University of Colorado, Colorado Springs
College of Education

College of Education Vision Statement

We endeavor to be the foremost regional College of Education, fostering a just and inclusive global society.

College of Education Mission Statement

We prepare teachers, leaders, and counselors who embrace equity, inquiry, and innovation.

College of Education Goals

- Embrace equity, diversity, and social justice.
- Ensure high quality preparation of education and counseling professionals.
- Engage in research-based inquiry and practice.
- Provide continual professional growth opportunities.
- Infuse and enhance the use of technology.
- Collaborate with campus and community partners to effect change.
- Work across college and university to optimize efficiency and effectiveness.

College of Education Motto

- Equity
- Inquiry
- Innovation

Department of Teaching and Learning

SPED 4010 / 5010 Multisensory Structured Language Education (MSLE) Spring 2016

- Instructors: Elaine Cheesman, Ph.D. & Jennifer M. White, M.A.
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- Office Hours: Tuesday 12:30 – 4:30
- Class Day/Time: Tuesday 4:45 – 7:20
- Class Location: Columbine 325

Required Texts/Readings

Textbook

LETRS (Language Essentials for Teachers of Reading and Spelling) Second Edition Modules 1-3 Set. (The Set includes three volumes: The Challenge of Learning to Read; The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness; Spellography for Teachers: How English Spelling Works.)
Note: These books will NOT be available from the UCCS Bookstore. You must order the books or eBooks from Cambium Education. Web: http://store.cambiumlearning.com/letrs-second-edition

Other Readings
   See Reading Summaries and Discussions assignment.

Websites:
http://tools4reading.com/web/tools-4-teachers/west-virginia-phonics-lessons/

Other readings as assigned

Other Equipment/Material Requirements

Teaching manipulatives as assigned during the term.

Course Format

This course consists of lectures, use of audio and visual media, readings from required text and supplementary journal articles, classroom discussions, technology-mediated interactions, student presentations, and in-class small group activities.

Course Description
This course introduces the content and principles of comprehensive literacy instruction for students who struggle with reading and writing and require *targeted or intensive intervention*. The first part of the term will cover the WHY – the research evidence. The second part of the term will cover the HOW – strategies for teaching essential reading skills explicitly and systematically.

The course includes research-based content of the foundational concepts about oral and written language learning, the knowledge of the structure of language, and teaching strategies in phonemic awareness and systematic phonics, including spelling, and morphology. Students

will have several opportunities to plan instruction and evaluate one's own teaching and the teaching of other teacher candidates.

Course Expectations

Course Assignment Due Dates
All work must be *submitted when due.* Assignments overdue by more than four days will not be accepted and 0 points will be given for that assignment.

Written Assignment Criteria
In the spirit of demonstrating *professionalism*, written work must be free of grammatical and spelling errors. Points will be deducted for mechanical errors in all written work, *including e-mail messages to the professor.* Students who wish assistance in writing may contact the University Writing Center.

UCCS offers free writing support at The Writing Center at Columbine Hall, room 316. Students of all skill levels can benefit from working with peer writing consultants at any stage of the writing process be it brainstorming, drafting, or final editing. The Writing Center is open for 50 minute face-to-face or online appointments from 9am to 8pm Monday through Thursday and 9am to 2pm on Friday and Saturday. Appointments can be made by visiting http://www.uccs.edu/writingcenter/. Call 719-255-4336 with questions about our programming and policies.

Cell Phone / Texting, Email during class
You may not receive or make voice or text messaging or access email during class. I reserve the right to ask you to leave the class for any infractions. If you have extenuating circumstances, please inform me before class so that I may make a one-time exception.

Course Objectives

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Evaluate and summarize current and historical underpinnings of reading instruction, the subtypes of reading disabilities and their implications for the scope and sequence of reading and spelling instruction.
2. Demonstrate understanding of essential skills, historical roots, terminology and instructional scope and sequence of skills for English (a) oral language and phonology, (b) orthography and (c) morphology.
3. Plan and demonstrate research-based instructional strategies for essential literacy skills.
4. Conduct self-evaluation of one's own practice and coach others to improve instruction and guide professional growth.

