**Mississippi Valley State University**

**Department of Teacher Education**

*Holistic Transformer*

*Transforming and developing scholars, reflective thinkers and facilitators, and responsible professionals who will change and transform the Delta and society beyond.*

**RD 214 Early Literacy I Instruction**

**Fall 2021**

 **Instructor: Dr. Theresa Dumas Class meeting–Location OP Lowe RM 168**

**Time: TR 10:25-11:40 Office Location:**

**Office Phone: 662-254-3618 Email Address:tdumas@mvsu.edu**

 **Office Hours: M-R 8:00-5:00**

 **F- 8:00-4:00**

Due to the recent increase in COVID-19 cases along with recommendations made by the Mississippi Department of Health, MVSU will require all students, faculty, and staff to wear face masks while indoors regardless of vaccination status.

* + Masks are required for in-person classes and for all other in-person activities on campus unless an individual is alone in an isolated area.
	+ Face coverings are strongly recommended in any other setting in which people are in close contact.
	+ The mask policy will be reevaluated throughout the semester.

**VACCINATION: STRONGLY ENCOURAGED FOR EVERYONE**

**COURSE DESCRIPTION:**

This course focuses on concepts, materials and teaching strategies for oral language development and systematic early reading and writing instruction, specific to concepts about print, phonemic awareness, and phonics. Emphasis will be placed on literacy through speaking, reading and writing. Candidates will be expected to learn to speak using academic language (Standard English) so that it will be modeled within the classroom. The relationship of language to reading and writing will be explored and the research related to the importance of appropriate language use as a foundation for teaching reading will be discussed. Basic skills in reading and writing techniques will be included as well.

**CREDIT HOURS:** 3

**PREREQUISITES:** Completion of 45 hours of General Education course work. Admission to the Teacher Education and Early Field Experience.

**CLINICAL AND FIELD EXPERIENCE:** Clinical and Field Experience is required for RD 214 Early Literacy I Instruction. A Certified Background Check must be completed and successfully cleared for entry into the schools to complete Early Field Experience. Early Field experienced is supervised. Students will obtain Early Field Experience Packets from The Director of Early Field Experiences. Placement is determined by the Director of Early Field Experiences .Students must bring signed documentation to the professor from their Early Field Placement mentor and the principal of the school to achieve credit for Early Field Experience. (Students without the completion of clinical experiences will receive F for this course).

**COURSE CONTENT:**

This course content is designed to provide the undergraduate candidate an opportunity to become familiar with concepts, materials, and teaching strategies for oral language development and systematic early reading and writing instruction specific to phonemic awareness, phonics, concepts of print and oral language.

**Required Text:**

Mississippi Department of Education Mississippi Foundations of Reading Preparation http://www.ms.nesinc.com/

**Secondary/Supplementary Text:**

Connecticut Foundations of Reading Test Secrets Study Guide: Mometrix Test Preparation

Mississippi Foundations of Reading Test Secrets Study Guide: Mometrix Test Preparation

Moats, L. & Tolman, C. (2009). *LETRS: Module 1: The Challenge of Learning to Read.*

 *(*2nd ed.). Boston, MA: Sopris West

Moats, L. (2009). *LETRS: Module 2: The Speech Sounds of English: Phonetics,*

 *Phonology, and Phoneme Awareness (*2nd ed.). Boston, MA: Sopris West

Moats, L. (2009). *LETRS: Module 3: Spellography for Teachers: How English Spelling*

 *Works (*2nd ed.). Boston, MA: Sopris West

Put Reading First: The Research Building Blocks for Teaching Children to Read (Kindergarten through Grade 3).

Vaughn S., & Linan Thompson S. (2004). Research-Based Methods of Reading Instruction Grades K-3. Alexandria, VA: Association for Supervision and Curriculum Development

**Supplemental Reading and Resources**

Ambrose, S., Bridges, M., Lovett, M., DiPietro, M., & Norman, M.(2010). *How learning*

 *Works: 7 researched-Based Principles for Smart Teaching*. San Francisco, CA.

 Jossey-Bass

Barksdale Reading Institute. (n.d). The Reading Universe

Cecil, N. (2004). *Activities for a comprehensive approach to literacy*.Scottsdale*,*

AZ*:* Holcomb Hathaway Publishers, Inc.

