

Course: ED 633 N Elementary Phonics & Literacy
Credit: 3 credit hours
Semester: Fall, 2026 Session 1
Dates: August 17 – October 9, 2026
Instructor: Dr. Karen Hange
Location: East Education, Room 125
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I. DESCRIPTION

This course, which emphasizes literacy assessment, visual letter recognition, letter-sound correspondence, letter-sound patterns, high-frequency words, and spelling instruction skills, exposes the graduate student to research-based pedagogy for teaching phonics, reading, and spelling to beginning and transitional readers. (Prerequisite: ED610 or declare Elementary Education emphasis track.)

This course is offered in two formats: in-person and online. Students registered for inperson 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 Education Department 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:

1. Exemplify an active practice of the principles of biblical truth, professionalism, and a commitment to scholarship and life-long learning in ministry.
 - a. PLO-1; PSEL-6.f, 6.g
 - b. Assignments: A1, A3, B1, C1, C2, C3
2. Exhibit the ability to think critically, discuss constructively, and produce academic writing related to contemporary educational issues for curriculum and instruction.
 - a. PLO-2; PSEL-4.c, 4.d
 - b. Assignments: A1, A2, A3, B1, B2, C3

3. Explain the distinctions in teacher education roles in service to the church and as elementary educators in a variety of settings, while also developing skills for strong decision-making from a biblical foundation in light of current educational practices.
 - a. PLO-3, 4; PSEL- 3.g, 4.c, 5.f, 6.g
 - b. Assignments: A3, B1, C1, C2, C3
4. Articulate the professional expectations and standards of the Professional Standards for Educational Leaders.
 - a. PLO-5; PSEL-3, 4, 5, 6
 - b. Assignments: A2, A3, B2, C1, C2, C3

B. Specific competencies to be achieved:

1. Understand the fundamentals of reading instruction, including semantics, syntax, morphology, and phonology.
 - a. PLO-2; MTS 1, 3
 - b. Assignments: A1, A2, B1, B2, C1, C2, C3
2. Apply theory-based research to reading instruction that demonstrates an understanding of how students learn, develop and differ in their approaches to learning.
 - a. PLO-; MTS-2, 4, 5
 - b. Assignments: A1, A2, A3, B2, B3, B4, C1, C2, C3
3. Develop lesson plans and **instructional strategies** 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: A1, A2, B2, B3, C1, C3
4. 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, A2, B3, B4, C2, C3

Note: The objectives developed for this course are aligned to the Program Learning Objectives for Calvary University's Graduate in Education program, as well as the Professional Standards for Educational Leaders, and the Missouri Teacher Standards.

PSEL-- https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf

Missouri Teacher Standards-- <https://dese.mo.gov/media/pdf/oeq-ed-standardsinformationdocument>

III. MATERIALS

The Bible (see note below in course policies)

Fisher, D. and Frey, N. and Lapp, D. Teaching Reading: A Playbook for Developing Skilled Readers Through Word Recognition & Language Comprehension, Corwin Press, 2022. ISBN: 9781071850534 (Retail: \$47.95).

Crandall, B. R., Lewis, E. et. al. Steps to Success: Crossing the Bridge Between Literacy Research and Practice. Open Source (2016).
<https://milneopentextbooks.org/steps-to-success/>

Supplemental Resources (Recommended)

Blevins, Wiley Phonics From A to Z, 4th edition. Scholastic Teaching Resources, 2023 ISBN: 978-1338879025 (Retail Price: \$21.34)

Serravallo, Jennifer. The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers. Heinemann Publishing, 2023. ISBN: 978-0325132679 (Retail Price: \$47.39)

IV. REQUIREMENTS

A. Reading Assignments

1. Textbook Reading

Read the assigned textbook chapters according to the reading schedule provided in the Course Modules Class Schedule. Reading the text thoroughly will provide context for class discussion and activities.

2. Supplemental Reading

Read all supplemental material assigned by the instructor throughout the course.