Accreditation Standards

CEC: Council for Exceptional Children
PBSCT: Performance-Based Standards for Colorado Teachers (CO Dpt. Education)
SPED Generalist: Special Education Generalist (CO Dpt. Education)

Technology Competencies

It is expected that students begin our program with foundational technology skills that include digital word processing, digital and online formats (e.g. Blackboard) and using online research databases. Knowledge of the use of technology-supported multimedia, such as PowerPoint and other audio/video resources, is expected. Students who need assistance with building technological skills should speak with their professor to learn about technology resources in the COE and at UCCS.

Using your UCCS email account is a requirement of this course due to digital delivery of course content. All students must obtain a UCCS email address and check it regularly (every day) so as not to miss announcements. If your UCCS email address is not your primary one, please have emails from UCCS rerouted to the one you check daily.

Attendance, Preparation, and Participation

Students are expected to maintain high standards of ethical and professional conduct. This includes attending class, being adequately prepared, contributing to class discussions, submitting high caliber work and representing your own work fairly and honestly. As an important member of a classroom community, attendance and punctuality is mandatory. You must actively engage in class and group work to maximize your learning in this course.

If you must miss a class, please inform the professor by phone or email prior to class. It is the responsibility of the student to obtain course information that is missed during the absence. Unexcused absences will result in a lower grade.

Professional Behavior

Professional behavior is necessary for you to be a successful member of a learning community. Please monitor your participation in class discussions and group work and find ways to contribute intelligently to the discussion without silencing others. All written assignments must be computer generated unless otherwise indicated by the professor. Professional behavior will be expected in your future teaching/counseling career and is often the hallmark of career success.

Students and faculty both share responsibility for maintaining a positive educational environment. Faculty have a responsibility to treat students with understanding, dignity and respect. Faculty also have the right and the authority to guide classroom discussion and to set

reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational environment. Students who fail to adhere to such reasonable limits shall be subject to disciplinary action(s).

"Disruption," as applied to the academic setting, means verbal and other behavior in the classroom that a faculty member judges as interfering with normal academic functions. This includes excessive accounts of personal experiences that take time away from the class agenda and content.

Disruptive student conduct is prohibited by Regent Laws, the UCCS Student Code of Conduct and the Student Classroom/Course-Related Behavior Policy. For more information go to the Office of the Dean of Students website at: http://www.uccs.edu/oja/student-conduct/academic-dishonesty.html

Diversity Statement

The faculty of the College of Education is committed to preparing students to recognize, appreciate, and support diversity in all forms – including ethnic, cultural, religious, gender, economic, sexual orientation and ability – while striving to provide fair and equitable treatment and consideration for all. Any student who believes that he/she has not been treated fairly or equitably for any reason should bring it to the attention of the instructor, Department Chair or the Dean of the College of Education.

Accommodations

The College of Education wishes to fully include persons with disabilities in this course. In compliance with section 504 and the Americans with Disabilities Act (ADA), UCCS is committed to ensure that "no otherwise qualified individual with a disability … shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity…" If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact and register with the Disabilities Services Office, and provide them with documentation of your disability, so they can determine what accommodations are appropriate for your situation.

To avoid any delay in the receipt of accommodations, you should contact the Disability Services Office as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a "Faculty Accommodation Letter" from the Disability Services office has been given to the professor by the student. Please contact Disability Services for more information about receiving accommodations at Main Hall room 105, 719-255-3354 or dservice@uccs.edu.

Military Students

Military students who have the potential to participate in military activities including training and deployment should consult with faculty prior to registration for any course, but no later than the end of the first week of classes. At this time, the student should provide the instructor

with a schedule of planned absences, preferably signed by the student's commander, in order to allow the instructor to evaluate and advise the student on the possible impact of the absences.

In this course, the instructor will consider absences due to participation in verified military activities to be excused absences, on par with those due to other unavoidable circumstances such as illness. If, however, it appears that military obligations will prevent adequate attendance or performance in the course, the instructor may advise the student to register for the course at another time, when she/he is more likely to be successful.