Herron, J. (2011). *Making Speech Visible: How constructing words can help children*

*organize their brains for skillful reading*. San Rafael, CA: Talking Fingers Publications.

Moats, L. (2010). *Speech to Print: Language Essentials for Teachers*. (2nd ed.)Baltimore,

 MD:Paul H. Brookes Publishing Co.

Moats, L. (2010). *Speech to Print Workbook: Language Exercises for Teachers*. (2nd

 ed.)Baltimore, MD:Paul H. Brookes Publishing Co.

Zimmerman, B., Padak N., Rasinski (2008). *Evidence-Based Instruction in Reading: A*

 *Professional Development Guide to Phonics*. Boston, MA:Allyn & Bacon.

**Students must have the required text no later than the second week of class. Textbooks will be used in all classes and are required.**

**MAJOR AREAS OF STUDY**:

Content presented in this course will include, but will not be limited to:

1. Concepts of Print/Oral Language Development
2. Phonemic Awareness
3. Phonics

**PURPOSE/RATIONALE:**

The Mississippi Valley State University Holistic Transformer Model guides instruction for teaching early literacy concepts pertaining to concepts of print and oral language development, phonemic awareness, and phonics. The relationship of language to literacy and writing is explored and research related to the importance of appropriate language use as a foundation for teaching literacy is addressed and exercised in this class.

**GENERAL COURSE GOALS:**

1. Familiarize students with the distinction between phonological awareness, phonemic awareness, and phonics.
2. Explain how concepts about print, phonemic awareness and phonics are learned by children and why they are important to the reading and writing process.
3. Possess a wide variety of explicit instructional strategies for helping beginning readers/writers learn concepts about print, phonemic awareness and phonics.
4. Explore the influences of phonological, orthographic, and morphemic knowledge on decoding and encoding as it relates to early literacy development.
5. Motivate students to use research to recognize how the development of oral and written language facilitates comprehension through phonology, orthography, semantic and syntactic processing and discourse in connection to early reading and writing success.
6. Utilize research to identify effective literacy instruction for concepts about print, phonemic awareness, phonics and word recognition, and early writing development.
7. Explain the elements of concepts of print for teaching letter naming and letter formation.
8. Recognize the appropriate scope and sequence for introducing letters and letter patterns.
9. Explore environmental print and identify environmental, cultural and social factors that contribute to language development.
10. Identify basic writing /transcriptions skills appropriate for beginning readers and to support beginning development of understanding phonemes and graphemes in relation to the alphabetic principle.
11. Possess in-depth knowledge of word analysis and structural analysis in the structure of language: phonology, orthography, morphology in developing competent readers.
12. Examine different types of assessments for different purposes when assessing reading (screening, progress monitoring, diagnostic, and summative).

**MATRIX: LINKAGE OF THE HTM AND THE COURSE**

The following course outcomes represent what teacher candidates will know and be able to do at the completion of this course as it relates to the Holistic Transformer Model

**MATRIX: LINKAGE OF THE HTM AND RD 214 Early Literacy I Course Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **General**  | **HTM****(Knowledge)****1.0 Scholar** | **HTM****(Skills)****2.0 Facilitator & Reflective Thinker** | **HTM****(Dispositions)** **3.0 Responsible Professional** |
| **Course Goals** |  |  |  |
| **Goal 1** | 1.2 | 2.4 | 3.2 |
| **Goal 2** | 1.1, 1.2, 1.4 | 2.1, 2.4 | 3.2 |
| **Goal 3** | 1.2 | 2.2, 2.4 | 3.2 |
| **Goal 4** | 1.1, 1.2, 1.4 | 2.1, 2.4 | 3.2 |
| **Goal 5** | 1.1, 1.4 | 2.1 | 3.2 |
| **Goal 6** | 1.1, 1.4 | 2.1 | 3.2 |
|  **Goal 7** | 1.2 | 2.2, 2.4 | 3.2 |
| **Goal 8** | 1.2 | 2.2, 2.4 | 3.2 |
| **Goal 9** | 1.4 | 2.2, 2.4 | 3.2, 3.4 |
| **Goal 10** | 1.2 | 2.2, 2.4 | 3.2 |
| **Goal 11** | 1.1, 1.4 | 2.1, 2.2, 2.4 | 3.2 |
| **Goal 12** | 1.3 | 2.3 | 3.3 |

**Outcome: Content**

**Candidate Proficiencies (Knowledge)**

 **1.0 Scholar**

**1.1** The candidate synthesizes in-depth knowledge of content in specific

disciplines with research-based practices in the teaching and learning

 process.

