

# Mayville State University

## EDUC 526: Foundations of Practices in Reading Instruction

Summer, 2025 (Online)

3 Semester Hours

---

### Course and Instructor Information

Instructor Name: Dr. Clayton Dodson

Contact Information: [clayton.dodson@mayvillestate.edu](mailto:clayton.dodson@mayvillestate.edu) or cell: 701 330 7598 (emergency use)

Office Hours: by arrangement via Zoom

Instruction Mode: Asynchronously Online

Time Zone (Online Courses): All times indicated throughout this syllabus reflect Central Time (CT).

\*\*\*Though I have worked really hard to earn a PhD, I prefer to be addressed by my last name, "Dodson." (No "Dr. Dodson" No "Mr. Dodson" No "Professor Dodson." Just plain ol Dodson is just fine)

### Course Description

The focus of this course is on the development of reading instructional strategies in K-12 classrooms across all content areas with an emphasis on non-fiction text. Scientifically and researched-based best practices in fluency, vocabulary, comprehension, assessment in reading ability, and the identification and correction of reading difficulties are emphasized. Participation in teaching demonstrations support teacher candidates' use of teaching strategies. This course is required for all secondary education majors and the Title I Reading credential.

## Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

- Understand and appreciate the unique literacy demands of a variety of content areas. (InTASC 1.d, InTASC 4)
- Recognize that it is imperative that all educators, but especially content area specific educators, teach students how to read and write within each content area/discipline. (InTASC 1.d, InTASC 4)
- Identify and implement strategies that can aid students in their comprehension of content area related texts. (InTASC 2.g, InTASC 8, ISTE 1)
- Seek out and create opportunities for cross-disciplinary teaching and learning. (InTASC 2.g, InTASC 5, InTASC 7.h, InTASC 8)
- Appreciate the importance of integrating a variety of texts into the curriculum.
- Integrate technology, when it is appropriate, in order to deepen student understanding of content area concepts and literacies. (InTASC 8, ISTE 1) Develop curriculum that meets content area standards. (InTASC 4, InTASC 7.g)
- Foster an understanding of content area knowledge, and the world, through multiple perspectives. (InTASC 4, InTASC 5, InTASC 7.h, InTASC 8, ISTE 1)
- Promote critical thinking skills in students in regards to the content area and beyond. (InTASC 5, InTASC 7.h, ISTE 1)

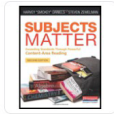
Standards Alignment (English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

- Standard #7: Planning for Instruction-The program prepares teacher candidates to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies-The program prepares candidates to understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## Conceptual Framework

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document provided in the Mayville State Teacher Education Handbook located in the Mayville State University website.

## Required Reading and Course Materials



REQUIRED

### SUBJECTS MATTER

**Author:** DANIELS

**Published Date:** 2014

**ISBN:** 9780325050836

**Publisher:** HEINEMANN

**Book Notes:**

[📖 Summary](#)

All students will need access to a screen recording software and a working camera. Options for free screen recording software teach tools are listed in Blackboard.

### Software Requirements

Updated versions of Chrome, Flash Player, Adobe Reader, Quicktime, and Java. Students need MS Office or Viewers for PowerPoint and Word or Google Docs to view and create documents. All assignment documents need to be submitted as either a Word document or a PDF.

### Written Work

- APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION) Any papers that includes research references must include internal notes and a working bibliography in APA format. The APA Formatting and Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>
- Writing Expectations: Being able to express one's thoughts in a clear and well thought out manner is held in very high regard in this course. Individuals considering positions education must be able to convey information and ideas verbally as well as in writing. Education is a profession and professionals must be able to write well. It is suggested that students have their work proofread by a reliable person or that they access The Writing Center for assistance with their writing.

## InTASC Standards

SLO	InTASC	Standard Language
1	1	<b>Learner Development:</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
	2	<b>Learning Differences:</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
	3	<b>Learning Environments:</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
2	4	<b>Content Knowledge:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
	5	<b>Application of Content:</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
3	6	<b>Assessment:</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
	7	<b>Planning for Instruction:</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
	8	<b>Instructional Strategies:</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
4	9	<b>Professional Learning and Ethical Practice:</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
	10	<b>Leadership and Collaboration:</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## Course Expectations

