You will need your NDUS.Identifier, Username and Password to log in to the course. If you do not know your NDUS Identifier or have forgotten your password, please visit the [Your NDUS Account page](#) on the UIT website: <https://campus.und.edu/campus-services/uit/>.

## Resources

You will have access to:

- UND Student Resource Site via Blackboard. It is recommended that you become familiar with the tools

and tutorials within the site to better equip you in navigating the course.

- Many services are available to online students such as writing assistance from the UND Writing Center, free online tutoring from Smarthinking, and more. Visit the [Student Resources page](#) for more information. You can also access the resources webpage from the Student Resources link in your Blackboard course menu.

## Department of Teaching, Leadership, & Professional Practice Conceptual Framework:

All our programs in the College of Education are accredited by the appropriate agencies (NCATE, ESPB, and the Higher Learning Commission) and are designed around the three themes that comprise the conceptual framework of our college:

- *Teachers as Learners*
- *Teachers as Articulate Visionaries*
- *Teachers as Active Agents of Learning*

## CEHD Diversity and Inclusion Statement

To create a safe, welcoming, and inclusive learning and work environment, the College of Education and Human Development focuses on fostering greater diversity, equity, inclusion and accountability. The college embraces a culture of inclusion where all individuals feel respected, are treated fairly, provided work-life and school-life balance, and have an opportunity to excel in their chosen fields. These efforts will be intentionally integrated into the goal and efforts of the College.

## Course Requirements

### ***Technology***

Because this is an online course, you must have regular access to the Internet, word processing software, and the ability to save and share image files as JPEG or PDF file types. Some assignments will require you to use a camera or scanner to share image files, and others will require you to capture audio and video and share it on digital platforms like Blackboard Collaborate, Zoom, YouTube, Flipgrid, and Padlet. If you do not have a Google account, it is recommended you set up a free Google account before you begin, and start becoming familiar with Google tools like Google Slides, Google Docs, and other online websites such as YouTube. We may use Google to collaborate on group assignments outside of Blackboard (shared Google Docs, Google Slides, etc.). You can also find many freely available tutorials online with a quick Google search to help you learn about and navigate any platform or tool you are not already familiar with.

### ***Submitting Work***

Assignments are to be turned in on Blackboard as they are completed and prior to the 4-month time period in which you are enrolled in this course. If you are unable to complete an assignment on time, contact the instructor to make alternative arrangements **prior to the due date**. Assignments turned in late without prior arrangements will lose points or may not be accepted at all, which may affect your award of one credit for completing the full course. All written assignments must be double-spaced, using 12 pt. font and 1 inch margins. Formal written assignments that require the inclusion of references should follow APA guidelines.

### ***Class Participation***

Participation is important in an online course, so that ideas can be shared and discussed in a supportive and collaborative learning environment. You will be expected to participate in a variety of ways including written and/or video discussion threads in a whole group setting. Please be constructive, respectful and professional in all communications, and be an accountable colleague and group member. Through your assignments, discussion posts, and interactions with one another in our course, you are expected to present yourself in a professional manner, just as you do in schools and in classrooms, through your word choice, conversations, and overall attitude. Active engagement calls for your participation in class readings and materials as well as completion of activities to submit only for a grade as well as those to share with the class. Participation involves engaging with the course in ways that demonstrate a disposition towards being a successful classroom teacher, which includes completion of all reading assignments, previewing and preparing all necessary materials for each module's assignments, engaging in critical dialogue with peers and the instructor online, being an advocate for your learning, remaining open to learning new ideas, and engaging in this course with a learner-mindset.

### ***Time Commitment***

This course meets a one-credit requirement. You can anticipate spending a total of 15 hours on this one-credit class (e.g., viewing the videos, completing readings, working on assignments, discussion board posts, and others). As your assignments are due before the end of your 4-month time period and each module builds upon the previous modules, we recommend scheduling consistent times each week to login to Blackboard and complete coursework one module at a time.

### ***Grading Scale***

Class participation and assignments are part of a Satisfactory / Unsatisfactory (S/U) grading system. To earn a "Satisfactory" grade, you must earn a grade of C or above.