Student Appeals

Students enrolled in programs or courses in the College of Education may access the COE Appeal/Exception Form at: http://www.uccs.edu/Documents/coe/studentresources/AppealsForm2009.pdf. This form is to be used for an appeal when a student is:

- Denied admission to professional education program
- Denied permission to student teach or complete professional internship
- Removed from a professional education program or internship
- Denied permission to graduate due to missing requirements
- Requesting an exception to specific policies, procedures, or requirements
- Requesting a grade change

This form is not to be used for requests to take classes out of sequence or to take a class without the proper prerequisites. Such requests should be initiated with the department chair.

UCCS Student Code of Conduct

The purpose of the Student Code of Conduct is to maintain the general welfare of the university community. The university strives to make the campus community a place of study, work, and residence where people are treated, and treat one another, with respect and courtesy. http://www.uccs.edu/~oja/student-conduct/student-code-of-conduct.html.

UCCS Student Rights and Responsibilities

http://www.uccs.edu/orientation/student-rights-and-responsibilities.html

UCCS Academic Ethics Code

http://www.uccs.edu/Documents/vcaf/200-019 StudentAcademic Ethics.pdf

Assignments (graded activities)

Submit written assignments in Blackboard. Assignments <u>cannot be resubmitted for a higher grade</u>. Submit your best work the first (and only) time.

1. **QUIZZES**

These quizzes cover the Vodcasts and assigned readings from LETRS and journal articles.

2. **READING SUMMARIES AND DISCUSSIONS**
   For homework:
   - Read the one journal article assigned to your GROUP.
   - Complete the *Article Summary* page for your article (word-processed)
   - Bring a hard copy of your article and four (4) copies of your summary to class.

   In class:
   - Meet in a small group (3-4 people) to share and discuss the information from each person's article.
   - As a group, complete the *Article Synthesis* of the major points from all articles from your discussion in longhand. This summary can be bullet points or paragraph style. Re-type the synthesis. Submit your article summary and three-article synthesis on Blackboard by the Sunday following the class discussion.
   - If you miss a discussion class, you must read and summarize all three articles, synthesize the information, and submit all *Article Summaries* and the one *Article Synthesis* on Blackboard by the next week's class meeting.

   Copyright notice:
   Materials used in connection with this course may be subject to copyright protection. Any copyrighted materials posted to this class page are intended for your personal use and should not be shared with other or retained beyond the end of the course.

   Summary #1: *Dyslexia*
   - **GROUP 1**: IDA (2012). Dyslexia Basics
   - **GROUP 2**: IDA (2013). The Dyslexia-Stress-Anxiety Connection: Implications for Academic Performance and Social Interactions.
   - **GROUP 3**: Joint statement—Learning disabilities, dyslexia, and vision. (2009). Pediatrics, 124(2), 837-844. doi:10.1542/peds.2009-1445

   Summary #2: *Phonology*
   - **GROUP 1**: Uhry, J. (2013). The Role of Phonemic Awareness in Learning to Read and Spell Successfully. Perspectives on Language and Literacy, 39(1).
   - **GROUP 2:** Boyer, N., & Ehri, L. C. (2011). Contribution of phonemic segmentation instruction with letters and articulation pictures to word reading and spelling in beginners. *Scientific Studies Of Reading*, *15*(5), 440-470. doi:10.1080/10888438.2010.520778
   - **GROUP 3:** Shankweiler, D., & Fowler, A. E. (2004). Questions People Ask about the Role of Phonological Processes in Learning to Read. *Reading and Writing: An Interdisciplinary Journal*, *17*(5), 483-515.

Summary #3: *Effective Instruction*
- **GROUP 1:** Rosenshine, B. (Spring 2012). Principles of instruction: Research-based strategies that all teachers should know. American Educator, pp. 12 - 19, 39.
- **GROUP 2:** Clark, R.E., Kirschner, P.A., & Sweller, J. (Spring 2012). Putting student on the path to learning: The case for fully guided instruction. American Educator, pp. 6 - 11.
- **GROUP 3:** Foorman, B. R., & Torgesen, J. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. *Learning Disabilities Research & Practice*, *16*(4), 203-212. doi:10.1111/0938-8982.00020

