



**EDUC 2420 Teaching Reading for the Elem Classroom Section Name Section Credit Hours**  
**Credits**  
**Syllabus**

## Course Information

**Meeting times and location:** section meeting\_times section location

**Catalog description:** An exploration of developmentally, culturally and linguistically appropriate, formal and informal research- based assessments and teaching strategies in the teaching of reading in grades K-8. This course includes a structured 10-hour field component.

**Terms offered:** Fall and Spring

**Section-specific Course Description:**

## Course Level Objectives

### Student Learning Outcomes:

The student learning outcomes for this course (from the NM Higher Education Department) are:

1. Implement developmentally, culturally and linguistically appropriate research-based assessments to guide reading instruction for all students.
1. Implement research-based techniques and strategies for teaching reading at the elementary level phonics, phonemic awareness, fluency, vocabulary and comprehension.
2. Demonstrate an understanding of the role of phonological awareness, letter learning and phonics in learning to read.
3. Analyze texts for challenges and opportunities to learn. (Diversity 6Ka, 6Kb, 6Sc) 5. Identify the connections between reading, writing, and oral language in all instructional contexts.

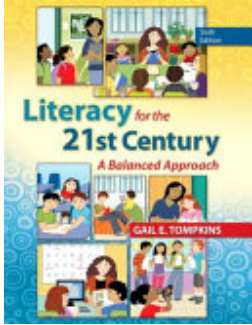
## Alignment of Student Learning Outcomes with Professional Standards

To ensure that our program meets accreditation guidelines and to demonstrate the alignment of our student learning outcomes with recognized professional standards, we have mapped each outcome to relevant standards set by the New Mexico Public Education Department (NM-PED), the Interstate Teacher Assessment and Support Consortium (InTASC), the Council for the Accreditation of Educator Preparation (CAEP), and the Association for Advancing Quality in Educator Preparation (AAQEP). This alignment ensures that our coursework prepares students for professional excellence and meets the rigorous expectations of the teaching profession.

The student learning outcomes for this course align with these standards:

(NM HED) Student Learning Outcomes	NM-PED Elevate Domains	InTASC	CAEP	AAQEP
Implement developmentally, culturally and linguistically appropriate research-based assessments to guide reading instruction for all students.	1A; 1D; 2A; 2B; 2C; 3A	6; 8	R1.1; R1.2; R2.1	1A, 1B, 2B, 2C
Implement research-based techniques and strategies for teaching reading at the elementary level phonics, phonemic awareness, fluency, vocabulary and comprehension.	1A; 1D; 2A; 2B; 2C; 3A	4; 5	R1.1; R1.2; R2.2	1A, 1B, 2B, 2D
Demonstrate an understanding of the role of phonological awareness, letter learning and phonics in learning to read.	1A; 1D; 2A; 2B; 2C; 3A	1; 2	R1.1; R1.2; R2.1	1A, 1B, 2B, 2C
Analyze texts for challenges and opportunities to learn.	1A; 1D; 2A; 2B; 2C	6; 7	R1.3; R1.4; R2.3	1A, 1B, 2B, 2E
Identify the connections between reading, writing, and oral language in all instructional contexts.	1A; 1D; 2A; 2B; 2C	2; 3	R1.1; R1.2; R2.1	1A, 1B, 2B, 2C

## Required Texts and/or Materials



## Literacy for the 21st Century

9780132837798

Gail E. Tompkins

2014-01-01

## Required Technology and Software

- Canvas
- Chrome, Safari, or Firefox

## Course Requirements

**Please note: Specific learning activities and expectations vary by instructor and course format. Please consult with your instructor for further details.**

In this class, you will participate in a variety of activities such as:

1. Engage with course material through regular reading, writing, and activities such as demonstrations
2. Participate in peer-to-peer interactions (e.g., discussions), allowing you to exercise critical reasoning, reflection, and communication skills while engaging with multiple perspectives.
3. Check understanding through formal assessments (assignments, discussions, group work, portfolios, etc.);
4. Apply course concepts to "real world" contexts through various "Application Assignments."

**Unless otherwise noted, any electronic documents submitted must be compatible with PC operating systems (e.g., .doc, .docx, .pdf, etc.).** Please do NOT submit .pages or .key files. Check with your instructor regarding Google Drive files (e.g., Google Sheets, Docs, or Slides).