A = 93 - 100%

B = 81 - 92%

C = 71 - 80%

D = 61 - 70%

F = 60% & Below

### ***Incomplete Grading***

It is expected that students will complete all requirements for a course during the time frame of the course. For reasons beyond a student's control, and upon request by the student or on behalf of the student, an incomplete grade may be assigned by the instructor when there is reasonable certainty the student will successfully complete the course without retaking it. The mark "I," Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is

incomplete for reasons satisfactory to his or her instructor. ([See “Grading System” in the UND 2018-19 Catalog](#))

## Assignments

This course consists of 6 modules, each consisting of a variety of readings, videos, online discussions, and individual assignments. All assignments are due on or before the dates as listed on the course calendar. This course is designed for students to complete assignments in the sequential order presented on Blackboard. Points will be awarded for each assignment according to the list below.

Assignment Title	Points
Module #1 Flipgrid Introduction Video	10
Module #1 Discussion Board Post	15
Module #1 Concept Map	30
Module #2 Discussion Board Post	15
Module #2 Lesson Plan	30
Module #3 Discussion Board Post	15
Module #3 Lesson Plan	30
Module #4 Discussion Board Post	15
Module #4 Lesson Plan	30
Module #5 Discussion Board Post	15
Module #5 Lesson Plan	30
Module #6 Discussion Board Post	15
Module #6 Lesson Plan	30
Final Course Reflection	15
Course Survey	10
Additional Weekly Assignments	~20
<b>TOTAL COURSE POINTS</b>	<b>~325</b>

## Assignments

Each module requires you to view the module video, read from the provided texts and other posted materials, and respond to the provided discussion board and other assignment(s) as well as design a lesson plan based upon that module’s topic(s). You are also invited to read/view the posts and lesson plans shared by your peers in the online discussion board, providing follow-up comments and questions in order to extend the conversation about the course topics and deepen your learning. The work you complete for your assignments should be reflective of professional-level reading, writing, and discussion.

### *Flipgrid Video Introductions*

As part of building our community of learners, regardless of grade level(s) taught, geographical location, or timeframe across which individuals are taking this course, you will create and share a short Flipgrid video.

Instructions and a link to our course Flipgrid page will be provided inside the Module 1: Science of Reading folder.

### ***Discussion Board Posts***

Each module requires you to view the video and explore readings and other resources and materials provided to you within the Blackboard folder and then respond to the provided discussion topics in written or video formats. You are also invited to read/view the statements posted online by your peers, providing follow-up comments and questions in order to extend the conversation about the course topics and deepen your learning. These discussions are at the core of your learning for the class, therefore you should expect to spend time preparing as well as composing and sharing your thoughts and ideas in each topic. The work you complete in the discussion board should be reflective of current professional graduate-level reading, writing, and discussion. Each discussion is worth 15 points and will be graded using the rubric included below.

### ***Lesson Plan Assignments***

Within each module, your lesson plan assignment requires you to plan and reflect on a literacy strategy or skill lesson or activity in your own teaching context. In addition, you will select a few state standards or benchmarks that you want to address. Remember that literacy strategies and skills are not limited to reading; they can also be writing, listening, speaking, or language/vocabulary goals. Then, you will develop a lesson plan to: teach your selected goals that are centered upon one or more literacy strategies; a rationale and description of the lesson; a full lesson plan that follows the provided gradual release of responsibility format; a text set that aids students in reference and/or study skills; one more more assessments; and all teacher-created materials you could use to teach the lesson. You will submit your completed lesson plan at the end of each module and before you begin the following module. Each lesson plan is worth 30 points and will be graded using the rubric included below.

### ***Final Reflections and Survey***

Although reflections are an integrated part of each module in this course, you will write a final reflection based upon your overall experiences and learning opportunities across the course. Your reflection will include your prior knowledge of and practices in scientifically-based reading foundations as well as how you have gained knowledge and have grown as a learner and as an educator. Instructions for this final reflection are found inside the Module 6 folder; this assignment is separate from your Module 6 lesson plan.

At the end of the course, you will be invited to complete a survey to share your thoughts, ideas, and what you learned throughout the course. Your feedback on the course is extremely valuable to us. We read all comments carefully and use them to improve the course.