**1.2** The candidate **plans** instruction and integrates technology appropriately based on best practices.

**1.3** The candidate **selects** reliable and valid assessments to measure student

performance.

**1.4** The candidate **demonstrates** theoretical, historical, and philosophical

knowledge of diversity and equity.

 **Outcome: Processes, Skills**

 **Candidate Proficiencies (Skills)**

**2.0 Facilitator and Reflective Thinker**

**2.1** The candidate regularly **reflects** on the state, national, and professional

curriculum standards as a basis for continuously improving teaching and

 learning.

**2.2** The candidate **designs and implements** unit and daily lesson plans that

incorporate rigorous instructional strategies and infuses technology

 appropriately to enhance student learning.

**2.3** The candidate **administers** formative and summative assessments to

measure student learning outcomes and to facilitate data-based decisions

 about instruction.

**2.4** The candidate **develops** adaptive instruction plans to meet the educational

 and social needs of all students in collaboration with community and

 parental support.

 **Outcome: Dispositions**

 **Candidate Proficiencies (Dispositions)**

 **3.0 Responsible Professional**

**3.1** The candidate actively **collaborates** with relevant P-20 learning

communities and professional education associations as evidence of a

 personal commitment to professional learning and development.

**3.2** The candidate **values, respects, and promotes** learning for all students and incorporates instructional technology.

**3.3** The candidate **systematically analyzes** individual student outcomes and

makes appropriate decisions for student learning.

**3.4** The candidate **models** professional, responsible, and ethical behaviors to

support social justice and equity in a diverse society.

**COURSE OBJECTIVES: (Linked to standards)** **(HTM) (CAEP 1-5) (INTASC) (TIAI) (CAEP K-6) (ISTE) (TGR) (IRA)**

At the end of the semester the teacher candidate should be able to:

A. Objectives-**Knowledge**

1. Demonstrate an understanding of reading as an integrated process that results in

 comprehension and communication as a product. **(HTM** 1.1, 1.4 2.1, 2.4, 3.2**) (CAEP 1-5:**

1.1, 1.2, 1.3, 1.4 **) (INTASC** 1, 2, 3, 4, 5, 7, 8, 10**) (TIAI** 1, 2, 3, 11, 12, 14, 16, 17, 18, 19,

 20**) (CAEP K-6:** 1.a, 1.b, 1.c, 3.c, 3.d, 3.f, 4.c, 4.d**) (ISTE** 2.b, 3.a, 4.d, 5.a, 5.b, 6.a, 6.c, 7.b**)**

 **(TGR** 1, 2, 4, 5, 7, 9**) (IRA** 1, 4**)**

 1). Discuss the concept of emergent literacy.

 a). define literacy.

 b). demonstrate an understanding of phonics, phonemic awareness,

 concepts of print, instruction, and related materials

 c). discuss the relationship between spoken and written language

2. Recognize the language of origin of Anglo-Saxon, Latin, French, and Greek words. **(HTM** 1.1, 1.4, 2.1, 3.2**) (CAEP 1-5:** 1.1, 1.2, 1.3, 1.4**) (INTASC** 2, 3, 4, 5, 7**) (TIAI** 1, 2,3, 11, 12, 14, 17**) (CAEP K-6:** 1.a, 1.b, 3.c, 3.d, 3.f, 4.c**) (ISTE** 2.b, 5.a, 5.b, 6.a, 6.c, 7.b**) (TGR** 1, 2, 4, 7**) (IRA** 1, 4**)**

3. Describe how research establishes the foundation for success needed for the application of effective reading instruction: principles, techniques, theories, philosophies and historical bases for all children. **(HTM** 1.1, 1.4, 2.1**) (CAEP 1-5:** 1.1, 1.2, 1.3**) (INTASC** 2, 4, 7**) (TIAI** 1, 2, 3, 14**) (CAEP K-6:** 1.a, 3.c, 3.d, 4.c**) (ISTE** 5.a, 5.b, 7.b**) (TGR** 1, 2, 4**) (IRA** 1, 4**)**

 1). Discuss and critique research studies relating to early literacy instruction.