### Regarding Assignments:

- In order for this course to count toward your program of study, you must receive an 80% or higher on your final grade. Students that receive less than an 80% will have to retake this course.
- There is a final project/key assessment in this course. You will NOT be able to receive an 80% or higher if you do not complete the key assessment in its entirety.
- All assignments must be completed for students to be able to earn a grade of “D” or above. It is the student’s responsibility to check due dates for all assignments.
- Assignments are due by 11:59.
- **Late assignments will NOT be accepted unless the student reaches out to the instructor to ask for an extension BEFORE the deadline.**
- Quizzes cannot be taken after the original due date.
- If you do poorly on an assignment, reach out to me within three days of it being graded. You will be able to use my feedback, correct your assignment, and resubmit it for full credit.
- Your disposition (professionalism, attendance, timeliness, etc) are factored into your final grade.
- If there are issues with BlackBoard, and you cannot submit an assignment, you should e-mail it to your professor to show that you did in fact complete the assignment on time. Once BlackBoard is “fixed,” you still need to submit your assignment via BlackBoard.

### Instructor/Student Communication:

- Email is my preferred method of communication, [clayton.dodson@mayvillestate.edu](mailto:clayton.dodson@mayvillestate.edu). I usually respond within 24 hours during weekdays. If there is an emergency, contact me via cell phone, please use my cell number: 701-330-7598. Emails received on weekends may receive a delayed response.
- Reminder that you are able to schedule an appointment with me via Zoom or phone call.
- I will use Blackboard to post messages to all learners if needed. You are required to use your NDUS email address([your.name@mayvillestate.edu](mailto:your.name@mayvillestate.edu)) as it is the only way to ensure reliable communication between students and instructors. Students are accountable for all academic communication sent to their Mayville State University email address.
- It is the student’s responsibility to contact the instructor with any questions they may have about course content in a timely manner. Contacting the instructor with questions about an assignment the day it is due is not appropriate

demonstrating lack of planning and preparation (dispositions for student evaluation in the Teacher Education Program).

- Feedback: You can expect to hear feedback regarding weekly assignments within 10-14 days of submission. Larger projects can take longer to review so expect feedback within 2 weeks of submission. Students are responsible for accessing the information and assignments as they are presented in Blackboard and the syllabus. It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to make sure that assignments have been submitted.
- Any student product such as an assignment or assessment that is emailed will NOT receive credit. All assignments or student products are to be uploaded to the appropriate spot in Blackboard in order to receive credit.
- Mayville's LMS Blackboard course site will be used to post messages to all learners as a group mailing whenever necessary.

Instructor:

Instructors have a commitment to the students they teach, much like a student has responsibilities. Students in this course should expect the instructor to:

1. Maintain an active presence in the course both in class and other venues of communication.
2. Make periodic comments to help keep a discussion on track.
3. Facilitate course activities that help support and guide students through the course material and their endeavors to provide an effective learning experience.
4. Whenever possible, the instructor will respond to e-mails by the following morning (M – F). If the email is sent on the weekend, note that the instructor may not respond until Monday.
5. Provide constructive feedback (if requested) on all products and drafts within a week of their submission but may be sooner.
6. Correct assignments in a timely manner.
7. Schedule individual meetings to address concerns related to this course.

Student:

Students who are in the college classroom either face-to-face or online have made the conscious choice to be a part of the course. In this course, you are viewed as a participant in the learning; hence, there are expectations that come with the choice



you made to take this course. Read through the responsibilities carefully. These are the expectations that I have as the instructor of this course.

Active participation in the classroom and online discussions demonstrates your interest, engagement, and willingness to work with other students and instructor in preparation for a teaching career. It is a recipe for successful learning. Here are some guidelines that will help you throughout this learning experience:

- Read the syllabus in its entirety.
- Actively participate in discussions and activities. This is required to successfully complete this course. Participation is an expectation of students and teachers in the K-12 educational system, and so it is an expectation for teachers/teacher education candidates in any professional preparation course. Participation in discussions, demonstrations, and online assignments will result in solidifying the readings and research you have done, adding to the quality of your learning.
- Read all assigned readings and complete all activities as scheduled. Both the student and instructor share the responsibility for your learning. It is the student's responsibility to be prepared to 'recall' information from course readings so that concepts can be applied in the online activities and discussions developed by the instructor. Teacher/teacher candidates' preparation for class is not only important to meet the learning objectives for the course but, more importantly, for their use of professional concepts/content in their future instruction.
- Online Posting: Some assignments may be in the form of online discussion forums. These discussion boards will have questions stemming from readings, research, or other pertinent course information. Sign all postings and *use appropriate citation and reference* formatting when referring to resources. Reference to your readings is expected. Substantive postings are postings that demonstrate *understanding and application of course content*, extension of ideas, and possibly connecting to personal experiences. Online discussion forums are reviewed for quality and application of content. Online discussions are a part of the graded work.
- Weather or an event causes class to be canceled. This may come from the NDUS system announcement, or you may get an announcement from Dodson if it is only this class that is canceled. Dodson will post the responsibilities and assignment in Blackboard for the day, and it is expected that all students will log in and complete the assignment on the day of the cancelation.

