

**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
Fall 2018**

Instructor: Dr. Theresa Dumas **Class Meeting–Time: TR 1:00-2:15**
Office Location: OPL 160/Teacher Education Resource Room
Office Phone: (662) 254-3863/3620 **E-Mail Address: tdumas@mvsu.edu**
Office Hours: TR: 3:00-5:00 W: 11:00-5:00

COURSE DESCRIPTION:

This course focuses on concepts, materials, and teaching strategies for oral language development (as it relates to phonological processing) and systematic early reading instruction, writing instruction (addressed as encoding; the reverse of decoding), and speaking specific to concepts about print, phonemic awareness, and phonics principles and spelling conventions. 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.

CREDIT HOURS: 3

PREREQUISITES:

This course requires admission to Teacher Education.

COURSE CONTENT:

Required Text:

Moats L. C. (2010). *Speech to Print: Language Essentials for Teachers*. (2nded.). Baltimore, MD: Paul H. Brooks Publishing Co. Inc.

Secondary/Supplemental Resources:

Glaser, D. & Moats, L. (2008). *LETRS: An Introduction to Language and Literacy*. Boston, MA: Sopris West

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

Moats L. C. (2010). *Speech to Print: Language Essentials for Teacher Workbook*. (2nded.). Baltimore, MD: Paul H. Brooks Publishing Co. Inc.

Students must have the required text no later than the first day of 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. Phonics Principles
2. Spelling Conventions
3. Phonemic Awareness
4. Concepts of Print
5. Writing Instruction (decoding/encoding)

PURPOSE/RATIONALE:

RD 214 Early Literacy I Instruction will utilize The Holistic Transformer Model as a guide for instruction and application for teaching early literacy concepts. The class will include foundational concepts about oral and written learning, knowledge of the structure of language, teaching, phonology, phonics, word recognition, handwriting, spelling, and written expression.

GENERAL COURSE GOALS:

1. Understand environmental, cultural and social factors that contribute to language development.
2. Understand the research base for oral language development and its connection to early reading and writing success.
3. Understand the research base for effective literacy instruction for concepts about print, phonemic awareness, phonics and word recognition, and early writing development.
4. Understand that the development of oral and written language facilitates comprehension through phonology, orthography, semantic and syntactic processing and discourse.
5. Understand how concepts about print, phonemic awareness and phonics are learned by children and why they are important to the reading and writing process.
6. Possess in depth knowledge of the structure of language: phonology, orthography, morphology.
7. Understand the research base for teaching letter naming and letter formation; and recognize the appropriate scope and sequence for introducing letters and letter patterns.
8. Understand the influences of phonological, orthographic, and morphemic knowledge on decoding and encoding.
9. Possess a wide variety of explicit instructional strategies for helping beginning readers/writers learn concepts about print, phonemic awareness and phonics.
10. Understand basic writing/transcription skills appropriate for beginning readers and writers to support beginning development of the alphabetic principle.
11. Understand that there are different types of assessments for different purposes when assessing reading (screening, progress monitoring, diagnostic, and summative).
12. Understand differences between good and poor readers, recognize the definition of dyslexia provided by IDA/NICHHD, and recognize that reading difficulties (along with dyslexia) occur on a continuum of severity.

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	1.1, 1.2, 1.3 1.4	2.1, 2.2, 2.3, 2.4	3.1, 3.2, 3.3, 3.4
Goal 2	1.1, 1.4	2.1	
Goal 3	1.1, 1.4	2.1	
Goal 4	1.3, 1.4	2.1, 2.2, 2.4	3.1, 3.2
Goal 5	1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 2.4	3.1, 3.2, 3.3, 3.4
Goal 6	1.1, 1.4	2.1, 2.2, 2.4	3.1, 3.2
Goal 7	1.1, 1.4	2.1	
Goal 8	1.1, 1.2	2.1, 2.2, 2.4	3.1, 3.2, 3.4
Goal 9	1.2	2.2, 2.4	3.2
Goal 10	1.2	2.2, 2.4	3.2
Goal 11	1.3	2.3	3.3
Goal 12	1.1, 1.4	2.1	3.1, 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: (Linked to Standards)(HTM, INTASC, CAEP, TIAI, IRA, CCRS ELA, M-STAR)