2). Discuss and model instructional strategies used in research that impact

 children’s oral language development.

 3). Discuss theoretical and historical models of reading.

 a) Simple View of Reading.

 b). Scarborough Rope Model.

 c). Ehri’ Phases of Reading.

 d). Four Part Processor.

4. Possess in-depth knowledge of phonemic awareness, the alphabetic principle, and

the generalizations that govern the relationship between sounds and symbols

(phonics). **(HTM** 1.1, 1.2, 1.4, 2.1, 2.4, 3.2**) (CAEP 1-5:** 1.1, 1.2, 1.3, 1.4, 1.5**) (INTASC** 1,2, 3, 5, 4, 7, 8, 10**) (TIAI** 1, 3, 6, 11, 12, 14, 16, 17, 18, 19, 20**) (CAEP K-6:** 1.a, 1.b, 1.c, 3.c, 3.d, 3.f, 4.a, 4.c, 4.d**) (ISTE** 2.b, 3.a, 4.d, 5.a, 5.b, 5.c, 6.a,6.c, 7.b**) (TGR** 1, 2, 4, 5, 6, 7, 9**) (IRA** 1, 2**)**

 1). Discuss linguistic awareness.

 a). distinguish between phonological awareness, phonemic awareness,

 and phonics

 b). define the terms phoneme, grapheme, and morpheme

 2). Become familiar with phonological awareness.

 a). segmentation of sentences into words.

 b). syllable manipulation (blending, segmenting and deleting).

 c). alliteration and assonance.

 d). onset and rhyme

 e). explicit/implicit strategies

 f). distinguish spoken words

 g). phonemic awareness.

 a). identification.

 b). articulating in isolation.

 c). blending.

 e). segmenting.

 d). manipulating (deleting, adding, substituting, transposing).

 f). matching

 g). rhyming

 3). Become familiar with the alphabetic principle.

 a). letter name knowledge.

 b). sound/symbol relationships.

 c). orthographic awareness.

 d. explain expectations for learners at different stages of reading and

 writing development.

e). provide instruction in writing letters in isolation and writing one’s

 name.

f). provide developmental writing instruction from oral language

 experience activities.

 4). Explain, use, and assess graphophonic generalizations:

 a). identify, pronounce, and classify consonant and vowel phonemes

 a). single consonants.

 b). short vowels (closed syllables).

 c). consonant digraphs.

 d). consonant blends.

 e). long vowels (open syllables, vowel digraphs, VCE).

 f). r-controlled vowels.

 g). diphthongs.

 h). other vowel sounds and schwa.

 i). CLOVER mnemonic for six syllable patterns

 a. closed

 b. consonant +le

 c. open

d. vowel team

e. vowel consonant E or silent E

f. r-controlled or bossy r

 5). Discuss the semantic cueing system.

 6). Discuss the syntactic cueing system.

 7). Discuss sight words.

 8). discuss structural analysis.

 a) prefixes

 b). suffixes (inflectional and derivatives).

 c). roots

 d). compound words

 e). contractions.

 9). become knowledgeable about rules for syllabication.

 10). Use and teach orthography (common spelling patterns).

5. Explain children’s understanding of the development of how concepts of print, phonics and phonemic awareness are learned and why they are important in the continuum of the reading and writing process. **(HTM** 1.2, 2.2, 3.2**) (CAEP 1-5:** 1.1, 1.3, 1.4, 1.5**) (INTASC** 2, 3, 5, 7, 8**) (TIAI** 4, 6, 9, 10, 11, 12, 13, 15, 17, 21,24**) (CAEP K-6:** 2.a, 3.c, 4.a, 4.b**) (ISTE** 4.c, 4.d, 5.c, 6.a, 6.d**) (TGR** 2, 4, 5, 6, 7**) (IRA** 2, 5, 7**)**

 a). discuss the phases of development in children’s ability to identify words.

 b). discuss the role of decoding and encoding in constructing meaning.

 c). explain the interrelationships of reading, writing, speaking and listening.