**Please refer to the "COURSE OVERVIEW START HERE" module for further details regarding course activities, requirements, and expectations.**

In this course, students will do the following activities:

- Students will develop a portfolio of a student's reading progress over eight weeks.

- An analysis of reading behavior and data will be explored as part of the portfolio.

## Other Classroom Policies and Expectations

Each student will be required to do a book reading to the class and submit a lesson plan including associated activities related to the book will be included.

## Grading

**All of your course requirements are graded using points. At the end of the course, the points are converted to a letter grade using the scale below.**

**A = 90% - 100%; B = 80% to 89; C = 70% to 79%; D = 60% to 69%; F = below 50%**

**Students (Teacher Candidates) participating in the Alternative Licensure Program must receive a grade of a C or higher in this course.**

**Final grades are based on the points earned throughout the course and are not rounded to the next higher letter grade.**

Assignments will be uploaded to Canvas for grading. Assignments will be submitted to CANVAS by 11:59 pm on the due date unless otherwise noted in the syllabus and "COURSE OVERVIEW START HERE" module.

**Specific guidelines and the point scale for each assignment are available on Canvas.**

## Course Time Commitment

Specific weekly course time commitments vary by course duration (e.g., a 6-week, 8-week, or 16-week format). **Please refer to your Canvas course's "Course Participation/Grading/Late Policy" section of the "COURSE OVERVIEW START HERE" module for specific expectations.**

However, in general, you should plan:

- 6-week course: ~ 22-23 hours per week
- 8-week course: ~ 18 hours per week
- 16-week course: ~9 hours per week

**EDUC 2420 is a 3-credit course requiring 9 to 12 hours per week of coursework.**

## Canvas Participation and Expectations

Attendance is a critical component of success in the Alternative Licensure Program (ALP). As post-graduate teacher candidates pursuing licensure to teach in K-12 education, consistent participation in all class sessions is essential for mastering the content and instructional strategies necessary for the classroom.

### **Alternative Licensure Program Attendance Requirements:**

- **Attendance Threshold:** Teacher candidates may not miss more than 25% of their scheduled classes for any reason. Course meetings are defined as in-person or live Zoom sessions, depending on the instructional method of the course.
  - **For 8-week courses meeting twice per week**, this equates to a maximum of four absences.
  - **For 8-week courses meeting once per week**, this equates to a maximum of two absences.
  - **Attendance for EDUC 2998 (Field Experience):** Teacher candidates enrolled in EDUC 2998 (Field Experience) are required to attend all in-person classes. This 16-week course meets in person only four times per semester, making each session critical. There are no excused absences. Teacher candidates who miss one or more in-person classes will be required to retake the course to fulfill the program's requirements.
- **Instructor Discretion:** By policy, there are no excused absences at the instructor level. All absences, regardless of circumstance, are included in the 25% calculation.
- **Instructor Notification:** Notification of an absence must occur prior to the absence. This notification should include the reason for the absence and the preferred method of contacting the instructor as outlined in the course syllabus. This communication is part of the professionalism expected in the ALP program. Absences must be pre-approved by the instructor; however, they will still count towards the 25% absence threshold. By notifying the instructor, they can provide any resources or materials distributed during the missed session. Absences without communication with the instructor are deemed unprofessional and unacceptable in the ALP program.

### **Consequences of Exceeding Absence Limits:**

- Students exceeding the 25% absence limit will be required to repeat the course and meet with the ALP Department Chair to reconfigure their degree plan.

### **Policy Authority and Contacts:**

This policy is department-wide and has been approved by the Senior Director of Teacher Education. Students requiring further clarification or guidance regarding this policy are encouraged to reach out to:

- Instructor of Record (Your course instructor)
- Karen McKay, ALP Department Chair, [mckayk@sanjuancollege.edu](mailto:mckayk@sanjuancollege.edu)
- ElizaBeth Utley, Senior Director of Teacher Education, [utleye@sanjuancollege.edu](mailto:utleye@sanjuancollege.edu)

Your dedication to meeting attendance requirements reflects your commitment to your professional growth and future success in K-12 classrooms. **Thank you for your understanding and adherence to this policy.**

## Participation and Attendance Policy

Consistent participation is linked to academic success; therefore, it is in your best interest to participate regularly throughout the semester and communicate with your instructor.

**Please refer to your Canvas course's "Course Participation/Grading/Late Policy" section of the "COURSE OVERVIEW START HERE" module for further details.**

This class will meet face to face, and attendance is required. Participation from all students is expected and will become part of the final grade.

