

**Instructor:**

Sherry Duncan  
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780.791.4840  
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**Office hours:**

Monday 11:00 – 12:30

Thursday 3:00 – 4:30

Friday 10:30 – 12:30

**Hours of Instruction:**

Online Delivery; Blended

**Course Description:**

Students will gain an understanding in supporting children's literacy development in the areas of auditory processing, language processing, sight vocabulary, reading practice and writing development. Practical strategies for working with a variety of reading remediation programs will also be explored. Access to groups of children is necessary to fulfill the requirements of the course.

*Prerequisite:* EA 102

*3 credits 15 weeks 45 hours*

**Required Resources:**

Reithaug,D.(1998) Orchestrating Academic Success by Adapting and Modifying Programs

**Course Outcomes:**By the end of the course, student will:

1. Demonstrate an ability to discover and reflect on their reading awareness and personal attitudes toward reading.
2. Develop an understanding of how the young child's language development is a foundation for emergent literacy.
3. Identify and articulate myths related to reading instruction.
4. Demonstrate an ability to differentiate the stages of reading development for grades K-6.
5. Examine and become familiar with informal reading assessment techniques that will identify the child's strengths and weaknesses within their current literacy development.
6. Effectively communicate the emergent reading process and factors, which may affect a child's success in becoming a competent, independent reader.
7. Discover and summarize other techniques and alternatives for successful reading comprehension and enhanced reading fluency, including choosing appropriate books based on a child's reading level.
8. Research and identify services/materials available at a local public or school library.
9. Demonstrate the ability to develop individual or small group reading strategies to support progress in a student's reading development, based on the grade he/she is currently working in under the direct guidance of the teacher.
10. Develop an understanding of the adaptations and accommodations available for use with children.

**Specialized Supports & Duty to Accommodate:****Disability Support services: Learner Assistance Program**

If you have a documented disability or you think that you would benefit from some assistance from a Disabilities Counsellor, please call or visit the Disability Supports Office 780-792-5608 to book an appointment (across from the library). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

**Specialized Supports and Duty to Accommodate**

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Date	Proposed Topics To Be Covered	Assignments Due
<b>Week 1</b>	<b>Welcome/Introductions</b>	
<b>January 7<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Discover and reflect on your own reading awareness</li> <li>• Get to know me</li> <li>• Reading forum</li> <li>• Wiki's</li> <li>• Reading Strategies Survey</li> <li>• Literacy Rich Classroom</li> <li>• Book selection Data base</li> </ul>	
<b>Week 2</b>	<b>The Struggling Reader</b>	
<b>January 14<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Reading Attitudes Inventory Instruction</li> <li>• Introduce your classmate – Forum</li> <li>• Using a Graphic Organizer</li> <li>• 10 Myths of reading instruction</li> <li>• Tale of two schools</li> <li>• Questions to ask yourself</li> <li>• Weekly Goals for supporting children in their reading</li> <li>• Book selection data base</li> </ul>	
<b>Week 3</b>	<b>Understanding Phonemes</b>	
<b>January 21</b>	<ul style="list-style-type: none"> <li>• Sound discrimination and awareness</li> <li>• Reflecting</li> <li>• Importance of Phonemic Awareness</li> <li>• Reading Skills Pyramid</li> <li>• Choosing Quality Activities</li> </ul>	
<b>Week 4</b>	<b>Understanding Phonics</b>	
<b>January 28<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• What is phonics?</li> <li>• Phonics basics</li> <li>• Quality phonics activities</li> <li>• Book selection data base</li> </ul>	
<b>Week 5</b>	<b>Understanding Fluency</b>	Live Class
<b>February 4<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Understanding fluency</li> <li>• Improving literacy</li> <li>• Struggling for success</li> <li>• Improving Literacy forum</li> </ul>	