6. Understand and promote oral language development to promote print awareness,

functional print, environmental print, and book handling skills. **(HTM** 1.2, 1.4, 2.2, 2.4, 3.2, 3.4 **) (CAEP 1-5:** 1.1, 1.3, 1.4, 1.5**) (INTASC** 1, 2, 3, 5, 7, 8,10**) (TIAI** 2, 4, 6, 9, 10, 11, 12, 13, 15, 17, 16, 18, 19, 20, 21, 22, 23, 24**) (CAEP K-6:** 1.b,1.c, 2.a, 3.c, 3.d, 3.e, 3.f, 4.a, 4.b, 4.c, 4.d**) (ISTE** 2.b, 3.a, 3.b, 4.c, 4.d, 5.a, 5.c, 6.a, 6.b, 6.c,6.d**) (TGR** 2, 4, 5, 6, 7, 9**) (IRA** 2**)**

1). Connect speech and print through language activities that connect oral and written language.

 a). identify phases in the typical development progression of oral language

2). Become familiar with concepts about print:

 1). understand print carries meaning

 2). explain the function of environmental print and the alphabetic

 principle in emerging print awareness.

3). identify strategies to engage children with books such as read-alouds, shared reading, and independent reading.

 a. book knowledge.

 b. directional concepts about print.

 c. structural concepts about print.

 d. meaning concepts about print

 e. phonological concepts about print.

B. Objective-**Skills**

7. Possess and be able to apply a wide variety of explicit instructional strategies for

 helping beginning readers/writers learn concepts about print, phonemic awareness, and phonics. (**HTM** 1.2, 2.2, 3.2,) (**CAEP** 1-5: 1.1, 1.3, 1.4, 1.5)

 (**INTASC** 2, 3, 5, 7, 8) (**TIAI** 4, 6, 9, 10, 11, 12, 13, 15, 17, 21, 24) (**CAEP** K-6:

 1.b, 2.a, 3.c, 3.f, 4.a, 4.b, 4.c) (**ISTE** 2.b, 4.c, 4.d, 5.c, 6.a, 6.c, 6.d) (**TGR** 2, 4, 5,

 6, 7 ) (**IRA** 5)

 1). Create and implement strategies for teaching concepts about print.

 2). Develop and demonstrate strategies for teaching the letters and sounds of

 the alphabet.

 3). Identify and demonstrate strategies for teaching phonemic awareness.

 4). Demonstrate approaches and strategies for teaching phonics.

 a). analytic phonics.

 b). synthetic phonics.

 c). analogical phonics.

 d). consonant-based strategies.

 e). vowel based strategies.

 f). spelling based strategies.

 5). Create approaches and strategies for teaching structural analysis.

 6). Plan and use approaches and strategies for teaching orthography.

 7). Engage students in purposeful and realistic dialogue to build, enrich and

 extend oral language development

 8). Develop appropriate and effective strategies to reinforce skills necessary

 for oral language development.

 9). Apply and model explicit, systematic, and sequential instructional

 strategies for print concepts, phonemic awareness and phonics instruction

8. Be able to assess, formally and informally, the learning needs and gaps of

individual children in order to guide precise instruction. (**HTM** 1.3, 2.3, 3.3**) (CAEP 1-5:** 1.2, 1.3**) (INTASC** 6, 6**) (TIAI** 5, 7, 8**) (CAEP K-6** 3.a,3.b**) (ISTE** 7.b, 7.c**) (TGR** 3**) (IRA** 3**)**

a). Assess concepts about print, analyze data then plan appropriate

 activities teaching concepts about print.

1. Administer an informal and formal assessment for concepts about print, phonemic awareness, and phonics assessment.
2. Use data assessment to guide instruction
3. Assess concepts about print, phonemic awareness, and phonics using screening and progress monitoring assessments in order to inform instructional decisions.
4. Analyze data from formal and informal assessments to identify students at risk for reading and to inform instruction.
5. Understand tests that reflect on the reading process today. Integrate techniques encourages success with Praxis and Foundations of Reading instruction.

9. Understand, respect, and value cultural, linguistic, and ethnic diversity. **(HTM**

1.4, 2.4, 3.4**) (CAEP 1-5:** 1.1, 1.4**) (INTASC** 1**,** 2, 3, 8, 10, **) (TIAI** 2, 16, 18, 19,

 20, 22, 23**) (CAEP K-6:** 1.b,1.c,3.d, 3.e, 3.f, 4.d**) (ISTE** 3.a, 3.b, 4.d**,** 5.a, 6.b**)**

 **(TGR** 2, 4, 5, 7, 9**) (IRA** 4, 5**)**

 1). recognize how differences among learners influence their literacy

 development

 2). adapt lessons for culturally and linguistically diverse students.

