

Mississippi Valley State University

Holistic Transformer: Transforming and developing scholars, reflective thinkers and facilitators, and responsible professionals who will change and transform the Delta and society beyond

RD 303: Reading and Phonics

Instructor: Ying Wang, Ph.D.	Class Meetings- Location/Time: OPL 166/TH: 6:00-8:40	Office Location: OPL 158
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COURSE DESCRIPTION: This course provides practical and systematic approaches to reading and phonics instruction in the elementary classroom. Special emphasis will be placed on suitable activities and materials for the enhancement of explicit reading instruction during the early years.

CREDIT HOURS: 3

PREREQUISITES: No Early Field Experience is required for this course.

COURSE CONTENT: This course content is designed to provide the concepts, materials, and teaching strategies for graphemes and phonemes of spoken language, read and write words, and beginning reading instruction on graphophonemic relationships, letter-sound associations, letter-sound correspondences, sound-symbol correspondences, and sound-spellings.

Required Text

Fromkin, V., Rodman, R., & Hyams, N. (2014). *Introduction to Language*. New York, NY: Cengage Learning

Secondary/Supplemental Resources:

Cunningham, P. M. (2013). *Phonics they use: Words for reading and writing*. Boston; Pearson Education.

The Common Core State Standards: www.corestandards.org

American Psychological Association. (2010). *Publication manual of the American psychological association*. Washington, DC: APA.

Major Areas of Study: The major areas of study include, but are not limited to:

1. Building the foundation for language
2. Morphology
3. Syntax
4. Semantics
5. Phonology

PURPOSE/RATIONALE: RD 303 Reading and Phonics will utilize The Holistic Transformer Model as a guide for instruction and application for teaching phonics. The relationship of

language to letters and sounds and 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.

GENERAL COURSE GOALS:

1. Reading and phonics instruction provides opportunities for students to develop effective teaching strategies using evidenced based principles.
2. Reading and phonics instruction provides opportunities for students to employ differentiated instruction to meet the needs of diverse learners.
3. Reading and phonics instruction provides opportunities for students to recognize that the development of oral language/verbal communication is directly connected to success in the ability to read and write effectively.
4. Reading and phonics instruction provides opportunities for students to use best practices associated with the structure of oral language.

MATRIX: LINKAGE of the HTM and RD 303 Reading and Phonics General Course Goals.

	HTM (Knowledge) 1.0 Scholar	HTM (Skills) 2.0 Facilitator & Reflective Thinker	HTM (Dispositions) 3.0 Responsible Professional
Course Goals			
1	1.1, 1.4	2.1	3.3
2	1.2	2.2, 2.4	3.2
3	1.1, 1.2, 1.3,1.4	2.1, 2.2, 2.3, 2.4	3.3,3.2, 3.3, 3.4
4	1.1, 1.2, 1.3,1.4	2.1, 2.2, 2.3, 2.4	3.1, 3.2, 3.3, 3.4

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: At the end of the semester, the student should be able to:

A. Objectives-**Knowledge**

1. Understand reading as an integrated process that results in comprehension and communication as a product. (ACEI 1, 3.1) (IRA 2, 4) (TIAI 1, 4) (INTASC 1, 4, 5, 7, 8) (NCATE ,1.a, 1.b)(HTM 1.1, 1.2, 2.1, 2.2, 3.2,) (CCSS ELA. K-5 RL.K-5) (M-STAR I-1, I-4, III-10).
 - 1). discuss the concept of emergent literacy.
 - 2). discuss the interrelation of language and literacy development.
2. Possess in-depth knowledge of phonics that govern the relationship between letter and sounds. (IRA 2, 5) (TIAI 14)(INTASC 4) (NCATE1.a, 1.b) (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7) (HTM 1.1,2.1) (CCSS ELA. K-5 RL.K-5) (M-STAR III-7).
 - 1.) Discuss linguistic awareness
 - 2.) Define, use, and assess graphophonic generalizations:
 - 3.) Discuss, and teach sight words, structural analysis.
 - 4.) use and teach rules for syllabication and orthography (common spelling patterns).