	<ul style="list-style-type: none"> <li>• Author interview</li> <li>• Case study</li> <li>• Live Session – Monday 7:00 - 9:00</li> </ul>	
<b>Week 6</b> <b>February 11</b>	<b>Balanced Literacy</b> <ul style="list-style-type: none"> <li>• Balanced literacy</li> <li>• Matching book to reader</li> <li>• Understanding balanced literacy forum</li> <li>• Busy Teacher’s Cafe</li> <li>• Revising Kevin forum</li> <li>• Literacy Rich Classroom</li> </ul>	
<b>Week 7</b> <b>February 18<sup>th</sup></b>	<b>Exploring Vocabulary</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Review of Vocabulary</li> <li>• Author Internet scavenger hunt</li> <li>• Review text forum – Component 4</li> </ul>	
<b>Week 8</b> <b>February 25<sup>th</sup></b>	<b>Reading Week (No scheduled classes)</b> <ul style="list-style-type: none"> <li>• Videos to watch if you choose</li> </ul>	
<b>Week 9</b> <b>March 4<sup>th</sup></b>	<b>Reading Comprehension</b> <ul style="list-style-type: none"> <li>• Create a Prezi</li> <li>• Literacy stories</li> <li>• Text review – Component #5</li> <li>• Comprehension Strategies</li> <li>• George Dawson</li> </ul>	
<b>Week 10</b> <b>March 11<sup>th</sup></b>	<b>Guided Reading</b> <ul style="list-style-type: none"> <li>• Guide to observing reading</li> <li>• eWorkshop – Guided Reading</li> <li>• Book Selection Database – Your favorite book</li> <li>• Reading Strategies Assignment</li> </ul>	
<b>Week 11</b> <b>March 18<sup>th</sup></b>	<b>Libraries and Prezi Submission</b> <ul style="list-style-type: none"> <li>• Submit Prezi</li> <li>• Mark classmate Prezi</li> <li>• Library scavenger Hunt</li> </ul>	<b>Library Scavenger Hunt</b> <b>Submit Prezi</b>

<b>Week 12</b> <b>March 25<sup>th</sup></b>	<b>Reluctant and struggling Readers</b> <ul style="list-style-type: none"> <li>• Reading and the Brain</li> <li>• Read to Live Workshop</li> <li>• Book Selection Database: Book you are most recently reading</li> </ul>	<b>Live Class</b>
<b>Week 13</b> <b>April 1<sup>st</sup></b>	<b>Adaptations and Accommodations and Digital Literacy</b> <ul style="list-style-type: none"> <li>• Create a Glossary</li> <li>• Misunderstood Minds</li> <li>• Reading Applied in the Classroom</li> <li>• Support for children in reading</li> <li>• Reading strategies Forum</li> <li>• Digital Literacy</li> </ul>	
<b>Week 14</b> <b>April 8<sup>th</sup></b>	<b>Reading Assessments</b> <ul style="list-style-type: none"> <li>• What are famous people reading</li> <li>• Reviewing text – component 1</li> <li>• Targeted reading instruction</li> <li>• Reading Rockets</li> <li>• Abcedarian Assessment</li> <li>• Conducting a reading assessment</li> </ul>	<b>3 Reading strategies Due</b>
<b>April 15<sup>th</sup></b>	<b>Submission and Sharing of Assignment and participation 15%</b>	<b>3 Reading strategies Due</b>

### Method of Evaluation:

- 10% Prezi Assignment
- 20% Discussions
- 4% Ten Myths of Reading Instruction
- 6% Participation in Live Classes week 5 & 13
- 20% Online Databases
- 10% Reading Strategies Assignment 1
- 10% Reading Strategies Assignment 2
- 10% Reading Strategies Assignment 3
- 10% Library Scavenger Hunt

The grading scale for this course is:

Legend			
Percentage Scale	Alpha Grade	4.0 Scale	Descriptor
94-100	A+	4.0	Excellent
	A	4.0	
90-93	A-	3.7	
86-89	B+	3.3	Good
80-85	B	3.0	
75-79	B-	2.7	
70-74	C+	2.3	Satisfactory
65-69	C	2.0	
60-64	C-	1.7	
56-59	D+	1.3	Poor
50-55	D	1.0	Minimum Pass
0-49	F	0.0	Failure

In accordance with Keyano College policy, the minimum progression grade for this course is a C-.