- When the time comes, please let me know which aspects of the course helped you learn—and which aspects might be modified to help future students learn more effectively.
- Please note that the course surveys are not connected to your grades for your assignments for this course, allowing you to provide honest and constructive feedback.
- And if you have feedback to offer before the end of the course, please email one or both of us.

### ***Discussion Board Posts Rubric***



Each discussion board post is worth 15 points and will be graded using the following rubric:

<b>Target: 14-15</b>	<b>Acceptable: 11-13</b>	<b>Unacceptable: &lt; 10</b>
<p>Discussion board posts and other assignments are clear with sufficient details, grounded in the video(s) and other assigned materials, and directly reference the topics and texts whenever possible.</p> <p>Initial description of assignment is included in the discussion board post (and any follow-up comments on peers' posts) demonstrate curiosity, interest, and willingness to learn about course topics.</p> <p>Ideas and information shared are clear and with few or no spelling, mechanics, grammar, or other errors.</p>	<p>Discussion board posts and other assignments are clear with sufficient detail to demonstrate knowledge of having viewed the videos and/or read assigned material.</p> <p>Initial description of assignment included in the discussion board post (or any follow-up comments on peers' posts) show a sufficient amount of curiosity, interest, and willingness to learn.</p> <p>Ideas and information shared are somewhat clear. There are some spelling, mechanics, grammar, and/or other errors.</p>	<p>Discussion board posts and other assignments are superficial, demonstrating limited knowledge of assigned videos and other material.</p> <p>Initial description of assignment included in the discussion board post (and any follow-up comments on peers' posts) show a consistent lack of curiosity, interest, or willingness to learn or are absent altogether.</p> <p>Ideas and information shared are unclear or incomplete. There are consistent spelling, mechanics, grammar, and/or other errors.</p>

### Lesson Plan Rubric

Each lesson plan is worth 30 points and will be graded using the following rubric:

	<b>Target: 25-30</b>	<b>Acceptable: 21-24</b>	<b>Unacceptable: &lt; 21</b>
<b>Lesson Topic/Title: (1 point):</b>	Lesson topic and/or title are included and clearly align with the core literacy topic for the given module.	Lesson topic and/or title are included but may not clearly align with the core literacy topic for the given module.	Lesson topic and/or title are not included and may not clearly align with the core literacy topic for the given module.
<b>Age/Grade Level (1 point):</b>	Age(s) and/or grade level(s) are included and align with the chosen literacy state standards.	Age(s) and/or grade level(s) are included and may not clearly align with the chosen literacy state standards.	Age(s) and/or grade level(s) are not included and may not clearly align with the chosen literacy state standards.

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Online Asynchronous Course

Timeline: 4 months from start date to complete all work

<p><b>1 or more Target Standard(s)</b> from your State Literacy Standards based upon the core literacy topic from the given module. <b>(3 points):</b></p>	<p>1 or more state standard(s) are included. Standards clearly align with the core literacy topic as well as the chosen lesson topic(s) and grade level.</p>	<p>1 or more state standard(s) are included. Standards align with the core literacy topic(s) but may not align with the chosen grade level or lesson plan topic.</p>	<p>1 or more state standard(s) are not included and/or chosen standards or grade level may not align with the core literacy topic from the given module.</p>
<p><b>Student Learning Goal(s)</b> based upon the standards: <b>(2 points):</b></p> <p><i>The student will be able to... or "I can..."</i></p>	<p>Includes student-centered learning goals that directly correlate to the selected state standards.</p>	<p>Includes student-centered learning goals that somewhat correlate to the selected state standards.</p>	<p>Does not include learning goals and/or learning goals are not student-centered or are not directly correlated to the selected state standards.</p>
<p><b>2 or more Assessments</b> (Describe here <i>and</i> include your actual assessment documents/links within the lesson plan. Include 2 or more: pre-assessment and/or mid-lesson assessment and/or post-assessment ) <b>(6 points):</b></p>	<p>Two or more assessments are included and embedded within the lesson. Each assessment clearly targets student learning and understanding of the lesson concepts.</p>	<p>Two or more assessments are included and embedded within the lesson. One or more more elements are missing or unclear: Assessments should clearly target student learning and understanding of the lesson concepts.</p>	<p>Less than two assessments are included. Assessments may not clearly target student learning and understanding of the lesson concepts.</p>
<p><b>Materials and Sources</b> (Include links and attach documents/upload to Blackboard; state if you created any materials.) <b>(2 points)</b></p>	<p>Materials and sources are provided with links, materials, and other attachments included.</p>	<p>Materials and sources are provided. Some links, materials, and other attachments are missing.</p>	<p>Materials and sources are not provided. Many or all links, materials, and other attachments are missing.</p>