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

1. Engage students in purposeful and realistic dialogue to build, enrich and extend oral language development. (HTM 1.2, 2.2, 2.4, 3.2, 3.3), (INTASC 1, 2, 3, 4, 5, 7, 8), (CAEP 1, 2), (TIAI 1, 2, 3, 4, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 22), (IRA 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 4.142, 4.3, 5.1, 5.2, 5.3, 5.46.1, 6.2, (CCRS ELA K-3), (M-STAR I.1, I.2, I.3, I.4, III.7, III.8, III.9, III.10, III.11)
2. Develop appropriate and effective strategies to reinforce skills necessary for oral language development. (HTM 1.2, 2.2, 2.4, 3.2, 3.3), (INTASC 1, 2, 3, 4, 5, 7, 8), (CAEP 1, 2), TIAI (1, 2, 4, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 22), (IRA 1.1, 1.2, 1.3, 2.1, .2, 2.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3), (CCRS ELA K-3), (M-STAR I.1, I.2, I.3, I.4, III.7, III.8, III.9, III.10, III.11)
 - a. Identify and explain the current research base pertaining to environmental, cultural and social factors contributing to language development.
3. Identify phases in the typical development progression of oral language. (HTM 1, 1.4, 2.1, 2.4), (INTASC 1, 4), (CAEP 1, 2), (TIAI 14), (IRA 2.1, 2.2, 2.3, 5.3, 5.4), (CCRS ELA, K-3), (M-STAR I.1, III.7)
4. Explain weaknesses in oral language (semantic, syntactic, and pragmatic skills). (HTM 1.1, 2.1), (INTASC 4), (CAEP 1, 2), (TIAI 14), (IRA 1.1, 1.2, 1.3), (CCRS ELA K-3), (M-STAR III.7)
5. Plan instruction teaching the developmental skills of oral language by utilizing a logic reading, show, talk, tell language experience approach to language development; scaffolding oral language activities and phonological memory activities (e.g. short memory words and phrases; repeating object

names and colors). (HTM 1.2, 2.2, 2.4, 3.2), (INTASC 7, 8), (CAEP 1, 2), (TIAI 4, 6, 9, 13, 14, 15, 16, 18, 21, 22, 24), (IRA 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4), (CCRS ELA K-3), (M-STAR I.1, I.2, III.4, III.7, III.8, III.9, III.10, III.11)

6. Develop language enhancement activities using shared reading and writing. (HTM 1.2, 2.2, 2.4, 3.2), (INTASC 5, 7, 8), (CAEP 1, 2), (TIAI 1, 4, 6, 9, 10, 14, 15, 16, 17, 18, 22, 24), (IRA 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4), (CCRS ELA, K-3), (M-STAR I.1, I.2, I.3, I.4, III.7, III.8, III.9, III.10, III.11)
7. Provide instruction in writing letters in isolation and writing one's name. (HTM 1.2, 2.2), (INTASC 7), (CAEP 1, 2), (TIAI 1, 4, 6, 9, 10, 14, 15, 16, 17, 18, 20, 22, 24), (IRA 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4), (CCRS ELA, K-3), (M-STAR I.1, I.2, I.3, I.4, III.7, III.8, III.9, III.10, III.11)
8. Provide developmental writing instruction from oral language experience activities. (HTM 1.2, 2.2), (INTASC 7), (CAEP 1, 2), (TIAI 1, 2, 4, 6, 9, 10, 14, 15, 16, 17, 18, 20, 22, 24), (IRA 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4), (CCRS ELA, K-3), (M-STAR I.1, I.2, I.3, I.4, III.7, III.8)
 - a. Apply and model the research base for oral language development for semantic, syntactic and pragmatic development of language.
 - b. Explain the significance of the Simple View of Reading in understanding the importance of decoding and language as equal contributors to reading comprehension.
 - c. Know and identify the progression of language development (semantic, syntactic, and pragmatic).
 - d. Assess formally and informally the oral language development gaps for individual children to guide conventional instruction (e.g., PPVT, other).
 - e. Apply and model the teaching of beginning writing connecting to oral language development skills.
9. Explain the language processing requirements of proficient reading and writing. (HTM 1.1, 1.4), (INTASC 4, 5), (CAEP 1, 2), (TIAI 1, 3, 4, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 22, 23, 24), (IRA 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4), (CCRSELA, K-3), (M-STAR I.1, I.2, I.3, I.4, III.7, III.8, III.9, III.10, III.11, IV.15)
10. Assess concepts about print, analyze data then plan appropriate activities teaching concepts about print. (HTM 1.3, 2.3, 3.3), (INTASC 6), (CAEP 5), (TIAI 2, 5, 7, 8, 15, 17), (IRA 3.1, 3.2, 3.3, 3.4), (CCRSELA, K-3), (M-STAR II.5, II.6)
11. Explain and model phonological awareness using manipulatives, i.e identifying and producing rhyming words, blending, segmenting and counting syllables and phonemes. (HTM 1.2, 2.2, 2.4, 3.3), (INTASC 4, 5, 7, 8), (CAEP 1, 2), (TIAI 1, 2, 4, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21,

