



School of Health, Education, and Human Services

ERDG 310

Teaching Literacy for a Better World

Term: Fall, 2024

Number of Credits: 3

Course Outline

INSTRUCTORS: MARJORIE MACDONALD, PHD & NORMA SHORTY, PHD

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Schedule: Friday, September 6th to December 6th

Time: 9:00 AM to 11:55 AM

Hybrid: Zoom and Some Face to Face

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.

EQUIVALENCY OR TRANSFERABILITY

Please see the 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 into 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

A weekly breakdown of instructional hours

Instructional hours will include field activities, online learning activities, and peer teaching events. It is expected that this course will require up to 7 hours/week of homework and additional reading. It is important to note that the time required will vary by individual.

Delivery format

Except for the following dates, **(WOLF CREEK) September 6th and (POTLUCK) December 6th** Friday morning classes will be online using Zoom. Zoom is a synchronous (in real-time) virtual format that enables face-to-face approaches to teaching and learning.

With this in mind, and to the extent possible, classes will be a combination of lectures, instructor and peer demonstrations, videos, group exercises, student presentations, group discussions, and at least 2 land literacy experiences. Students, please come prepared to contribute to all group discussions.

This course utilizes an approach to learning, whereby information is presented, and knowledge is co-created through dialogue and experience. Students must be prepared to engage in discussions and class activities. It is recommended that readings be done ahead of time and that all classes be attended to enjoy the full learning experiences that ERDG 310 offers. Indigenous perspectives on literacy will be presented and discussed. Wherever possible, Indigenous-led curriculum development processes will be presented with the view of co-producing knowledge on Indigenous-led literacy publications, literature, articles, histories, stories... As a learner, you will find and share access to various instructional practices, approaches, methods, and curriculum material to support reading instruction. You will discover, and share, multiple assessment tools and practices to plan and evaluate effective reading instruction.

EVALUATION:

Participation	10%
Peer Teaching - Chapter Presentation	Ch Notes PP = 30%
Journal on creating a culturally responsive literacy environment.	4 entries = 20%
Classroom framework on teaching Yukon children to read	40%
Total:	100%

Participation 10%

Students are expected to attend all classes, engage in discussions, hand in completed assignments on time, and be respectful of others in class. If a student must be absent, s/he is expected to contact the instructor before class and catch up on the lecture. It is the student's responsibility to connect with Moodle and a classmate for catch-up materials.

Peer Teaching 30%

As a peer teacher, you will teach and learn from one another, using the assigned textbook. You will sign up for a chapter from one of the two textbooks. You are expected to take responsibility for reviewing,

organizing, and consolidating existing knowledge and materials as it relate to the chapter focus while bringing forward your personalized learning experiences, and new learning.

This assignment is broken down into 2 areas, chapter notes (15%), and PowerPoint presentation (15%).

Journal 20%

You are responsible for 4 journal entries. The journal theme is *creating a culturally responsive literacy environment*. Each journal entry is to be 3 pages in length, double spaces, 12-point font. You may use aspects of your journal entries for your classroom framework for teaching Yukon children to read.

Classroom framework on teaching Yukon children to read 40%

You will develop a classroom framework for teaching Yukon children to read. You are not expected to develop each category, instead, you are expected to tailor the following to suit your potential classroom needs. This plan will address aspects of the following:

- Grade Level
- Curricular connections
- Cultural connections
- Theme
- One or more of phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation
- Identifies a variety of instructional practices, approaches, methods, and curriculum material to support reading instruction
- Plans to use a variety of assessment tools and practices to plan and evaluate effective reading instruction
- plans for a culturally relevant literate environment that fosters reading and writing while utilizing funds of knowledge

COURSE WITHDRAWAL INFORMATION

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

TEXTBOOKS & LEARNING MATERIALS

Burkins, J., & Yates, K., (2023). *Shifting the Balance, Grades K-2; 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom*. Routledge.

Cunningham, K., Burkins, J., & Yates, K., (2023). *Shifting the Balance, Grades 3-5; 6 Ways to Bring the Science of Reading into the Upper Elementary Classroom*. Routledge.

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 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). The student must seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

TOPIC OUTLINE

Exploring major theories of reading

Finding cross-cultural reading and writing strategies

Can we align reading theories with Indigenous literacy constructs?

Defining fluent reading

Understand phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, motivation, and how these are integrated with fluent reading

Discover access to local instructional practices and approaches

Curriculum and Assessment Yukon Strategy development and including M. Ed and PhD studies and research

Professional development opportunities in Yukon, what are they?

Find place-based methods, and curriculum material to support reading instruction

YG, Curriculum, and Assessment

YNLC, Inventory, and Literacy Strategies

YFN, websites, FN school board

Identifying assessment tools and practices for reading and writing

Evaluating effective instruction strategies

Fostering literate environments for reading and writing