3. Understand how phonics, vocabulary, fluency, and comprehension are learned by children and why they are important to the reading and writing process. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 27) (HTM 1.1, 2.1)(IRA 2, 5) (TIAI 14) (INTASC 4, 7) (NCATE 1.a, 1.b) (CCSS ELA. K-5 RL.K-5) (M-STAR III-7).
 - 1). discuss the phases of development in children’s ability to identify words, and the role of decoding in constructing meaning.
 - 2). explain the interrelationships of reading, writing, speaking and listening.
 4. Understand and promote oral language development. (ACEI 1, 35)(IRA 1.1 1.3) (TIAI 1, 9) (INTASC 4, 5, 7) (NCATE 1.a, 1b)(IRA 2, 5) (CCSS ELA. K-5 RL.K-5) (M-STAR I-4, III-11).
 - 1). discuss the development of the phonological, syntactic, semantic and pragmatic systems of language.
 - 2). create emergent literacy programs for beginning readers.
 - 3). connect speech and print through language experiences.
- B. Objective-Skills**
5. Possess and be able to apply a wide variety of explicit instructional strategies for helping beginning readers/writers learn vocabulary, fluency, and comprehension. (ACEI , 1.c, 3.1, 3.3) (NCATE 1.a, 1.b, 1c) (IRA 2, 5) (TIAI 1, 4, 15, 16,) (INTASC 1, 2, 4, 5, 7, 8) (HTM 1.1, 1.2, 1.4. 2.1, 2.2, 2.4, 3.2) (CCSS ELA. K-5 RL.K-5) (M-STAR I-1, I-2, I-4, III-8, III-9, III-10).
 - 1). use strategies for teaching letters and sounds.
 - 2). use approaches and strategies for teaching phonics, structural analysis, and teaching orthography.
 6. Engage children in activities that promote intrinsic motivation to read for pleasure and information. (ACEI 3.4) (INTASC 3, 4) (NCATE 1.d, 4.a) (IRA 5) (HTM 1.2, 2.2, 3.2) (TIAI 12) (CCSS ELA. K-5 RL.K-5) (M-STAR IV-15, IV-16).
 - 1). create literacy learning centers and literate environments that foster interest and growth in literacy
 - 2). use language experiences in the classroom and students’ interests and backgrounds as foundations of the reading program.
 - 3). read to children from quality literature.
 - 4). model reading and writing enthusiastically as valued life-long activities.
 7. Understand, respect, and value cultural, linguistic, and ethnic diversity. (ACEI 3.2) (IRA 4) (INTASC 1, 2, 3, 4, 7, 8) (NCATE 1.c, 4.a) (HTM 1.4, 2.4)(TIAI 2, 16) (CCSS ELA. K-5 RL.K-5) (M-STAR I-2, III-10).
 8. Develop lesson plans to demonstrate the systematic teaching of an element of reading: concepts about print, phonemic awareness, and graphophonics. (IRA 2, 5) (INTASC 1, 2, 4, 5, 7, 8) (NCATE 1.a, 1.b, 1.d, 4.a) (HTM 1.1, 1.2, 1.4, 2.1, 2.2, 2.4 3.2) (ACEI 1, 3.1, 3.2, 3.3)(TIAI 1, 4, 6, 15) (CCSS ELA. K-5 RL.K-5) (M-STAR I-1, I-2, I-4, II-5, II-6, III-8, III-9, III-10).

9. Be able to use technology to conduct research and teach concepts including print, phonemic awareness, and phonics. (IRA 2, 5) (TIAI 4) (INTASC 1, 4, 5, 7, 8) (NCATE 1.a, 1.b) (ACEI 3.1)(HTM 1.2, 2.2, 3.2) (CCSS ELA. K-5 RL.K-5) (M-STAR I-1, I-4, III-10).