 3). recognize characteristics of students with poor word recognition, student

 learning behavior, and test profiles of students with dyslexia/reading

 difficulties.

 4). explain how deficits may change as students’ progress through the grades

 in response to development and instruction

10. Develop lesson plans to demonstrate the systematic teaching of an element of

 reading: concepts about print, phonemic awareness, and graphophonics. **(HTM**

1.2, 2.1, 2.2, 3.2**) (CAEP 1-5:** 1.1, 1.2, 1.4, 1.5**) (INTASC** 2, 3, 5, 7, 8**) (TIAI** 1,

4, 6, 9, 10, 11, 12, 13, 15, 17, 21, 24**) (CAEP K-6:** 1.a, 1.b, 2.a, 3.c, 3.f, 4.a, 4.b,

4.c**) (ISTE** 2.b, 4.c, 4.d,5.c, 6.a, 6.c, 6.d, 7.b**) (TGR**, 1, 2, 4, 5, 6, 7**) (IRA** 2**)**

 a). discuss the College and Career Readiness Standards for concepts of

 print, phonemic awareness, and phonics.

11. Be able to use technology to conduct research and teach concepts including

 print, phonemic awareness, and phonics. **(HTM** 1.1, 1.2, 1.4, 2.2, 3.2**) (CAEP 1-**

 **5:** 1.1, 1.3, 1.4, 1.5**) (INTASC** 2, 3, 4, 5, 7, 8**) (TIAI** 2, 3, 4, 6, 9, 10, 11, 12 13,

 14, 15, 17, 21, 24**) (CAEP K-6:** 1.b, 2.a, 3.c, 3.d, 3.f, 4.a, 4.b, 4.c**) (ISTE** 2.b, 4.c,

 4.d, 5.a, 5.b, 5.c, 6.a, 6.c, 6.d**) (TGR** 2, 4, 5, 6, 7**) (IRA**1, 2, 4**)**

C. Objective-**Disposition**

12. View professional development as a career-long effort and responsibility. **(HTM**

3.1**) (CAEP 1-5:** 1.1**) (INTASC** 10**) (TIAI** 25**) (CAEP K-6:** 5.a**) (ISTE** 4.a**) (TGR** 9**) (IRA** 6, 7**)**

13. Display positive disposition related to teaching reading in elementary school.

 **(HTM** 2.4, 3.4**) (CAEP 1-5:** 1.1, 1.4**) (INTASC** 1, 3, 8, 10, 3**) (TIAI** 16, 18, 19,

 20, 22, 23**) (CAEP K-6:** 1.b, 1.c, 3.d, 3.e, 3.f, 4.d**) (ISTE** 3.a, 3.b, 4.d, 5.a, 6.b**)**

 **(TGR** 2, 4, 5, 7, 9**) (IRA** 6, 7**)**

14. Work with colleagues to observe, evaluate, and provide feedback on each other’s

 teaching practice. **(HTM** 3.1**) (CAEP 1-5:** 1.1**) (INTASC** 10**) (TIAI** 25**) (CAEP**

**K-6:** 5.a**) (ISTE** 4.a**) (TGR** 9**) (IRA** 6, 7**)**

**TECHNOLOGY INFUSION:**

Technology to be used includes: computer; internet; PowerPoint; overhead projection; CD-ROM; VCR, DVD.

**MAJOR STUDENT ACTIVITIES:**

1. Complete all quizzes, chapter tests, and exams. (Objectives A, B, C)
2. Be punctual and attend class regularly. (Objective A, B, C)
3. Complete all class assignments and projects (research, assigned reading from the text and other sources, presentations, field experience hours and assignments, and professional development (**Students without the completion of clinical experiences will receive F for this course. (**Objective A, B, C)

4. Use technology to make class presentations. (Objective A, B)

5. Display proper disposition for all classroom discussions and activities. (Objective C)

6. Participate in explicit and organized classroom instruction. (Objective A, B, C)

7. Engage in activities to prepare for the Foundations of Reading Test (Objective A, B, C).

**INSTRUCTIONAL STRATEGIES:** The teaching methods used to accomplish the goals and objectives of this course includes the following pedagogical methods: lecture, research, quizzes, paired learning, demonstration, presentation, handouts, scaffolding, modeling of strategies with technology, simulations, whole group discussion and small heterogeneous cooperative group activities, and group and individual research.

