

Syllabus

Course: ED325 D & N-D Teaching Emergent Literacy & Phonological Awareness
Credit: 3 hours
Semester: Fall 2023, Cycle 2 August 21 – October 13 (This is an 8-week class)
Time: 8:00 – 9:20 a.m. Monday & Friday
Instructor: Mrs. Karen Hange
karen.hange@calvary.edu, classroom: 125 East Education Building, cell: 816-328-4065

I. DESCRIPTION

This course explores the major approaches and techniques for developing emergent literacy with an emphasis on phonemic awareness and a phonetic approach to beginning reading instruction and assessment. It enables teacher candidates to construct the knowledge, basic competencies, and dispositions needed to develop the reading and writing abilities of students in the primary (1-3) grades. Strategies for developing critical thinking and problem-solving in reading from research-based practices will be examined. (Prerequisite: ED190 or permission from the Education department program director; must be officially admitted to the Teacher Education program.)

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

III. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Understand the **fundamentals** of reading instruction, including semantics, syntax, morphology, and phonology.
 - a. PLO-2; MTS 1, 3
 - b. Assignments: A1, A3, A4, B5, B6
2. Gain understanding of how students learn, develop, and differ in their approaches to learning to provide learning opportunities adapted to **diverse learners** that support the intellectual, social, and personal development of all students.
 - a. PLO-3, 4; MTS 2, 3, 6
 - b. Assignments: A1, B2, B3, B5, B7

3. Model **effective use** of the English language, including grammar, syntax, and oral and written composition processes.
 - a. PLO-2, 6; MTS-1, 6, 8
 - b. Assignments: A2, A3, B1, B7
4. Understand how to use formative and summative **assessment strategies** to assess learner's progress and how to use classroom and standardized assessment data to plan ongoing instruction.
 - a. PLO-2, 5; MTS-4, 7
 - b. Assignments: A1, A3, A4, B2, B3, B6

A. Specific competencies to be achieved. The student will:

1. Apply theory-based **reading processes** to foster emergent literacy.
 - a. PLO-2, 4, 6; MTS-1, 2, 3, 4, 5
 - b. Assignments: A1, B4, B6, B7
2. Demonstrate knowledge of teaching children to read with a comprehensive **instructional program** that includes an emphasis on phonemic awareness, letter/sound relationships (phonics), context (semantic and syntactic) and text that is meaningful for students.
 - a. PLO-1, 2, 3; MTS-2, 3, 7
 - b. Assignments: B2, B3, B4, B5, B6, B7
3. Understand how to select **appropriate strategies**, including technology and engagement, to address individual student needs, such as English language learners, learning challenged, and gifted/talented, in meeting curriculum objectives.
 - a. PLO-2, 3, 4, 6; MTS-1, 2, 3, 4, 5, 6, 7
 - b. Assignments: A1, B5, B6, B7
4. Develop a knowledge base of **assessment strategies** and tools, while understanding the effects of instruction on individual and whole class learning.
 - a. PLO-3, 4, 5; MTS-2, 3, 4, 6, 7
 - b. Assignments: A3, A4, B2, B5, B6, B7
5. Understand strategies for **reflecting** on teaching practices to refine her/his own instructional process in order to promote the growth and higher-level thinking of students.
 - a. PLO-1, 6; MTS 8, 9
 - b. Assignments: B1, B5, B7

III. MATERIALS

A. Textbooks

The Bible (see note below in course policies)

Gunning, Thomas G. (2019). *Creating Literacy Instruction for All Students*, 10th edition, Pearson, ISBN: 978-0134986487 (Retail: \$85.00) This same textbook will be used for ED 326. May use e-book or rental options as well.

Dow, R. and Baer, G.T. (2012). *Self-Paced Phonics: A Text for Educators*, 5th edition. Pearson. ISBN: 978-0132883672 (Retail: \$50.00) ***This is a workbook with weekly assessments. You will need to purchase the print edition of this book.*** Before ordering, please view the course announcement on CANVAS.

Armbruster, B., Lehr, F. and Osborne, J. (2003). *Put Reading First: The Research Building Blocks for Teaching Children to Read*.

The instructor will provide this booklet free of charge to the students in this class.

American Psychological Association. (2020). *Concise guide to APA style* (7th ed.). ISBN: 978-1433832734 (Retail: \$31.99)

B. Additional Reading

Additional materials (handouts, journal articles, websites, etc.) may be assigned by the instructor during the course.

IV. REQUIREMENTS

A. Weekly Assignments

1. Reading

Read the assigned textbook according to the reading schedule provided in the Tentative Class Schedule. Reading the text thoroughly will provide a context for class discussion and activities. Read Chapter 1 before our second class. Chapter quizzes will be given over the textbook material.

2. Discussion Posts

Weekly discussion questions will be provided to build community and create interaction outside of class for topics discussed in class.

3. Phonics Practice & Proficiency

A chapter of phonics instruction will be assigned each week as a self-guided tutorial. Students will be required to submit their assessments from the textbook each class period. Books will be returned to students on Monday of the following week. There will be a final exam to demonstrate understanding and proficiency in phonics rules.

4. Quizzes

A quiz will be posted on CANVAS to review the material from each chapter of the textbook. This will reinforce the main ideas and provide evidence of understanding.

Students will be allowed to use the textbook as reference during the quiz.