C. Objective-Disposition

10. View professional development as a career-long effort and responsibility. (IRA 6) (INTASC 9, 10) (NCATE 1.c, 1.g)(ACEI 5.2) (TIAI 19, 25) (HTM 1.2, 2.2, 2.4, 3.2,3.4) (CCSS ELA. K-5 RL.K-5) (M-STAR III-10, V-19). .
11. Display positive disposition related to teaching reading in elementary school. (IRA 5) (TIAI 11, 25) (INTASC 2, 9, 10) (NCATE 1.d, 1.g, 4.a)(ACEI 3.3, 5.2) (HTM 1.2, 2.2, 3.2) (CCSS ELA. K-5 RL.K-5) (M-STAR I-3, IV-15, V-19).

Note: IRA stands for International Reading Association; INTASC stands for Interstate New Teacher Assessment and Support Consortium; ACEI stands for Association for Childhood Education International; TIAI stands for the Teacher Intern Assessment Instrument; NCATE stands for National Council for Accreditation of Teacher Education; CCSS stands for the Common Core State Standards; HTM stands for the Holistic Transfer Model; M-STAR stands for Mississippi Statewide Teacher Appraisal Rubric.

TECHNOLOGY INFUSION: Technology to be used includes: pen; paper, computer; internet; PowerPoint; LCD; CD-ROM; VCR, Videos

CLINICAL AND FIELD EXPERIENCE: No Early Field Experience is required for this course.

INSTRUCTIONAL STRATEGIES: The in-class teaching methods used to accomplish the goals and objectives of the course include lecture, 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 student will be evaluated based on class participation, quality of assignments, and attendance of class (Course Objective A, B, C).

A. Grading Scale:

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| 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 |

B. Grading Procedures are performance based.

1. Quiz on Language, 5 points (Objective -A, B (Knowledge and Skills).
2. Quiz on Morphology, 5 points (Objectives – A, B (Knowledge and Skills).
3. Quiz on Syntax, 5 points (Objective – A, B (Knowledge and Skills).
4. Quiz on Semantics, 5 points (Objective – A, B (Knowledge and Skills).
5. Quiz on Phonetics, 5 points (Objective – A, B (Knowledge and Skills).
6. Quiz on Phonology, 5 points (Objective – A, B (Knowledge and Skills).

7. Strategy Presentation on Teaching Syntax, 10 points (Objective – A, B (Knowledge and Skills).
8. Mid-term Exam, 25 points (Objectives - A, B (Knowledge and Skills).
9. Final Exam, 25 points, (Objectives – A, B (Knowledge and Skills).
10. Positive attitude, participation in class discussion/activities, and sending the instructor short bio through email in a timely manner, 10 points (Objectives - A, B, C (Knowledge, Skills, and Disposition).

Attendance policy: 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) class 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. Please see MVSU undergraduate catalog on pp. 46-47 for university class attendance policy.

Make-up policy: There is no make-up policy unless an emergency occurs. You are responsible for all content, discussion, and materials covered during his/her absence. Make provisions with a classmate to obtain notes and copies. Late work will result in a loss of points.

ADA/STUDENTS WITH SPECIAL NEEDS (Assurance Statement): Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

PLAGIARISM/ACADEMIC INTEGRITY: Honesty and integrity are essential values of the Valley's mission to pursue truth and knowledge. Therefore, cheating in any fashion will not be tolerated, including, but not limited to plagiarizing another's words, work, or ideas on class assignments. All work is intended to be your own. Please see MVSU undergraduate catalog pp. 112-114 for grading policy.

To address the situation of plagiarism, the University has implemented *Turnitin* to fight plagiarism and improve reading, writing, and research skills. *Turnitin* is a comprehensive plagiarism prevention system that lets faculty quickly and effectively check all students' work.

CELL PHONE POLICY: No cell phone usage in Class. Make sure you turn off your cell phone unless you expect an emergency call.