Summary #4: *Reading and Spelling*
- **GROUP 1**: Joshi, R. M., Treiman, R., Carreker, S., & Moats, L. C. (2008/2009). How words cast their spell: Spelling instruction focused on language, not memory, improves reading and writing. *American Educator*, 32(4), 6-16, 42-43.
- **GROUP 2:** Spear-Swerling, L. (2007) The Research-Practice Divide in Beginning
- Reading, Theory Into Practice, 46:4, 301-308, DOI: 10.1080/00405840701593881 **AND** WREN, S. (nd). *Reading and the Three Cueing Systems.* SEDL
- **GROUP 3:** Linnea C. Ehri (2014) Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary Learning, Scientific Studies of Reading, 18:1,5-21, DOI: 10.1080/10888438.2013.819356

3. **LITERACY LESSONS**
   - **Homework:**
     - Write and prepare a 10-minute literacy lesson on topics listed in the course calendar. You will do this four times over the course of the semester.
     - Make four copies of your word-processed lesson plan to bring to class and give to your peers in your working group.
     - Video record your 10-minute lesson.
     - Upload this lesson to an unlisted account on YouTube[i].
   - **In Class**
     - Bring your laptop or mobile device to view your recorded lesson.
     - View your lesson in small groups.
     - Use the Lesson Observation checklist to self-critique your lesson and critique those of your peers
   - **After you present** the last literacy lesson, summarize the feedback from all lessons, noting your progress. Submit your Lesson Plans, Peer Feedback, and Self-evaluations in Blackboard no later than the Sunday after the last class.

SPED 4010 / 5010 Course Schedule

Each week bring to class the appropriate LETRS book indicated in the chart below.
The Vodcasts **are pre-recorded lectures**. The links for these lectures are in **Blackboard.** The lecture notes are the corresponding text in your LETRS modules. The lectures on phoneme-grapheme mapping (PGM) correspond to another book (Grace, K., 2007. *Phonics and Spelling through Phoneme-Grapheme Mapping*) that is **not** required for this course.

1. **For homework,** you will listen to the vodcasts and read the accompanying text as you watch the lectures. There may be multiple vodcasts for one chapter. Periodic **quizzes** will assess your understanding of the vodcast lectures and readings. I encourage you to form **study groups** to listen to the vodcasts, do the exercises, and review the materials. The answers to the Exercises are in the back of your books. Do all exercises in the chapter excepting the ones specified under Class Activities, which we will do in class as a group.

2. **In class,** we will do some of the chapter exercise and other activities to reinforce the concepts covered in the vodcasts and readings.

3. **If you are ill or cannot come to class,** you may attend via a peer's laptop or mobile device using Facetime or Skype. Try it before you need it. Use this for study groups!

This schedule is subject to change with fair notice made through email or class announcement.

Date	Class Activities	Graded Assignments	HOMEWORK (Preparation for **next week's** class) **Vodcasts, Reading & Exercises**	DUE
23-Aug	Introductions; Syllabus overview. Select groups. **Activities** 1. Pre-knowledge inventory 2. KIDS Survey 3. Exercise 2.2 (p. 23-26): Simulation of Learning to Read.		LETRS Module 1 (5 – 27) Ch 1. Why Reading is a National Priority (text only; no vodcast) Ch 2. Learning to read is not natural.	**30-Aug**
30-Aug	Exercise 3.2 1. Clicker questions 2. Spelling Exercise 3. Eye movements. (p. 29) 4. Exercise 3.1 Acting out the Brain. (p. 34 – 38)	**Quiz #1**	LETRS Module 1 (29-58) Ch 3. What the brain does when it reads Ch 4. How children learn to read and spell (2 Vodcasts) Do NOT do Exercise 4.1 (49-50). Sounds in Letter names.	**6-Sep**