**STUDENT EVALUATION:** : The classroom practitioner will be evaluated based on class and group participation, exams, quizzes, quality of assignments, lesson plans, homework, and attendance of class (Course Objectives A, B, and C). All written assignments are to be typed using APA and double spaced.

**METHODS OF ASSESSING OBJECTIVE GRADING PROCEDURES:** Grading procedures are as follows: Students are graded on the regular university grading system that ranges from 0 to 100. There is no “ curve “ or predetermined distribution that grades must follow. A student grade is based entirely on the quality of work in completing course requirements.

**COURSE GRADING: POINTS**

**Grading Scale:**

1. Outstanding effort and performance 90-100=A
2. Satisfactory effort and performance 80-89=B
3. Mediocre effort and performance 70-79=C
4. Minimal effort and performance 60-69=D
5. Failure to meet the intent of the assignment 0-59 =F

 **ATTENDANCE POLICY:** “Regular and punctualattendance is required for this class. Students must comply with class attendance policies set by the individual faculty members and complete all work required for each course. When absent students are required to make arrangements satisfactory to the instructor with regard to work missed. When students know in advance that they will be absent from class, instructors should be notified and arrangements made to secure assignments. Students may obtain from the Vice President of Student Affairs an official excuse from class due to an emergency (illness, accident, jury duty, or death in the immediate family) or for attendance at officially-authorized functions and authorized field trips sponsored by the University. Official absences presented to the instructor within seven days from the date of the absence entitles the student to make up any work missed. Faculty members are required to submit absences and “never attended” reports at a designated time via the Banner System. Students who receive Financial Aid awards can only receive funds for “class attendance.” The MVSU Attendance Policy for Financial Aid includes No Shows and Unofficial Course Withdrawals. (Please see MVSU undergraduate catalog for university class attendance policy on page 37).” Each student plays a vital role in the success/failure of the course and therefore attendance is mandatory. Courtesy and professionalism will be exercised in this course. Class will start on time so that we might end on time. Candidates are responsible for all content, discussion, and materials covered during his/her absence. Make provisions with a classmate to obtain notes. The student is expected to attend every class, arriving on time and leaving only after the class has dismissed.Unless appropriate documentation is provided, any student missing three (3) classes in a two day class period (ex. TTH) will automatically find that their final course grade will be lowered a letter. Unless appropriate documentation is provided, any student missing two (2) classes in a one day/night class period (ex. Tue.) will automatically find that their final course grade will be lowered a letter. Excessive absences will necessitate a reduction in the student’s class participation points. Three (3) tardiness or three (3) leave early will result in one (1) absence.

**MAKE-UP POLICY:** There is no make-up policy unless you have emergency. If you are absent, it is your responsibility to find out about any work you missed. It is a good idea to select a classmate who will collect handouts and provide a copy of notes when you need to be absent. All assignments are due on the date and time assigned by the instructor. Late work will result in a loss of points. Late work will be subject to one letter grade lower than the grade obtained. This class will comply with the policy of Mississippi Valley State University’s grading policy.

**ADA STATEMENT WITH SPECIAL NEEDS:**

“Services for students with disabilities are coordinated by the ADA (Americans with Disabilities) Act Office, MVSU 7232, 14000 Hwy. 82 W., Itta Bena, MS 38941-1400. Services are provided according to the nature and extent of a student’s disability. Please contact MVSU ADA Office prior to enrollment at: (662) 254-3443 or TTY (662) 254-3154; Fax: 662-254-3003. (Please see MVSU undergraduate catalog for the university ADA policy on page 31).”

**Student must inform the instructor of any special need(s) within first week of class to ensure that such need(s) can be addressed in a timely manner. It is the student’s responsibility to contact the Office of Disability Service at and to submit appropriate documentation prior to receiving services.**

**DRESS CODE:**

Students are expected to dress appropriately when attending class. Please be respectful of yourself and your classmates. Students are expected to exercise good judgment concerning appropriate dress for the classroom. Dressing appropriately in an environment that is conducive to learning requires that clothing not be distracting and is sufficient in quality to cover and protect the body. Individual freedom of dress is upheld but students must be respectful and sensitive of others and recognize that dressing appropriately is a part of training desired in professional dispositions. Attire not befitting professional decorum is not prohibited in the classroom.