### Performance Requirements:

Course assignments have set due dates to manage both instructor and student workloads. Changes to due dates may occur to adjust overall student workload based on class consensus.

The department policy (revised 2005) regarding student evaluation states that:

- Assignments are to be submitted in class on their respective due dates. If a student is absent from class, the assignment will be considered late.
- Individual extensions require students to contact and ask permission from the instructor prior to the assignment due date. In addition, a signed request for extension, including the extenuating circumstances must be submitted at that time or as soon as possible.
- For assignments that are late without written permission:
  - A grade will be deducted for assignments up to 3 days late. e.g. a B assignment will become a B-
  - An additional grade will be deducted for assignments that are 4 – 7 days late; ie: An assignment with a grade of B now becomes a C+
  - no assignments will be accepted after 1 week past the due date.
- ***No assignments will be accepted after the beginning of the class on final date of the course. The final due date for this course is April 15<sup>th</sup> 2013***

- Since final exams are not a component of ELCC or EA courses and because learning is participatory, attendance and participation are part of the course grade. ***Online attendance is mandatory and word-processed assignments when required by the instructor, are necessary to achieve a final grade of B or higher in ELCC and EA courses.***
- A grade of B on an assignment recognizes that the student has met the basic requirements and knows the applicable content thoroughly enough to be able to apply it. A grade of less than B brings attention to the student that there are gaps in understanding the content and skills required for that assignment. Students should use the criteria for assignments to guide assignment work.
- A grade of B+ or higher acknowledges excellence in quality and quantity of work. The student's assignment is above the basic requirements.

### **Plagiarism and Cheating**

Every student expects to be treated and evaluated fairly in a course. Plagiarism and cheating robs everyone of this right.

No student may submit words, ideas or data of another student or person as his or her own in any writing, project, assignment, quiz, electronic presentation, exam etc. Any work used that is not the student's own must be clearly cited as belonging to someone else. There are penalties for using other's work and not citing it. The Student's Rights & Responsibilities document clearly outlines these penalties and the appeal process.

- No learner can obtain information from another student during an exam.
- No learner can bring unauthorized information (paper or electronic) into an exam or quiz.
- No student can submit work done in another course for grading in this course without the written prior approval of the course instructor.
- No student can submit copyright protected or commercially produced materials as part or all of an assignment without proper citation & permission.

### **Academic Regulations**

Please use this link to view Keyano College's Academic Regulations:

[http://keyano.ca/sites/default/files/a\\_files/calendars/keyano.calendar.credit\(2012-2013\).pdf](http://keyano.ca/sites/default/files/a_files/calendars/keyano.calendar.credit(2012-2013).pdf)

### **Academic Schedule**

Scroll down to page 9 of this document to review the academic schedule:

[http://keyano.ca/sites/default/files/a\\_files/calendars/keyano.calendar.credit\(2012-2013\).pdf](http://keyano.ca/sites/default/files/a_files/calendars/keyano.calendar.credit(2012-2013).pdf)

**Please note the following dates for Winter 2013:**

January 1	College closed (New Year's Day)
January 7	Winter semester begins for academic programs Tuition deposit is non-refundable as of the first day of classes
January 11	Last day to add courses for academic programs Winter semester fees due
January 14	\$100 late fee is added if all fees are not paid in full, Financial Hold applied
January 18	Last day to drop courses for academic programs Last day to withdraw from full year courses without academic penalty Last day to waive KSCA Health & Dental Plan (new Winter student only)
February 15	Last day to withdraw from courses with 50% refund of tuition fees
February 18	College closed (Family Day)
February 25- March 1	Reading Week. No classes for academic programs
March 8	Last day to withdraw from courses without academic penalty
March 29	College closed (Good Friday)
April 1	College closed (Easter Monday)
April 24	Last day for Academic upgrading and Childhood Studies

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**Authorization:**

This course outline has been reviewed and approved by the Program Chair.

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Sherry Duncan, Instructor

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Guy Harmer, Dean

Date Authorized

**Signed copies to be delivered to:**

Instructor  
Registrar's Office