- 22, 24) , (IRA 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4), (CCRSELA, K-3), (M-STAR I.1, I.2, I.3, I.4, III.7, III.8, III.9, III.10, III.11, IV.15)
12. Identify goals and stages of typical development for reading and writing and be able to apply strategies that transition students through the stages. (HTM 1.1, 1.4), (INTASC 4, 5), (CAEP 1, 2), (TIAI 1, 2, 4, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 24), (IRA 2.1, 2.2, 2.3), (CCRSELA, K-3), (M-STAR I.1, I.2, I.3, I.4, III.7, III.8, III.9, III.10, III.11, IV.15)
13. Explain aspects of cognition and behavior that affect reading and writing such as attention, memory, processing speed and graphomotor control. (HTM 1.1, 1.4, 2.1), (INTASC 4, 5), (CAEP1, 2), (TIAI 1, 2, 4, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 24), (IRA 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4), (CCRSELA,K-3), (M-STAR I.1, I.7)
- a. Apply and model the research base for effective literacy instruction for concepts about print, phonemic awareness, phonics, word recognition, and early writing.
 - b. Identify goals and progression of skills for the stages of reading and writing.
14. Identify and explain the domains of language and their importance to reading and writing using research based models. (HTM 1.1, 1.4, 2.1), (INTASC 4, 5, 7), (CAEP 1, 2), (TIAI 1) (IRA 1.1, 1.2, 1.3), (CCRSELA, K-3), (M-STAR I.1, I.4, III.7))
15. Apply and model instructional strategies used in research that impact children’s oral language development. (HTM 1.2, 2.2, 2.4, 3.2), (INTASC 4, 5), (CAEP 1, 3, 4), (TIAI 2, 4, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 24), (2.1, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4), (CCRSELA, K-3),(M-STAR I.1, I.4, III.7)
16. Identify best practices for teaching English Language Learners. (HTM 1.1, 1.4, 2.1), (INTASC 7), (CAEP 1, 2), (TIAI 1),(IRA 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4), (CCRSELA,K-3), (M-STAR I.1, I.3, I.4, III.7)
- a. Identify and explain the language processing requirements that impact reading and writing.
17. Explain how the relationships among phonemic awareness and phonics change with reading development. (HTM 1.1, 1.4, 2.1, 2.4), (INTASC 4, 5), (CAEP 1, 2), (TIAI 1), (IRA 1.1, 1.2, 1.3), (CCRSELA, K-3),(M-STAR I.1, I.4, III.7)
18. Explain expectations for learners at different stages of reading and writing development. (HTM 1.1, 1.2, 1.4, 2.1, 2.2, 2.4, 3.2), (INTASC 7), (CAEP 1, 2, 3), (TIAI 2, 4, 6, 12, 13, 14, 15, 16, 17, 18), (IRA 2.1, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4), (CCRSELA, K-3), (M-STAR I.2, I.3, IV.13, IV.16)
- a. Identify research from the National Reading Panel on the importance of concepts about print, phonemic awareness, and phonics in the teaching of early literacy.