- Students are held accountable for all academic communications sent to their Mayville State University e-mail address, as this is designated as the official communication method for the university.
- It is the student's responsibility to contact the instructor by email if they have a question about an assignment or exam with an appropriate amount of time prior to the exam or assignment due date for the instructor to respond.
- Adhere to the code of student conduct found in the MaSU Student Handbook: <https://mayvillestate.edu/files/2616/9473/9205/Code-2023-24.pdf>. Each student is responsible for reading the handbook and following expectations set forth by the University. Citing and referencing other's work is the demonstration of an honest, trustworthy student. Violations of academic honesty include copying another student's assignment, having another person complete the work for you, using an author's ideas, or writing without properly giving that author credit, either intentionally or unintentionally are examples of academic dishonesty. Remember: cite and reference whenever in doubt! Consult with the instructor if you have any questions. Programs to detect plagiarism may be used on submitted assignments. Please note: Papers and presentations submitted where references are used but not cited within the text of the paper are considered a form of plagiarism and will be reported in Starfish.
- APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION). Any papers that include research references must include a working bibliography in the most current APA format.
- Disability Support Services. Students with disabilities who believe they may need accommodation in this class are encouraged to contact Disability Support Services (788-4675) as soon as possible to ensure that accommodations are implemented in a timely fashion.
- Writing Expectations. Being able to express one's thoughts in a clear and well thought out manner is held in high regard in this course. It is suggested that students have their work proofread by a reliable person or that they access MaSU Writing Center for assistance with their writing.
- Expectations/Protocol: Students are to fulfill all requirements of the course and field experience. Professionalism, academic honesty, dispositions, and commitment to education are vital elements and are assessed throughout the course. Students are expected to read course materials, have assignments completed by due dates, and participate

in all aspects of this course in a professional manner. Professional academic writing requires in-text citations and references in the most current APA edition format.

### Assignments and Assessments

- Articles (Required Readings): Weekly course preparation and work with assignments require researching and reading current articles on reading instruction and assessment. Articles referenced for the course may be part of assigned readings and referenced for discussions. Articles students will be required to read for class will be listed on Blackboard.
- Text (Required Readings): Weekly course preparation and work with assignments require information from our text readings. Specific readings from our texts will be listed on Blackboard.
- Assignments: Completion of weekly course preparation and assignments are an expectation. These will be listed on Blackboard with coordinating due dates.
- Assessments: Completion of formative and summative assessments may be a part of this course. If an assessment is required, students will be notified by the instructor and the dates listed on Bb.

### Grading Scale

This course adheres to the following grading scale:

A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%. A grade of “C” or higher in this course is required for Teacher Education Program Completion requirements as stated in the Teacher Education Handbook.

### Starfish Early Alert and Connect System

This class will participate in Starfish Early Alert and Connect, which promotes student success through coordination and communication among students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (attendance concerns, low test scores or participation, in danger of failing, etc.), I may send an email to your mayvillestate.edu email account through the Starfish system. My message will tell you about my concerns and the next steps to take to resolve the issue. Your advisor, the Director of Student Success, and/or I will work with

you to create success strategies to address any difficulties you are having. In addition, if I observe that you are doing well in my course, you may also receive “kudos” from me acknowledging your efforts.

Starfish may involve taking advantage of various campus support services, such as academic tutoring or advising. If I recommend that you use campus support services, I, your advisor, or the Director of Student Success will redirect you to that support office so they will be better prepared to assist you. Starfish provides essential notices by email, so please check your mayvillestate.edu account frequently and respond quickly if you receive an email from Starfish. Please see the Starfish webpage for additional details: <https://mayvillestate.edu/academics/starfish/>.

### Enrollment Verification

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance (on-campus) or active class participation (online) will be used to verify enrollment. If you do not attend, your enrollment in this course will be at risk

### Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

### Proctor Notification

There are no proctors required for this course.

### Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor-Online Tutoring Program

- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

### AI Program Use Statement

You may use AI programs (e.g., ChatGPT) to help generate ideas and brainstorm for certain activities and specific assignments in this course as indicated by the instructor. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Using them may also stifle your own independent thinking and creativity. Material generated by an AI program should be cited like any other reference material (with consideration of the quality of the reference, which may be poor).

Activities and assignments that have been indicated in the course as AI-appropriate will be presented and coincide with significant guidelines on their implementation throughout the duration of the course.