<p><b>Step-by-Step Lesson Plan that follows the gradual release of responsibility (GRR) model (15 points total)</b></p>	<p>All elements of a GRR lesson plan are included and lesson plan steps and ideas are correlated to the standards, learning goals, and overall topic of the lesson.</p>	<p>Most elements of a GRR lesson plan are included and lesson plan steps and ideas are correlated to the standards, learning goals, and overall topic of the lesson.</p>	<p>Several elements of a GRR lesson plan are missing, which may include lesson plan steps, ideas that are correlated to the standards, learning goals, and overall topic of the lesson.</p>
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## Course Schedule

Below is our calendar/schedule of course topics and assignments. Detailed readings and assignments can also be found inside each weekly folder in our Blackboard course.

**HB1388 Science of Reading Professional Development for K-5 Educators**  
*All assignments are due by the end of each module, unless stated otherwise.*

Module	Topics	Readings	Assignments
Module 1	<p><b>The Science of Reading</b></p> <p>Reading Deficit</p> <p>Reading Wars</p> <p>Reading &amp; the Brain</p> <p>Scarborough’s Reading Rope</p> <p>The Simple View of Reading</p> <p>Characteristics of Structured Literacy</p>	<p><a href="#">Can We Afford to Ignore the Science of Reading?</a></p> <p><a href="#">Reading as a Social Justice Issue</a> (CORE, 2020)</p> <p><a href="#">Reading Wars: Phonics vs. Whole Language</a></p> <p>The Most Popular Reading Programs Aren’t Backed By Science (Schwartz, 2019)</p>	<p><b>Due at the end of Module 1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Flip Grid introduction video</li> <li><input type="checkbox"/> Module #1 discussion board post</li> <li><input type="checkbox"/> Literacy Concept Map</li> </ul>
Module 2	<p><b>Phonological Awareness</b></p> <p>Levels of Phonological Awareness</p>	<p><a href="#">Why phonological awareness is important for reading and spelling</a> (Moats &amp; Tolman, n.d)</p>	<p><b>Due at the end of Module 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Module #2 discussion board post</li> <li><input type="checkbox"/> Phonological Awareness Lesson Plan</li> </ul>

	<p>Sequence of Phonological Awareness Skills</p> <p>Effective Phonological Awareness Instruction</p> <p>Phonemic Awareness</p> <p>Phonological &amp; Phonemic Awareness Assessments</p> <p>Word Walls to Sound Walls</p>	<p><a href="#">How to Help Younger Students Build Phonemic Awareness</a> Skills (The Literacy Nest, 2021)</p> <p>Podcast: <a href="#">How to Use Sound Walls to Transform Reading Instruction</a> (Edview, 2021)</p> <p><a href="#">Position Statement and Research Brief: Phonological Awareness</a> (ILA, 2019)</p> <p><a href="#">RIP to advanced phonemic awareness</a> (Shannahan, 2021)</p>	
Module 3	<p><b>Phonics</b></p> <p>Systematic &amp; Explicit Instruction</p> <p>Encoding &amp; Decoding Regular Words</p> <p>Multisensory Activities</p> <p>Decodable Texts</p> <p>Irregular Word Reading</p> <p>Sight Words/Heart Words</p> <p>Multisyllabic Word Reading</p> <p>Syllable Types</p> <p>Phonics Assessments</p>	<p><a href="#">Evidence Challenges Teaching Words by Sight</a> (Moats, 2020)</p> <p><a href="#">Explaining Phonics: An Educator’s Guide</a> (ILA, 2018)</p> <p><a href="#">How to Knock Down Five Strawman Arguments Against Phonics</a> (Shanhan, 2020)</p> <p><a href="#">Using Decodable Texts with Systematic Phonics Instruction</a> (Blevins, 2006)</p> <p><a href="#">Dear Lucy, A Second Letter</a> (Right to Read)</p> <p><a href="#">Phonics Faux Pas</a> (Duke &amp; Mesmer, 2018)</p>	<p><b>Due at the end of Module 3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Module #3 discussion board post</li> <li><input type="checkbox"/> Phonics lesson plan</li> </ul>
Module 4	<p><b>Fluency</b></p> <p>Why Fluency is Important</p> <p>Developing Fluency</p>	<p>Reading Rockets: <a href="#">Top 10 Resources on Fluency</a></p> <p>Reading Rockets: <a href="#">Fluency Introduction</a></p>	<p><b>Due at the end of Module 4</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Module #4 discussion board post</li> <li><input type="checkbox"/> Fluency lesson plan</li> </ul>