19. Analyze structural differences in spoken language. (HTM 3.3), (INTASC 4, 7), (CAEP1, 2, 3), (TIAI 17), (IRA 3.1, 3.2, 3.3), (CCRSELA, K-3)(M-STAR I.1, III.7)
20. Identify, pronounce, and classify consonant and vowel phonemes. (HTM 1.2, 2.2, 2.4, 3.2), (INTASC 7), (CAEP 1, 2, 3), (TIAI 4, 6, 9, 10, 13, 14, 15, 16, 17, 18), (IRA 21., 2.2, 2.3, 5.1, 5.2, 5.3, 5.4), (CCRSELA, K-3)(M-STAR I.1, III.7)
21. Define the terms phoneme, grapheme, morpheme. (HTM 1.1, 1.2, 1.4, 2.1, 2.2, 2.4, 3.2), (INTASC 7), (CAEP 1, 2, 3), (TIAI 14), (IRA 2.1, 2.2, 2.3), (CCRSELA, K-3),(M-STAR I.1, III.7)
22. Recognize the language of origin of Anglo-Saxon, Latin/French, and Greek words. (HTM 1.1, 1.4, 2.1), (INTASC 4), (CAEP 1, 2, 3), (TIAI 1, 3), (IRA 1.1, 1.2, 1.3), (CCRSELA, K-3),(M-STAR I.1, III.7)
23. Map graphemes to phonemes. (HTM 1.2, 2.2, 2.4, (INTASC 7), (CAEP 1, 2, 3), (TIAI 14), (IRA 2.1, 2.2, 2.3), (CCRSELA, K-3)(M-STAR I.1, III.7, III.10)
24. Sort words by orthographic patterns. (HTM 1.2, 2.2, 2.4), (INTASC 7), (CAEP 1, 2, 3), (TIAI 14), (IRA 2.1, 2.2, 2.3), (CCRSELA, K-3),(M-STAR I.1, III.7, III.10)
25. Identify irregularly spelled words and know why they are irregular. (HTM 1.2, 2.2, 2.4), (INTASC 7), (CAEP 1, 2, 3), (TIAI 14), (IRA 2.1, 2.2, 2.3), (CCRSELA, K-3),(M-STAR I.1, III.7)
26. Sort and read words applying the six basic syllable types (ie. recognize the most common prefixes, roots and suffixes). (HTM 1.2, 2.2, 2.4), (INTASC 7), (CAEP 1, 2, 3), (TIAI 14), (IRA 2.1, 2.2, 2.3), (CCRSELA, K-3)(M-STAR I.1, III.7)
 - a. Detect, manipulate and analyze auditory differences in spoken language and be able to segment words, syllables, phonemes. Identify and pronounce consonant and vowel phonemes.
 - b. Know orthographic patterns.
 - c. Know the difference between “high frequency” and “irregular” words.
 - d. Identify, explain and categorize the six basic syllable types.
 - e. Develop and teach research based lessons on phonology, orthography, morphology.
27. Apply and model appropriate multisensory strategies for building fluency with letter formation and copying written language. (HTM 1.2, 2.2, 2.4),(INTASC 8), (CAEP 1, 2, 3), (TIAI 2, 4, 6, 9, 10, 13, 14, 15, 16, 17, 18, 22, 24), (IRA 2.1, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4), (CCRSELA, K-3)(M-STAR I.1, I.2, I.3, I.4, III.7, III.10, IV.15)

