



School of Health, Education and Human Services

ERDG 310

Teaching Literacy for a Better World

Term: Fall, 2021

Number of Credits: 3

Course Outline

INSTRUCTOR: Laura Erickson

E-MAIL: lerickson@yukonu.ca

Schedule: Mondays September 13 – December 13 1:00 - 3:50 PM

Office Hours: by arrangement with instructor via distance

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

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 PC	Mac/macOS-based
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

EQUIVALENCY OR TRANSFERABILITY

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

Weekly breakdown of instructional hours and delivery 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.

EVALUATION:

Assignment 1: Weekly Journal	35%
Assignment 2: Running Records	30%
Assignment 3: Novel Study	35%
Total:	100%

A separate document will describe assignment details.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU and University of Regina websites for important dates.

TEXTBOOKS & LEARNING 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 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.

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 by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

TOPIC OUTLINE

See syllabus for topic outline