

**ST. PETERSBURG COLLEGE  
COLLEGE OF EDUCATION**

*The mission of the Education Community is to prepare future educators  
who will promote lifelong learning and empower diverse communities.*

**COURSE SYLLABUS**

**RED 3309 Early and Emergent Literacy K-2**

*The syllabus course calendar and other attending documents are subject to change during the semester  
in the event of extenuating circumstances.*

<b>Course Prefix:</b>	RED 3309
<b>Section #:</b>	3408
<b>Credit Hours:</b>	3 credits
<b>Co-requisites:</b>	
<b>Pre-requisites:</b>	Admission to Elementary Education with Infused ESOL and Reading BS or Exceptional Student Education with Infused ESOL and Reading BS

<b>Day, Time and Campus:</b>	Tuesday	12:00-1:15 p.m., ES 307	Clearwater
<b>Modality:</b>	Blended		
<b>Professor:</b>	Cher N. Gauweiler, Ph.D.		
<b>Office Hours:</b>	As posted on instructor website at: <a href="https://web.spcollege.edu/instructors/id/gauweiler.cher">https://web.spcollege.edu/instructors/id/gauweiler.cher</a>	Click here to enter text.	
<b>Office Location:</b>	Tarpon Springs	BB 106	
<b>Office Phone:</b>	(727) 712-5420		
<b>Email Address:</b>	<a href="mailto:gauweiler.cher@spcollege.edu">gauweiler.cher@spcollege.edu</a> or through MyCourses (preferred)		

**ACADEMIC DEPARTMENT: College of Education**

<b>Dean:</b>	Kimberly Hartman, Ph.D.		
<b>Office Location &amp; Number:</b>	Tarpon Springs	BB 101	

**I. COURSE DESCRIPTION**

This course is designed to increase understanding of early literacy development and the conditions which promote total literacy for children birth to second grade. Language theory and current research are used to shape informed practices regarding literacy development. Connections are made among all aspects of literacy learning including reading, writing, listening, and speaking. The course explores research-based best practices in teaching literacy to young children. It includes a minimum of 15 school-based hours of participation/observation of reading in educational setting(s).

## **II. MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES**

1. The student will explain the components of reading as a process by:
  - a. examining the impact of oral language, phonological awareness alphabetic principle, phonics, and comprehension in reading development.
  - b. comparing characteristics of learning theories, cueing systems and models of the reading process that influence teaching practices.
  - c. identifying factors that affect literacy development for all students, including English Language Learners, students from poverty and students with special needs.
  - d. applying strategies to promote vocabulary acquisition, reading fluency, and reading comprehension, for all students including appropriate strategies for English Language Learners, students of poverty and students with special needs.
  - e. defining terms specific to systematic phonics instruction, including phonemes, graphemes, onsets, rimes, etc.
2. The student will analyze the importance of oral language, comprehension and writing development and its connection to developing reading and writing proficiency by:
  - a. classifying the stages of reading development from pre-emergent, emergent, early, and fluent.
  - b. creating activities that develop oral language skills, including social and academic language.
  - c. examining the impact of schema and background knowledge on reading development.
3. The student will examine the importance of writing and spelling to enhance literacy development by:
  - a. analyzing the connection between spelling (orthography) and the structure of language (phonology).
  - b. investigating the connection between the processes of reading and writing.
  - c. comparing different approaches to teaching handwriting.
4. The student will summarize how to effectively teach reading and writing in the primary grades through a balanced literacy approach by:
  - a. describing various components and characteristics of balanced literacy (listening, presenting, writing, reading, viewing, speaking).
  - b. practicing instructional strategies which reflect explicit and indirect teaching.
  - c. designing lessons reflecting knowledge of the modes of instruction incorporated in balanced literacy environments.
  - d. organizing and managing the classroom to provide an environment conducive to effective grouping, individualization, and instruction in reading.
  - e. participating in school-based experiences to apply campus-based learning.
5. The student will administer and analyze assessments to inform and differentiate instruction by:
  - a. administering informal assessments appropriate to respective grade and developmental levels.