28. Provide instruction in alphabet knowledge and letter formation. (HTM 1.2, 2.2, 2.4), (INTASC 7), (CAEP 1, 2, 3), (TIAI 14), (IRA 2.1, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4), (CCRSELA, K-3), (M-STAR I.1, I.2, I.3, I.4, III.7, III.8, III.9, III.10, III.11, IV.14, IV.15)
- a. Apply and model the research base for teaching letter naming and letter formation.
 - b. Use multisensory techniques to teach letter naming and letter formation for manuscript and cursive writing.
29. Develop and teach lessons that address students' phonological memory, decoding, and encoding skill levels. (HTM 1.2, 2.2, 2.4, 3.2), (INTASC 7), (CAEP 1, 2, 3), (TIAI 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 22), (IRA 2.1, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4), (CCRSELA, K-3), (M-STAR I.1, I.2, I.3, I.4, III.7, III.8, III.9, III.10, III.11, IV.14, IV.15)
30. Analyze students' spelling errors to determine instructional needs. (HTM 3.3), (INTASC 8), (CAEP 4), (TIAI 17), (IRA 3.1, 3.2, 3.3, 3.4), (CCRSELA, K-3), (M-STAR I.1, I.2, I.3, I.4, III.7, III.9)
- a. Recognize the importance of applying and modeling a variety of implicit and explicit instructional methods connecting phonological, orthographic, and morphemic knowledge to decoding and encoding.
 - b. Identify and model research based principles pertinent to teaching and learning encoding and spelling conventions.
31. Apply and model explicit, systematic, and sequential instructional strategies for print concepts, phonemic awareness and phonics instruction. (HTM 1.2, 2.2, 2.4, 3.2), (INTASC 7, 8), (CAEP 1, 2, 3), (TIAI 4, 6, 9, 10, 11, 12, 14, 15, 16, 17, 18, 22), (IRA 2.1, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4), (CCRSELA, K-3), (M-STAR I.1, I.2, I.3, I.4, III.7, III.8, III.9, III.10, III.11, IV.14, IV.15)
- a. Apply and model a wide variety of explicit instructional strategies for helping beginning readers/writers learn concepts about print, phonemic awareness and phonics.
32. Teach writing strategies to increase automaticity with the mechanics of writing including handwriting, capitalization, punctuation, sentence structure. (HTM 1.2, 2.2, 2.4), (INTASC 7), (CAEP 1, 2, 3), (TIAI 14), (IRA 2.1, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4), (CCRSELA, K-3), (M-STAR I.1, I.2, I.3, I.4, III.7, III.10, III.11, IV.14, IV.15)
- a. Apply and model a variety of experiences to foster letter formation and encoding.
33. Assess concepts about print, phonemic awareness, and phonics using screening and progress monitoring assessments in order to inform

- instructional decisions. (HTM 1.3, 2.3, 3.3), (INTASC 6), (CAEP 5), (TIAI 2, 5, 7, 8), (IRA 3.1, 3.2, 3.3, 3.4), (CCRSELA, K-3), (M-STAR II.5, II.6)
34. Analyze data from formal and informal assessments to identify students at risk for reading and to inform instruction. (HTM 1.3, 2.3, 3.3), (INTASC 6), (CAEP 5), (TIAI 2, 5, 7, 8), (IRA 3.1, 3.2, 3.3, 3.4), (CCRSELA, K-3), (M-STAR II.5, II.6)
- a. Assess formally and informally, the literacy learning needs and gaps of individual children in order to guide systematic and explicit instruction (CAP, PSF...)
35. Recognize characteristics of students with poor word recognition, student learning behavior, and test profiles of students with dyslexia/reading difficulties. (HTM 1.1, 1.4, 2.1), (INTASC 1, 2, 3, 4), (CAEP 1, 2, 3), (TIAI 1, 2, 4, 5, 6, 7, 8, 11, 14, 15, 16, 17, 22), (IRA 1.1, 1.2, 1.3), (CCRSELA, K-3), (M-STAR I.I, I.4, III.7)
36. Explain how deficits may change as students' progress through the grades in response to development and instruction. (HTM 1.1, 1.4, 2.1), (1, 2), INTASC, (CAEP 1, 2, 3, 5), (TIAI 14), (IRA 1.1, 1.2, 1.3), (CCRSELA,K-3), (M-STAR I.I, I.4, III.7)
- a. Identify the distinguishing characteristics of dyslexia and related learning disabilities such as ADHD, dysgraphia, developmental language comprehension disorder.

PHONE USAGE

All students are expected to respect the professor, themselves, and other class members by creating an environment that empowers learning. Absolutely No Personal Cell Phone Usage, Personal Texting or Other Technological Devices in Class. Make Sure All Phones Are Turned Off Upon Entering Class. The Professor will determine when cell phones or other devices may be used in class. No videotaping unless determined by the professor. If videotaping occurs without the professor's permission the proper procedures will be handled by the professor/MVSU administration.