CALENDAR OF ACTIVITIES/COURSE TENTATIVE SCHEDULE

August 23	Review of syllabus Building the foundation for language
August 30	What is Language
Sep. 6	Morphology Short bio due
Sep. 13	Morphology Report of Non-Attendance Due
Sep. 20	Syntax
Sep. 27	Syntax
Oct. 4	Mid-term exam
Oct. 11	Semantics
Oct. 18	Phonetics
Oct. 25	Phonetics
Nov. 1	Phonology
Nov. 8	Phonology Presentation on teaching syntax complete
Nov. 15	Language in Society
Nov. 22	Thanksgiving Holiday
Nov. 29	Language in Society
Dec. 6	Final Exam

Notes: Phonics strategy and activity presentation start after the mid-term exam.

REFERENCES:

Educational Journals:

The Literacy Teacher (International Literacy Association)
Journal of Adolescent and Adult Literacy (International Literacy Association)
Reading Research Quarterly (International Literacy 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 Magazines:

Instructor
Learning
Teaching Pre K-8

Educational Websites:

http://www.corestandards.org	the Common Core State Standards
http://www.literacyworldwide.org	International Literacy Association
http://www.ed.gov	United States Department of Education
http://www.ncate.org	the National Council for Accreditation of Teacher Education
http://www.mde.k12.ms.us	Mississippi Department of Education
http://webster.comnet.edu/apa/index.htm	

Publication Manual of the American
 Psychology Association
http://www.mvsu.edu/library/online_resources.php
 EBSCO host, ID/pwd: magn1309
www.mvsu.edu Mississippi Valley State University website

Other References Include:

- Bryant, P., Nunes, T., & Barros, R. (2014). The connection between children's knowledge and use of grapho-phonetic and morphemic units in written text and their learning at school. *British Journal of Educational Psychology*, 84(2), 211-225.
- Dowell, M. S., Meidl, T., & Meidl, D. (2016). Who Dat Say We Gonna Talk Dis Way? Making a case for considerate phonics instruction in South Louisiana. *Journal of Intercultural Disciplines*, 15, 68-91.
- Fante, R., Jacobi, L. L., & Sexton, V. D. (2013). The Effects of Instant Messaging and Task Difficulty on Reading Comprehension. *North American Journal of Psychology*, 15(2), 287-298.
- Kamil, M.L. Mosenthal, P.B., Pearson, P.D., & Barr, R. (Eds.). (2000). *Handbook of reading research (Vol. 3)*. Mahwah, NJ: Erlbaum.
- Kontovourki, S. (2012). Reading Leveled Books in –Assessment-Saturated Classrooms: A Close Examination of Unmarked Processes of Assessment. *Reading Research Quarterly*, 47(2), p153-171. DOI: 10.1002/RRQ.014.
- Lai, M., McNaughton, S., Amituanai-Toloa, M., Turner, R., & Hsiao, S. (2009). Sustained Acceleration of Achievement in Reading Comprehension: The New Zealand Experience. *Reading Research Quarterly*, 44(1), 30–56.
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.
- Reutzel, D. R., Brandt, L., Fawson, P. C., & Jones, C. D. (2014). Exploration of the consortium on reading excellence phonics survey. *Elementary School Journal*, 115(1), 49-72. 24.
- Skibbe, L., Gerde, H., Wright, T., & Samples-Steele, C. (2016). A Content Analysis of Phonological Awareness and Phonics in Commonly Used Head Start Curricula. *Early Childhood Education Journal*, 44(3), 225-233.
- Solari, E. J., Grimm, R. P., McIntyre, N. S., & Denton, C. A. (2018). Reading comprehension development in at-risk vs. not at-risk first grade readers: The differential roles of listening comprehension, decoding, and fluency. *Learning & Individual Differences*, 65, 195-206. DOI: 10.1016/j.lindif.2018.06.005.
- White, A.S., Hacquard, V., & Lidz, J. (2018). Semantic Information and the Syntax of Propositional Attitude Verbs. *Cognitive Science*, 42(2), 416-456. DOI: 10.1111/cogs.12512.

Disclaimer: The information and schedule of events contained in this syllabus are subject to change.