B. Assignments & Projects

1. Read-Aloud Practice & Proficiency

Students will select 5 simple picture books to read aloud as they focus on intonation, expression, fluency, and animation. Books will be selected from the following categories: Rhyme, Predicting text, Alliteration, Dialogue, and Silly Story. Students should practice reading aloud several times on their own before presenting to a group of students. A grading rubric will be linked to this assignment and posted in CANVAS.

2. Phonemic Awareness Inventory Assessment & Report

Students will interact with emergent readers and practice administering a phonemic awareness inventory assessment. After assessing a student, they will submit a reflection paper of 500-600 words that describes the experience and what they learned.

3. Create 2 phonemic awareness games or learning activities.

Using resources from reference books presented in class or from ideas from teacherspayteachers.com, students will create three learning games for building phonemic awareness instruction. Games should be colorful and engaging for students. Students will lead groups of children in playing the game and write a 500-600 word reflection response on the experience.

4. Emergent Literacy/Early Readers Book Review

Students will read and evaluate 10 early reader books from a variety of different authors and publishers. These should NOT be picture books. They will analyze the reading level for each book and provide a description of the book with a rating based upon the template provided in CANVAS.

5. Whole-Word vs. Phonics Instructional Approach Position Paper

Research the different philosophical approaches to teaching reading. Write a 1,500 word position paper that describes the importance of a balanced approach to teaching emergent literacy to support the diverse needs of all students. Include principles from the RTI instructional strategies that will provide the scaffolding needed for struggling learners. Also include a section on supporting ELL learners in the learning-to-read process.

6. Emergent Literacy Strategies Portfolio

Create a portfolio (either in a notebook or online) that includes 10 different reading strategies that can be used to support emergent literacy. Strategies can include RTI techniques, graphic organizers, or other critical thinking tools designed for emergent readers.

7. Create 2 Anchor Charts

Students will develop 2 anchor charts to support the teaching demonstration that they will use. Charts should be hand-drawn on large poster board or chart paper. They should be colorful and clear based upon an emergent literacy concept for first graders.

8. Teaching Demonstration (2 lessons)

Students will prepare 2 separate lessons...one based upon a specific emergent reading strategy and one based upon a specific phonemic awareness activity. They will develop a detailed lesson plan that includes both direct instruction and guided instruction. Each lesson should last about 20-25 minutes. Details and a rubric will be provided in CANVAS.

V. METHODS

A. Teaching

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|-------------------------|----------------------|
| 1. Lectures | 4. Projects |
| 2. Group discussion | 5. Writing |
| 3. Research and reading | 6. Practicing skills |

B. Grading

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| 1. Weight given to assignments: | |
| Phonics Assessments (weekly quiz & final exam) | 150 points |
| Read-Aloud Practice | 50 points |
| Phonemic Awareness Assessments Activity | 100 points |
| Phonemic Awareness Learning Games | 60 points |
| Early Readers Book Review | 100 points |
| Instructional Approach Position Paper | 150 points |
| Reading Strategies Portfolio | 100 points |
| Create 2 Anchor Charts | 50 points |
| Lesson Teaching Demonstration 75 x 2 demonstrations | 150 points |
| Chapter Quizzes over textbook 6 quizzes x 15 points | 90 points |
| Weekly Participation in Class or Online | 500 points |
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| Total points for course | 1,500 points |

2. Late Assignments

Late assignments may be penalized 10 points of the grade on that assignment.

3. Letter / Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

VII. COURSE POLICIES

Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.

A. Grade Requirements

Education majors must maintain a high standard for GPAs to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education and Content Area coursework. ***This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.***

B. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrase and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

C. Academic Honesty

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.

D. Academic Activity & Participation

Students must engage in the weekly in-class session(s).

Students who are enrolled as **in-person students** are expected to be punctual and present in-person for each class session.

Students who are enrolled as **online students** will demonstrate their engagement by submitting a thorough video reflection form and any additional participation activities **BEFORE THE NEXT CLASS SESSION**.

E. Class Participation

Students are expected to attend class and participate in discussing the daily material. Learning takes place best when the student is personally involved in the process. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

F. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any condition that may require support.

G. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

H. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students

for exams, facilitates with time management options and proctoring of tests. Please take advantage of this service.

About Changes to this Syllabus: *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

TENTATIVE SCHEDULE

Week	Dates	Class Topics	Assignments
1	8/21 & 8/25	Introduction—Overview & Pacing Gunning--Chapter 1: Nature of Literacy Phonics—Chapter 1 & 2	Phonics Pre-Test
2	8/28 & 9/1	Phonemic Awareness Gunning—Chapter 2 Phonics —Chapter 3	Read-Aloud Practice & Early Readers Book Review
3	Labor Day & 9/8	Assessing for Learning—Part 1 Gunning—Chapter 3 Phonics—Chapter 8	Phonemic Awareness Learning Games
4	9/11 & 9/15	Assessing for Learning—Part 2 Gunning—Chapter 3 Phonics—Chapter 4	Teaching Demonstration # 1 with 1 Anchor Chart
5	9/18 & 9/22	Fostering Emergent Literacy Gunning—Chapter 4 Phonics—Chapter 5	Phonemic Awareness Assessment & Reflection Report
6	9/25 & 9/29	Syllabication & Accenting Gunning—Chapter 5 Phonics—Chapter 7	Instructional Approaches Position Paper
7	10/2 & 10/6	Teaching High-Frequency Words Gunning—Chapter 6 Phonics—Chapter 6	Reading Strategies Portfolio
8	10/9 & 10/13	Phonics—Chapter 9	Teaching Demonstration # 2 with 2 nd Anchor chart &

			Phonics Assessment Final Exam
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