Date	Class Activities	Graded Assignments	HOMEWORK (Preparation for **next week's** class) **Vodcasts, Reading & Exercises**	DUE
6-Sep	**NO CLASS – LABOR DAY** *There is homework this week so that there will be NO class and NO homework during Thanksgiving week.*		LETRS Module 1: (59-81) Ch 5. Dyslexia and other causes of reading disability. Ch 6. The research base for understanding reading READING SUMMARIES #1: Dyslexia. See assignment description.	**13-Sep**
13-Sept	1. Mod 1. Ex 6.3. Reading Discussion 2. Dyslexia Activities 3. Exercise 4.2 (55-56) 4. Ex. 5.1 (66) 5. Ex 6.4. Match It	**Summary #1**	LETRS Module 2 (5 – 24): **Bring this book to class next week.** Ch 1. The Speech Sounds of English Do NOT do Exercise 6.2. or 6.4.	**20-Sep**
20-Sep	1. Mod 2. Ch. 2 Discover the Speech sounds of English 2. Construct Vowel & Consonant Charts 3. Mod 1, Exercise 4.1 (49-50). Sounds in Letter names. 4. Quiz #2	**Quiz #2**	LETRS Module 2: (25 – 67) Ch 3. Phonology and spelling Ch 4. Understanding Language Differences. READING SUMMARIES #2: Phonology See assignment description. Review the Iowa Phonetics website: http://www.uiowa.edu/~acadtech/phonetics/# Prepare for Quiz #3: re-construct the vowel and consonant charts.	**27-Sep**

27-Sep	1. Review questions
	2. Quiz #3
	3. PA Error analysis
	4. Reading Discussions
		Quiz #3
		
		Summary #2
			LETRS Module 3 (5-32)
			Ch 1: How Print represents speech
			Ch 2. Etymology & The History of English Explains Spelling (2 vodcasts)
			PGM Vodcasts:
			    1. PGM Pre-requisites
			    2. PGM Step-by-Step
			    3. PGM with Letter Tiles
				4-Oct

Date	Class Activities	Graded Assignments	HOMEWORK (Preparation for **next week's** class) Vodcasts, Reading & Exercises	DUE

4-Oct	1. Etymology review
	2. Syllable Types
	3. Exercise 3.3: PGM
	4. Mod 3, Exercise 5.2
	5. Sorts
	6. Moose Material games
			LETRS Mod. 3, (47 – 54)
			Part of Ch. 5
			PGM Vodcasts[1]
			  1. Closed syllables – consonant spellings (3 vodcasts)
			  2. Open syllables
			  3. Silent-e
			  4. Vowel-r
			  5. Vowel teams
			  6. Consonant-le
				11-Oct

11-Oct	1. Ex. 5.2 Musical syllables (55) 2. Ex 5.5 Combining Syllables (60) 3. Sorts by position 4. Orthographic patterns of multisyllabic words		LETRS Module 3 (37 – 40 & 65 – 71) Ch 4: We Spell by Position (37-40) and Appendix A (79 – 82) Ch 5: We Spell by Letter Patterns (61-63) Ch. 6: We Spell by Meaning	**18-Oct**
18-Oct	1. Morphologically complex words 2. Morphological matrices 3. Error Analysis 4. Assessment-based instruction		READING SUMMARIES #3: Effective Instruction See assignment description.	**25-Oct**
25-Oct	1. Reading Discussions 2. Quiz #4 Test & Text Analysis using Tables 6.2 & 6.3 Include Let's Read, Wilson, & West Virginia Phonics lessons: http://tools4reading.com/web/tools-4-teachers/west-virginia-phonics-lessons/	**Quiz #4** **Summary #3**	LETRS Module 2: (63 - 78) Ch 5: Teaching Phonological Skills READING SUMMARIES #4: Reading and Spelling See assignment description	**1-Nov**

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[1] The PGM vodcasts relate to a book not required for this course, Grace, K., 2007. *Phonics and Spelling through Phoneme-Grapheme Mapping.* You do not need the book to understand the lecture content.