- b. interpreting informal assessments to determine appropriate instructional strategies for individual students.
- c. identifying ways to assess the literacy development of readers and writers in the primary classroom, including the use of alternative forms of assessment.
- d. categorizing a variety of texts, printed materials and digital technology in the classroom

### III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

#### A. Required Textbooks

Textbook(s)	<p><u>Required:</u> Reutzel, D.R., &amp; Jr., Cooter, R. B. (2019). <i>Teaching children to read: The teacher makes the difference.</i> (8th ed.). Pearson. YOU WILL USE THE SAME TEXT FOR YOUR NEXT READING CLASS RED 4511. BE SURE TO KEEP IT.</p> <p>Students using <b>eBooks</b> <u>must</u> have access to the <b>eBooks</b> during class sessions.</p>
<b>Anthology Portfolio</b>	<p>Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor's degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students.</p>

#### B. Supplemental Material

Resources: Available on MyCourses	
Library:	<a href="http://www.spcollege.edu/libraries/">http://www.spcollege.edu/libraries/</a>

#### C. Technology

<p>Technology is an essential tool for receiving and developing instruction. Students are expected to reference MyCourses continuously to assure all current content for class has been accessed.</p>
<p>All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable.</p>

### IV. COURSE REQUIREMENTS & EXPECTATIONS

#### A. School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements

This course requires 15 hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

Any student who is registered for a course with SBH/FEH is required to complete the application in Anthology Portfolio by the due dates specified by the OSP to guarantee placement.

## B. ALL Course Assignments

### **Formative Assessments**

#### **Interactive Workshops:**

**Stages of Reading Development:** Students will describe the different stages of reading development, the general characteristics of the assigned stages, and the connections to the state standards in a multisensory presentation by creating a digital graphic or poster representing the different stages. **(UDL 1.3) (20 points)**.

**Components of Language:** Cooperative groups will present the different components of language structure (phonology, orthography, morphology, syntax, semantics and pragmatics) including definitions through multisensory demonstrations and examples. **(UDL 1.3) (20 points)**

**Phonological/Phonemic Awareness:** Students will present different multisensory strategies for teaching phonemic awareness (isolating, segmenting, blending, and manipulating phonemes). Some strategies may include using poems, songs, chants, and stretching words. **(10 points)**

**Teaching and Assessing Phonics:** Students will present different multisensory strategies for teaching phonics (e.g., phonetic analysis, analogy, syllabic, and/or morphemic analysis). Grapheme-phoneme correspondence rules and spelling strategies will be implemented as well as phonics assessments. Review phonics assessments such as the CORE phonics survey. Using mock student data, create a multisensory activity to address areas of concern. **(20 points)**

**Text Gradient:** Students will review various texts to develop a Text Gradient noting levels of readability and purpose. The focus is to determine texts needed at independent and instructional reading levels to practice fluency and impact comprehension. **(20 points)**

**Running Record Quiz:** Students will respond to specific questions related to taking and administering running records. **(15 points)**

**Shared Interactive Writing:** Students will present a shared interactive writing as part of a writer's workshop that uses language experience approach combining oral language, phonology, and writing with prior knowledge to enhance comprehension. Students will also write a lesson activity for writing. **(10 points)**

**Handwriting Lesson:** Students will compare and explore different methods for teaching handwriting. **(10 points)**

**Word Work/Vocabulary:** Discuss the difference between receptive and expressive vocabulary and incidental and explicit word learning. Then, cooperative groups will present different multisensory strategies for teaching word work/vocabulary such as implementing graphic organizers, concept maps, list-group-label, etc. Using children's literature, students will identify Tier 2 words and describe how to utilize a word wall or other methods to increase students' word recognition in the K-2 classroom. **(20 points)**

**Reading Fluency Strategies:** After a review of the components of fluency (i.e., accuracy, automaticity, rate, and prosody), introduce strategies for increasing fluency for K-2 students. In addition, review various assessments for measuring fluency and comprehension (ex: NAEP fluency scale). Cooperative groups will present a multisensory reading fluency strategy that is developmentally appropriate for K-2 students (ex: readers' theater, radio reading, etc.) in conjunction with a written analysis of the activity. **(20 points)**