	<p>Modeling Fluency</p> <p>Prosody</p> <p>Reading Fluency</p> <p>Reading Rate</p> <p>Word-Reading Accuracy</p> <p>Fluency Strategies</p>	<p>Reading Rockets: <a href="#">Fluency Instructional Guidelines and Student Activities</a></p> <p><a href="#">O'Connor (2018) Reading fluency and comprehension</a></p> <p><a href="#">Clemens, Simmons (2017) Fluency and its relationship to comprehension and vocab in class</a></p> <p><a href="#">Reading Mastery: Where Pedagogy Meets the Science of Reading - Scientific Learning</a></p> <p>Excerpts from <i>Teaching Reading Sourcebook (TRS)</i> Chapter 10: Fluency Instruction</p>	
<p>Module 5</p>	<p><b>Vocabulary</b></p> <p>Specific Word Instruction and Word Selection</p> <p>Word-Learning Strategies</p> <p>Vocabulary Routines</p>	<p>Excerpts from <i>TRS</i> Chapter 11: Specific Word Instruction</p> <p>Excerpts from <i>TRS</i> Chapter 12: Word Learning Strategies</p> <p>Shanahan on Literacy: <a href="#">Five Things Every Teacher Should Know about Vocabulary Instruction</a></p> <p>Shanahan on Literacy: <a href="#">The Six Goals of an Ideal Vocabulary Curriculum</a></p> <p>Texas Center for Learning Disabilities: <a href="#">Five Research-Based Ways to Teach Vocabulary</a></p> <p>Edutopia: <a href="#">Doing It Differently: Tips for Teaching Vocabulary</a></p>	<p><b>Due at the end of Module 5</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Module #6 discussion board post</li> <li><input type="checkbox"/> Vocabulary lesson plan</li> </ul>

		<p>International Literacy Association: <a href="#">Vocabulary is Comprehension</a></p> <p><a href="#">Crossover Training Vocabulary Strategies</a></p>	
Module 6	<p><b>Comprehension</b> Literary and Informational Texts</p> <p>Comprehension Skills</p> <p>Building Background Knowledge &amp; Making Connections</p> <p>Comprehension Scaffolding &amp; Supports</p> <p>Comprehension Strategies &amp; Resources</p>	<p>ASCD: <a href="#">The Skill, Will, and Thrill of Comprehending Content Area Texts</a> (Fisher &amp; Frey, 2020)</p> <p><i>Improving Reading Comprehension in Kindergarten Through 3rd Grade</i> (Shanahan et al., 2010)</p> <p>International Literacy Association: <a href="#">The Science of Reading Comprehension Instruction - Duke - 2021 - The Reading Teacher</a></p> <p>Excerpts from TRS Chapter 14 Literary Text</p> <p>Excerpts from TRS Chapter 15: Informational text</p>	<p><b>Due at the end of Module 6</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Module #6 discussion board post</li> <li><input type="checkbox"/> Comprehension lesson plan</li> <li><input type="checkbox"/> Final course reflection</li> <li><input type="checkbox"/> Course survey</li> </ul>

## UNIVERSITY OF NORTH DAKOTA POLICIES & RESOURCES

### Academic Integrity

Academic integrity is a serious matter, and any deviations from appropriate behavior will be dealt with strongly. At the discretion of the professor, situations of concern may be dealt with as a scholastic matter or a disciplinary matter.