TECHNOLOGY INFUSION:

Technology to be used includes: Computer, Internet, PowerPoint, Excel, CD-ROM, and VCR

MAJOR STUDENT ACTIVITIES:

Grading procedures are performance based:

1. Clinical Field Experiences and fill out the observation checklist. (**Students without the completion of 10 hours clinical experiences will receive F for this course.**)
2. Quizzes
3. Midterm Exam
4. Final Exam
5. Class assignments
6. Disposition and participation in class discussion/activities.
7. Attendance and class engagement
8. Participating in structured and explicit classroom instruction.

9. Mini-lessons demonstrating knowledge of phonics, phonemic awareness, and concept of print
10. Article Critiques
11. Individual and group assignments/presentations
12. Foundations of Reading Test
13. Reading Research Models
14. Case Studies

CLINICAL AND FIELD EXPERIENCE: A Certified Background Check must be completed and successfully cleared for entry into the schools to complete a minimum of 10 hours 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 10 hours clinical experiences will receive F for this course).

INSTRUCTIONAL STRATEGIES: The in-class teaching methods used to accomplish the goals and objectives of the course include field experience, lecture, quizzes, paired learning, demonstration, presentation, handouts, scaffolding, modeling of strategies with technology, simulations, student presentations, 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, and attendance of class All written assignments are to be typed and double spaced. Students are graded on the regular university grading system that ranges from 0-100. 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.

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: No getting up and walking out during class time unless absolutely necessary. Regular and punctual attendance is required for this class. 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. Excessive

absences will necessitate a reduction in the student's class participation points. Three (3) tardy or three (3) leave early will result in one (1) absence. Students may obtain from the Vice President of Student Affairs an official excuse from class due to an emergency (illness, accidents, jury duty, or death in the immediate family) or for attendance at officially authorized field trips sponsored by Mississippi Valley State University. Official absences presented to the instructor within seven days from the date of the absence entitle the student to make up any work missed. Please see MVSU undergraduate catalog for the university class attendance policy.

MAKE-UP POLICY: 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 and 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: 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 Student 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 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 : Academic integrity is a commitment to the values of honesty, trustworthiness, fairness, respect and responsibility in academia. Academic integrity is violated by any dishonest act that is committed in an academic context. Honesty and integrity are essential values of the Mississippi Valley State University's mission to pursue truth and knowledge. Academic excellence can be reached only with the cooperation and support of students. Students are expected therefore to accept responsibility for maintaining honesty and integrity in all acts inside and outside the classroom, studio or laboratory. For a detailed description of sanctions and appeal procedures, consult Student Handbook pg.59.
https://www.mvsu.edu/sites/default/files/student_handbook

CALENDAR OF ACTIVITIES /COURSE TENTATIVE SCHEDULE:

Please see a separate page.

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 Magazines:

Instructor

Instructor and Teacher

Learning Oasis

Teaching Pre K-8

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 the Accreditation of Teacher Educator
Preparation

Educationwww.mde.k12.ms.us

Mississippi Department of Education

www.mde.k12.ms.us

/ACAD/ID/curriculum/LAER/LAFramework2006.pdf

Mississippi Language Arts Framework

library.msstate.edu/magnolia/EBSCO host pwd: Magn1309

webster.comnet.edu/apa/index.htm

Publication Manual of the American Psychology Association

Other References Include:

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- Moats, L. (2009). *LETRS: Module 4: The Mighty Word: Building Vocabulary and Oral Language* (2nd ed.). Boston, MA: Sopris West
- Moats, L. & Davidson, M. (2009). *LETRS: Module 5: Getting up to Speed: Developing Fluency* (2nd ed.). Boston, MA: Sopris West
- Moats, L. & Hennesy, N. (2010). *LETRS: Module 6: Digging for Meaning: Teaching Text Comprehension* (2nd ed.). Boston, MA: Sopris West
- Moats, L.(2012). *LETRS: Module 9: Teaching Spelling and Writing (K-3)*(2nd ed.). Boston, MA: Sopris West
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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.