3. Discussion Questions

An article or discussion question will be posted through CANVAS. Students are expected to respond with a 200-250 word response and respond to their peers. Peer responses should contribute meaningfully with suggestions or ideas that can continue the line of thought or present a new idea or concept.

B. Research & Writing

1. Class Video Reports

Instructor videos will be posted for each module. Students are expected to watch the video and complete a Reflection Summary that responds to questions and indicators posed in the video as well as articulate the learning targets and content presented.

2. Research Paper: Best Practices for Improving Literacy Scores

Research and compare the literacy scores for student’s current local district/state to the national average to determine deficits or strengths. Then explore the Science of Reading goals and identify 4 practices that could improve the literacy levels in an elementary classroom. The paper should be 2,000 - 2,500 words with at least 4 academic sources published in the last 5 years.

3. Technology Resources Review

Review 4 websites that provide literacy support for elementary students. A list of websites will be provided in CANVAS. Spend at least 30 minutes on each site and then complete a review form highlighting the strengths and potential benefits for use in an elementary classroom.

4. Children’s Literature Review

Review 5 children’s chapter books written by current children’s authors that could be used as read-alouds in an elementary classroom. Book recommendations will be available on CANVAS. Books should include a variety of children’s interests and cultural diversity perspectives. Books do not have to be read in their entirety due to the time constraints of this class.

C. Pedagogical Practice

For graduate students working toward obtaining Missouri Teacher Certification:

1. Develop & Teach a Phonemic Awareness Lesson

Using resources listed on CANVAS, students will develop a phonemic awareness lesson for a first grade classroom. They will record themselves teaching this lesson and then write a reflection of areas of growth noticed.

2. Develop & Teach a Reading Strategy Lesson

Using resources listed on CANVAS, students will develop a reading strategies lesson for a third grade classroom. They will record themselves teaching this lesson and then write a reflection of areas of growth noticed.

For graduate students currently teaching in an elementary school:

3. Teacher Workshop Presentation

Prepare a professional development workshop with a PowerPoint presentation that presents one aspect of Scarborough’s Reading Rope for building literacy skills across content areas. The presentation should be 30 minutes and include at least one hands-on activity that could be implemented to facilitate interaction with peers.

IV. METHODS

A. Teaching

1. Lectures
2. Discussions

3. Research and reading
4. Projects
5. Writing
6. Practicing skills

B. Grading

1. Weight given to assignments:

| | |
|--|-------------|
| Class Video Reports 8 weeks x 10 points | 80 |
| Reading Reports 8 weeks x 20 points | 140 |
| Discussion Questions 7 questions x 20 points | 140 |
| Research Paper | 200 |
| Pedagogical Practice assignment(s) | 200 |
| Technology Resources Review | 140 |
| Children’s Literature Review | <u>100</u> |
| Total points for the class | 1000 points |

2. Late Assignments

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

3. Letter / Numerical Grade Scale

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

VII. COURSE POLICIES

A. 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.

B. 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.

C. Academic Activity & Participation

Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

D. Accommodations Statement

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

E. Style Guide

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

F. 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.

VIII. TENTATIVE SCHEDULE

| Week | Dates | Class Topics | Assignments |
|------|-------------------|--|------------------------|
| 1 | Week of August 17 | Reading Deficits & The Science of Reading Approach | |
| 2 | Week of August 24 | Phonological Awareness | Due: Technology Review |
| 3 | Week of August 31 | Phonics Emphasis | |

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|---|----------------------|---|---|
| 4 | Week of Sept 7 | Fluency | Due: Teacher Workshop Presentation or Grade 1 Lesson Demonstration |
| 5 | Week of Sept 14 | Comprehension & Background Knowledge | |
| 6 | Week of Sept 21 | Vocabulary Development & Morphological Foundations | Due: Children’s Literature Review |
| 7 | Week of Sept 28 | Text Structures | Due: Grade 3 Lesson Demonstration |
| 8 | Week of October 5 | Verbal Reasoning & Theory of the Mind | Due: Research Paper |