As a scholastic matter, the professor has the discretion to determine appropriate penalties to the student's



\*Syllabus is subject to change at instructor's discretion.

workload or grade, but the situation may be resolved without involving many individuals. An alternative is to treat the situation as a disciplinary matter, which can result in suspension from the University, or have lesser penalties. Be aware that I view this as a very serious matter, and will have little tolerance of or sympathy for questionable practices. A student who attempts to obtain credit for work that is not their own (whether that be on a paper, quiz, homework assignment, exam, etc.) will likely receive a failing grade for that item of work, and at the professor's discretion, may also receive a failing grade in the course. For more information read the [Code of Student Life](#).

## University Attendance Policy and Procedures

Attendance and participation in class activities are considered integral parts of a university education. It is the University policy that attendance in classes is expected of all students. If attendance and/or participation are required and will impact grading, it is the responsibility of the instructor to communicate clearly that policy to students during the first week of class in the course syllabus.

Even in situations where an instructor might excuse a class absence, e.g., severe medical situations, family emergencies, military service, or authorized University activities, it is the responsibility of the student, whenever possible, to inform the instructor ahead of time.

## Access & Opportunity, Disability Support and Medical Services

If you have emergency medical information to share with the instructor(s), or if you need accommodations in this course because of a disability, please visit with the instructor(s) as soon as possible. If you plan to request disability accommodations, you are expected to [register with the Disability Support Services](#) (DSS) office online, (180 McCannel Hall, 701.777.3425).

If you have a temporary medical condition such as a broken arm or recovering after surgery, you may be able to arrange for courtesy services. In most cases, it is expected that you will make your own arrangements for these services. Examples of courtesy services include access to a test scribe if the student has a broken hand; lift equipped van transportation when the student has a broken leg or temporary accessible parking for a student using crutches for a short period. If you are unable to make your own arrangements, please contact DSS (777-3425). Unlike services and/or accommodations provided to eligible students with disabilities, the University is NOT obligated to provide courtesy services.

## College of Education & Human Development Academic Concerns and Grievance Process Policy

The grievance process can be found on the web at <https://education.und.edu/files/docs/cehd-interim-grievance.policy-10.17.18.pdf> Graduate students should follow the CEHD Grievance Policy for decisions made at the course or program level and should follow the School of Graduate Studies Grievance Policy for decisions made by the School of Graduate Studies. It is the student's responsibility to initiate and advance the grievance. Please contact Dr. Donna Pearson, the Associate Dean of Student Services and Assessment, for more information and assistance with the CEHD grievance process.

## Scholastic Honesty

Students are expected to maintain scholastic honesty. Scholastic dishonesty includes but is not limited to



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cheating on a test, plagiarism, and collusion.

A. Cheating on a test or other work includes, but is not restricted to:

1. Copying from another student's test or work.
2. Possessing or using material during a test not authorized by the person giving the test.
3. Collaborating with or seeking aid from another student during a test without authority, or collaborating with or seeking aid from another student on an assignment with the intent to use their work as your own.
4. Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an unadministered test or other work.
5. Substituting for another student or permitting another student to substitute for oneself to take a test or complete other work.
6. Bribing another person to obtain an unadministered test or information about an unadministered test or other work.

B. Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the unacknowledged submission or incorporation of it in one's own work. This includes appropriation of another person's work by the use of computers or any other electronic means.

C. Collusion means the unauthorized collaboration with another person in preparing written work offered for credit. Instructors choosing to treat a case of scholastic dishonesty as a scholastic matter have the authority to decide how the incident of dishonesty will affect the student's grade in the course. If, before the drop date, an instructor is considering such action (or still investigating a possible case of dishonesty), the instructor may, with the concurrence of the dean of the course, place a hold on the student's registration to prevent the student dropping the course. If the student has already dropped the course, the dean of the course may void that drop and have the Registrar re-enroll the student in the class. ([See "Scholastic Honesty" in the 2018-19 UND Catalog](#)).