## Instructor Response Times & Regular Interaction Expectations

Communication is essential for a positive learning experience. Our commitment is to provide timely responses to your inquiries. Here is the response time policy for this course:

### **Monday through Friday:**

- Written Communication: Instructors will respond to emails, messages, and other written communication within 24 hours.
- Telephone Calls: Instructors will aim to respond to telephone calls within 24 hours.

### **Weekends (Saturday and Sunday):**

- Written Communication: Response time may extend from 24 to 72 hours during weekends.

- Telephone Calls: Instructors will strive to respond to weekend telephone calls within 24- to 72 hours.

## Key Dates to Remember

[Full Academic Calendar](#)

## Course Schedule

Course schedules vary by instructor and course duration and are subject to change at the instructor's discretion.

**For further details, please refer to your Canvas course's "Course Schedule – Schedule of Important Dates for this Course" section of the "COURSE OVERVIEW START HERE" module.**

## Program Handbook

**Alternative Licensure Program Student Guide.** [Click here to access the guide.](#)

## Technical Support

Technical support is available through the San Juan College Help Desk 24/7/365. The help desk can be reached at 505-566-3266 or by creating a ticket at [San Juan College Help Desk](#).

For password reset and Canvas support, visit the [Student Technology Guide](#) website.

## Accessibility/Privacy Policies for all Technology Tools Used

[Accessibility/Privacy Policies for all Technology Tools Used](#)

## Student Support

At San Juan College, we are committed to supporting your academic success and overall well-being. We recognize that college life can be challenging and stressful, impacting both learning and personal health. We are here to help you succeed.

### **Academic Support and Resources**

We provide a range of academic support services to help you stay on track on your educational journey. Free resources include tutoring, computer loans, life skills workshops, and so much more. Visit the [Academic Support and Resources](#) webpage to learn more about support and resources available through Academic Advising, the Tutoring Center, the Student Resource Center (formerly Student Achievement Center) and the Testing Center.

### **Student Support and Resources**

If you or someone you know could benefit from counseling, accessibility services, career exploration, veteran transitional assistance, or any of our other support services, visit the [Student Support and Resources](#) webpage where you'll find detailed information about various resources available to you as an SJC student.

We encourage you to take advantage of these free resources to enhance your college experience and ensure your success.

## **College Policies and Resources for Current Students**

The [Student Handbook](#) provides information on student support, student organizations, and student conduct policies at San Juan College.

The San Juan College catalog outlines the [Academic Policies](#) students need to know.

## **Healthy and Safe Practices for Being on Campus**

We want a healthy and safe campus for students, faculty, staff, and guests.

### **Contagious diseases and your responsibility:**

If you have COVID-19 symptoms, fever, flu or even the common cold, you should stay home. Do not come to campus if you are feeling sick. Contact your instructor about missing class (and review your instructor's policies on missed or late work). Being sick does not necessarily excuse you from completing your work on time.

### **Safety on campus and your responsibility:**



If you are on campus and experience or witness an emergency, call 9-1-1 first and then the Department of Public Safety at 505-566-3333 (or just 3333 if calling from a campus phone).

When you are on campus, be aware of your surroundings. If you need an escort to your vehicle, call 505-566-4444 (DPS non-emergency line) or 505-215-3091 (officer on duty line).

The College will send information for campus emergencies through SJC AlertAware, email and the webpage. Stay informed and stay safe.

## Inclement Weather Information

Students will receive notification of class delays and cancellations due to inclement weather via the SJC AlertAware and SJC student email. Face-to-face classes will not meet in person; however, students are advised to check with instructors about alternative meeting options, as some may choose to meet via zoom. Hybrid classes will meet as scheduled via zoom. For questions regarding your class delay or cancelation, please contact your instructor.

## Online Course Fee

Online Courses - San Juan College requires all online courses to include some form of assessment to demonstrate the mastery of course objectives. This could include exams, capstone projects, e-portfolios, presentations, final papers or other appropriate assessments. The use of a proctoring platform, plagiarism detection software or other method to ensure that assessments are completed by the enrolled student is required.

A course fee of \$5.00 is assessed for all online courses at San Juan College to cover the cost of the above services. Students who are required to take a proctored exam and choose to use a physical testing center outside the SJC Testing Center or SJC Disability Services will be responsible for the cost of using that center.