**PLAGIARISM/ACADEMIC INTEGRITY**

“Honesty and integrity are essential values of Mississippi Valley State University’s mission to pursue truth and knowledge. All persons—administrators, faculty, staff, and students—share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically-sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation of students’ academic performance and erode the quality and value of degrees conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development. When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrongdoing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of “0” or “F” for the work submitted, assigning a “F” for the entire course, or recommending another penalty, including dismissal from the University. In the event that the student does not admit wrongdoing or that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair. (MVSU Undergraduate Catalog POLICIES AND PROCEDURES ON CHEATING AND PLAGIARISM p. 71).”

**CALENDAR OF ACTIVITIES/COURSE TENATIVE SCHEDULE:** Please see a separate page.

**CELL PHONE POLICY, USE OF CAMERA AND /OR RECORDING DEVICES**:

Absolutely No Cell Phone Usage in Class. Absolutely No Texting in Class. Make Sure All Phones Are To Be Turned Off Upon Entering Class. All students are expected to respect the professor, themselves, and other class members by creating an environment that empowers learning. Therefore, cell phones and pagers are to be turned off during class time. No getting up and walking out during class time unless absolutely necessary.

The use of recording devices, including cell phones, camera phones, video, audio record and tape recorders class lecture or sessions are prohibited. They are prohibited in laboratories, faculty office and other locations where instruction, tutoring, or testing occurs. Students with disabilities will be accommodated through other means. If recording of class session is authorized as a reasonable accommodation under Americans with Disabilities Act (ADA), the instructor must have the appropriate documentation from the office of MVSU Disabilities Act (ADA). Permitted recording are to be used only for the individual student’s educational review of the class session and may not be reproduced, posted, sold or distributed to others. Students who violate this policy are subject to disciplinary procedures as outlined in the MVSU Student Handbook Student Code of Conduct (MVSU Student Handbook Student Code of Conduct pp.70-85).

 **REFERENCES:**

**Educational Journals:**

*The Reading Teacher* (International Reading Association)

*Journal of Adolescent and Adult Literacy* (International Reading Association)

*Reading Research Quarterly* (International Reading Association)

*Language Arts* (National Council of Teachers of English)

*English Journal* (National Council of Teachers of English)

*Journals of Literacy Research* (National Reading Conference)

*Reading Research and Instruction* (College Reading Association)

**PROFESSIONAL JOURNALS/MAGAZINES:**

*The Reading Teacher*

*Education*

*Education Research Quarterly*

*Language Arts*

*Reading Horizons*

*Instructor*

*Instructor and Teacher*

**Educational Websites:**

www.reading.org International Reading Association

 www.ed.gov United States Department of Education

 www.ed.gov/offices/OESE/esea No Child Left Behind Act of 2001

 www.ncate.org Council for Accreditation of

 Educator Preparation

<https://www.mdek12.org/ese/ccr> Mississippi Department of Education College and Career Readiness Standards

 library.msstate.edu/magnolia/EBSCOhostpwd: mag1309

webster.commnet.edu/apa/index.htm Publication Manual of the American

 Psychology Association

www.mvsu.edu Mississippi Valley State University website

**Other References Include:**

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 Boston, MA: Sopris West

Herron, J. (2011). *Making Speech Visible: How constructing words can help children*

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 Publications.

Kamil, M.L. Mosenthal, P.B., Pearson, P.D., & Barr, R. (Eds.). (2000). *Handbook*

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Mississippi Department of Education. (2006): *K-3 reading instructional intervention*

*supplement.* Jackson, MS:MDE.

Moats, L. & Tolman, C. (2009). *LETRS: Module 1: The Challenge of Learning to Read.*

 *(*2nd ed.). Boston, MA: Sopris West

Moats, L. (2009). *LETRS: Module 2: The Speech Sounds of English: Phonetics,*

 *Phonology, and Phoneme Awareness (*2nd ed.). Boston, MA: Sopris West

Moats, L. (2009). *LETRS: Module 3: Spellography for Teachers: How English Spelling*

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**The schedule and procedures as presented in this syllabus are subject to change in the event of extenuating circumstances. You will be given written notification of any significant changes.**