

# Syllabus

Course: ED325 T & NT Teaching Emergent Literacy & Phonological Awareness  
Credit: 3 hours  
Semester: Fall 2025, Sessions 1 & 2 August 18 – December 12 (This is a 16-week class)  
Time: 9:30 – 10:50 a.m. Monday & Wednesday  
Instructor: Dr. Karen Hange [karen.hange@calvary.edu](mailto:karen.hange@calvary.edu) Office: 124 Education Building

## 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: ED 190 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
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, B6

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
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, B5, 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, B5, B6
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
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
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
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, B2, B3, B5

### III. MATERIALS

#### 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: \$96.00) This textbook will also be used for ED326 next semester. May use e-book or rental options as well.

Blevins, Wiley. (2023). *Phonics From A to Z*, 4<sup>th</sup> edition. Scholastic, ISBN: 978-1338879025 (Retail: 37.99). This is intended to be a resource that you will use both in this class and in your future classroom filled with practical teaching tips.

MacLeod-Vidal, Heather & Smith, Kristina. (2021). *Teach Reading with Orton-Gillingham*. Ulysses Press, ISBN: 978-1646041015 (Retail: \$19.95). This book provides 72 ready-to-use lesson plans that may be used in your tutoring sessions.

### 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. 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

An emphasis on phonics instruction will be assigned each week. Students will be required to complete weekly assignments to demonstrate understanding of phonics principles. 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 picture books for young children 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 elementary students. A grading rubric for this assignment will be 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 two 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 with decodable text 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. Reading Tutoring Experience**

Students will be connected to an elementary child who would benefit from some weekly reading tutoring and meet with that student 2 times per week for 10 weeks—a total of 20 sessions. Each session will last approximately 30 minutes. Students will submit a tutoring plan form for each “session” that will include activities, concepts, materials, behavior, and Biblical integration principles. A template will be provided in CANVAS. A final reflection summary will be submitted at the end of the course to describe the overall experience and to reflect on the lessons learned.

**6. Reading Toolbox**

Students will gather supplies needed for the various activities that they develop throughout the course. They will keep these supplies throughout the course and will receive a final grade based on the completeness and organization of the materials. A rubric and supply list will be provided in CANVAS.

**V. METHODS**

**A. Teaching**

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

**B. Grading**

- |  |            |
|--|------------|
| 1. Weight given to assignments:                    |            |
| Phonics Practice (weekly activities & final exam)  | 150 points |
| Read-Aloud Practice (5 books + 1 reflection paper) | 100 points |
| Phonemic Awareness Assessments Activity            | 100 points |
| Phonemic Awareness Learning Games 2 x 25 + paper   | 100 points |

Early Readers Book Review	100 points
Tutoring Experience 15 pts per session x 20 sessions	300 points
Reading Toolbox	60 points
Chapter Quizzes over textbook 6 quizzes x 15 points	90 points
<u>Weekly Participation in Class or Online</u>	<u>500 points</u>
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 College 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 (*paraphrases 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. Plagiarism of any kind will not be tolerated.

Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content 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.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may

be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

*Additionally, submission of work for this class must express original thought and should be written in the voice of the student. Research should be conducted using academic, peer-reviewed sources (not blogs or other opinion/editorial sites). However, even when citing sources, students must explain the ideas/concepts presented in their own words. Extensive copying of source material is not permitted, even if the source is cited on the reference page.*

#### **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**

<b>Week</b>	<b>Dates</b>	<b>Class Topics</b>	<b>Assignments</b>
1	8/18 & 8/20	<b>Introduction—Overview &amp; Pacing</b> Gunning--Chapter 1: Nature of Literacy	Phonics Pre-Test
2	8/25 & 8/27	<b>Phonics A-Z overview</b>	Read-Aloud Practice
3	Labor Day & 9/3	<b>Teaching All Students</b> Gunning—Chapter 2	Read-Aloud Practice
4	9/8 & 9/10	Teach Reading with Orton-Gillingham	Tutoring Sessions will start
5	9/15 & 9/17		Read-Aloud Practice
6	9/22 & 9/24	<b>Assessing for Learning—Part 1</b> Gunning—Chapter 3	
7	9/29 & 10/1	PAST Assessment tool	Phonemic Awareness Assessment & Reflection Report
8	10/6 & 10/8	<b>Assessing for Learning—Part 2</b> Gunning—Chapter 3	Read Aloud Practice
	<b>Fall Break—October 13-17</b>		
9	10/20 & 10/22	<b>Fostering Emergent Literacy</b> Gunning—Chapter 4	Read Aloud Practice
10	10/27 & 10/29	Emergent Writing	Phonemic Awareness Games
11	11/3 & 11/5	<b>Teaching Phonics</b> Gunning—Chapter 5	
12	11/10 & 11/12	<b>Syllabic Analysis</b> Gunning—Chapter 5	Early Reader Book Review
13	11/17 & 11/19	<b>Teaching High-Frequency Words</b> Gunning—Chapter 6	
14	11/24 & Thanksgiving		Phonics Assessment Final Exam
15	12/1 & 12/3	<b>Fluency &amp; Extended Reading</b> Gunning—Chapter 6	Last week for tutoring sessions
16	12/8 & 12/10	Wrapping Up & Reflection	Reading Toolbox Submitted