## University Covid-19 Information

All members of the University community have a role in creating and maintaining a COVID-19 resilient campus. There are several expectations that all community members, including students, are asked to follow for the safety of all: maintain physical distancing of at least 6 feet while in UND facilities, wear face coverings during interactions with others and in the classroom, wash their hands often and use hand sanitizer, properly clean spaces that they utilize, and if experiencing any symptoms, stay home and call their health care provider. Students electing not to comply with any of the COVID related requirements will not be permitted in the classroom and may be subject to disciplinary action. We encourage all members of the University community to choose to model positive behavior both on- and off-campus.

Information regarding the pandemic and UND's efforts to create a COVID resilient campus is available on the COVID-19 blog (<http://blogs.und.edu/coronavirus/>). Please subscribe to stay up to date on COVID related information.

Students who test positive for COVID-19 or are identified as a close contact are expected to immediately self-isolate/quarantine. If you have tested positive for COVID-19 or have been placed in quarantine due to being identified as a close contact or travel we strongly recommend that you report the information to the Office of Student Rights and Responsibilities at 701.777.2664 or online at <https://veoci.com/veoci/p/w/ss2x4cq9238u>.



Doing so will ensure students have the support they need to continue with their academic goals and to protect others.

## Campus Emergency

In the event of a major campus emergency, suspension, or closure, the course requirements, deadlines, and grading policies on the official syllabus are subject to change. You will be notified of such changes by email, using the email address you have listed in Blackboard. Please make sure that email address is correct.

## Notice of Nondiscrimination

It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to: Donna Smith, Director of Equal Employment Opportunity/Affirmative Action and Title IX Coordinator, 401 Twamley Hall, 701.777.4171, [UND.affirmativeactionoffice@UND.edu](mailto:UND.affirmativeactionoffice@UND.edu) or the Office for Civil Rights, U.S. Dept. of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

## Reporting of Sexual Violence

If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; [donna.smith@UND.edu](mailto:donna.smith@UND.edu); or visit the [Title IX webpage](#).

## Faculty Reporting Obligations Regarding Sexual Violence

It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, you can find information about confidential support services on the [Title IX webpage](#).

## UND Cares Program

The [UND Cares program](#) seeks to educate faculty, staff and students on how to recognize warning signs that indicate a student is in distress.

## How to Seek Help When in Distress

We know that while college is a wonderful time for most students, some students may struggle. You may experience students in distress on campus, in your classroom, in your home, and within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. For more additional

information, please visit the [UND Cares program Webpage](#).

### ***How to Recognize When a Student is in Distress***

The term “distressed” can mean any of the following:

- Student has significant changes in eating, sleeping, grooming, spending, or other daily activities.
- Student has cut off or minimized contact with family or friends.
- Student has significant changes in performance or involvement in academics, sports, extracurricular, or social activities.
- Student describes problems (missing class, not remembering, destructive behavior) that result from experiences with drinking or drugs.
- Student is acting withdrawn, volatile, tearful, etc.
- Student is acting out of character or differently than usual.
- Student is talking explicitly about hopelessness or suicide.
- Student has difficulty concentrating or difficulty carrying on normal conversation.
- Student has excessive dependence on others for company or support.
- Student reports feeling out of control of one’s emotions, thoughts, or behaviors.

### ***UND Cares about Your Success***

Important information is available to you through Starfish, which is an online system used to help students be successful. When an instructor observes student behaviors or concerns that may impede academic success, the instructor may raise a flag that notifies the student of the concern and/or refer the student to their academic advisor or UND resource. Please pay attention to these emails and take the recommended actions. They are sent to help you be successful!

Starfish also allows you to (1) schedule appointments with various offices and individuals across campus, (2) request help on a variety of topics, and (3) search and locate information on offices and services at UND.

You can log into Starfish by clicking on Logins on the UND homepage and then selecting Starfish. A link to Starfish is also available in Blackboard once you have signed in.