Date	Class Activities	Graded Assignments	HOMEWORK (Preparation for **next week's** class) Vodcasts, Reading & Exercises	DUE
1-Nov	1. Reading Discussion 2. Error analysis – PA & Letters 3. Teaching PA Skills Ex 5.3 – Say it and Move It 4. 1 & 2-syllable words. 5. Ex. 5.4. Sound chaining 6. Ex 5.5 7. Sight Word Memory Game	**Summary #4**	**Prepare Literacy Lesson #1:** Phonemic Awareness and Sight Word Memory Game	**8-Nov**
8-Nov	1. **Literacy Lesson #1** Present, feedback, self-evaluate 2. **Use WV Phonics Lessons to practice** • Decoding strategy • Sorts • Spelling strategy • Word chaining. (Mod 7, Exercise 4.4, p. 62) • Reading fluency • Dictate sentences		**Prepare Literacy Lesson #2:** Prepare assigned West Virginia Phonics Lesson But modify by using the strategies covered in class. GROUP 1: Skill 3 - Consonant Blends GROUP 2: Skill 4 - Consonant Digraphs GROUP 3: Skill 6 – Common Vowel Teams	**15-Nov**
15-Nov	1. **Literacy Lesson #2** Present, feedback, self-evaluate		**Prepare Literacy Lesson #3:** Prepare assigned West Virginia Phonics Lesson But modify by using the strategies covered in class. GROUP 1: Skill 7 – Variant Vowel Teams GROUP 2: Skill 8 – R-Controlled Vowels GROUP 3: Skill 9 – Complex Consonants	**29-Nov**
22-Nov	**NO CLASS - THANKSGIVING**			
29-NOV	1. **Literacy Lesson #3** Present, feedback, self-evaluate. 2. Multisyllabic Words: decoding & spelling	:	**Prepare Literacy Lesson #4:** Prepare assigned West Virginia Phonics Lesson But modify by using the strategies covered in class. **ALL: Skill 10: Multisyllabic Words** GROUP 1: 2- syllable vowel team GROUP 2: 2- syllable Vowel R GROUP 3: 2- consonant -le	**6-Dec**
6-DEC	**Literacy Lesson #4** Present, feedback, self-evaluate.	**Literacy Lessons #1-4, feedback & self-evaluations**	**Due Sunday, Dec. 11**	**11-Dec**
16-Dec	**Final Exam Week** **NO CLASS**		No final exam!	

Alignment of Course Objectives, Standards, and Conceptual Framework

Course Objective	Assignments	STANDARDS		
		CEC	PBSCT	SPED Generalist
Evaluate and summarize current and historical theoretical underpinnings of reading instruction, the subtypes of reading disabilities and their implications for the scope and sequence of reading and spelling instruction.	Assignment # 1. Quizzes Assignment #2. Reading Summaries	CC2K5 CC2K6 GC2K1 GC2K3 CC4S3 GC4K1 GC4K3 GC4K7 GC6K1 GC6K3 CC7K1 CC7K2 GC7K3 GC7K4	1 (5.01)	1a, b
Demonstrate understanding of essential skills, historical roots, terminology and instructional scope and sequence of skills for English (a) oral language and phonology, (b) orthography and (c) morphology.	Assignment # 1. Quizzes Assignment #2. Reading Summaries Assignment #3. Literacy Lessons	CC4S3 GC4K1 GC4K3 GC4K7 GC4K4 GC4S1 GC6S2 GC6S4 CC7K1 CC7K2 GC7K3 GC7K4	1 (5.01.2) 3.5, 6.2, 6.3, 6.6	1c, e, e(i), e(ii), e(iii), g, 6a
Plan and demonstrate research-based instructional strategies for essential literacy skills.	Assignment #3. Literacy Lessons	CC4S3 GC4K1 GC4K3 GC4K7 GC4K4 GC4S1 GC6S2 GC6S4 CC7K1 CC7K2 GC7K3 GC7K4	1 (5.01.1) 3.5, 6.2, 6.3, 6.6	1a, b, c, g, 6a 5a, a(iv), c(i), ((, g, i(i) 3g, h; 6a, a(i), b, b(i)
Conduct self-evaluation of one's own practice and coach others to improve instruction and guide professional growth..	Assignment #3. Literacy Lessons	CC9S9 CC9S11 CC10S8	8.5	

Assignments	Points	% of Grade
1. Quizzes (4)	100	38%
2. Reading Summaries (4)	80	31%
3. Literacy Lessons (4)	80	31%
Total	**260**	**100%**

Grading Scale

A	94 – 100%
A-	90 – 93%
B+	87 – 89%
B	84 – 86%
B-	80 – 83%
C+	77 – 79%
C	74 – 76%
C-	70 – 73%
D+	67 – 69%
D	64 – 66%
D-	60 – 63%
F	< 60%

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[i] Information on Unlisted YouTube Accounts: https://wiki.umbc.edu/pages/viewpage.action?pageId=31198917