**Comprehension Synthesis:** Create and share a comprehension lesson plan based on the current Florida ELA standards. Model a think-aloud of metacognitive strategies for K-2 students using a Balanced Model of Literacy. Activate prior knowledge, build schema, model thinking, scaffold instruction, guide practice and assess and note accommodations and modifications for ESOL and Exceptional Needs Students. **(20 points)**

**Discussions:** Three forums based on literacy topics **(5 points each = 15 points)**

### **Summative Assessments**

#### **Assessment Portfolio Assignments:**

**Concepts of Print Assessment K-2:** Conduct the Concept of Print Assessment with a child. Write a one-page analysis noting the learner's background, strengths and areas of concern from the data. Include a plan of action for future instruction. This assessment will become part of the K-2 Assessment Portfolio. **(20 points)**.

**Phonemic Awareness Assessment K-2:** Conduct a phonemic awareness assessment with a child using the Yopp-Singer Assessment. Write a one-page analysis noting the learner's background, strengths and areas of concern from the data. Include a plan of action for future instruction. This assessment will become part of the K-2 Assessment Portfolio. **(20 points)**

**Letter Identification Assessment K-2:** Conduct a Letter Identification Assessment with a child. Write a one-page analysis noting the learner's background, strengths and areas of concern from the data. Include a plan of action for future instruction. This assessment will become part of the K-2 Assessment Portfolio. **(20 points)**.

**Running Record Assessment K-2:** Conduct a Running Record on a first or second grade student. Analyze miscues, comprehension (retell analysis) and fluency. Write a one-page analysis noting the learner's background, strengths and areas of concern from the data. Include a plan of action for future instruction. This assessment will become part of the K-2 Assessment Portfolio. **(20 points)**.

**Writing Assessment K-2:** Conduct a writing assessment with a K-2 student. Write a one-page analysis noting the learner's background, strengths and areas of concern from the data. Include a plan of action for future instruction. This assessment will become part of the K-2 Assessment Portfolio. **(20 points)**.

**Midterm:** Midterm based on assigned readings and class discussions. A specific focus of the exam is on the structure of words through the phonological continuum as it relates to the English Sound System. **(100 points)**

**Literacy Block of Lesson Plans K-2: (UDL 1.2)** Construct a one-day comprehensive literacy block for K-2 students. Include lesson plans for word work, comprehension, and writing lesson plan using a Balanced Model of Literacy. Students will apply the four curricular pillars of UDL implementation (i.e., goals, instruction, materials, and assessment) Please note accommodations and modifications for ESOL and students with exceptional needs. **(50 points)**.

#### **School Based Notebook:**

Comprehensive written responses to the School-Based Experiences including the following:

1. Define the six main area of reading and describe how those areas are observed in the classroom.
2. Identify and analyze interventions for diverse learners being used in the classroom by the CCT and other specialists
3. Interview a student about his/her reading experiences in the classroom

4. Interview the CCT about his/her reading philosophy.  
(100 points)

**Final Exam:**

Written exam comprised of questions reflecting the teacher candidates' understanding of using formal and informal assessment of the six components of reading as a process for readers. Noting assessment of all diverse learners including readers with varying struggles in their reading. (100 points)

**Record of Hours:** Submit to Anthology Portfolio by the due date.

**TOTAL POINTS: 650**

**UCC Assignments:** Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course. Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.

If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C. In the event of cheating or plagiarizing, see [BOT Rule 6Hx23-4.72](#) for consequences.

Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.

**For courses with lesson planning:**

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.” It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment. Anything adapted or used verbatim must be cited with credit given to the author(s). This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work. This applies to all COE lesson plans unless the instructor directly specifies otherwise.

**C. Assignment Late Policy**

***ALL** assignments are expected to be submitted on time. Because content for this course is posted at least two weeks in advance, no assignments are accepted past the due date. In certain circumstances such as a medical emergency, the instructor may allow for an extension without penalty. Students must communicate before the due date for any exceptions.*

## **V. SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**

### **A. COE SYLLABUS STATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktD-BtneMQuttI5khNzQ/edit?usp=sharing>

### **B. SPC SYLLABUS STATEMENTS**

<http://www.spcollege.edu/addendum/>

*Each student must read all topics within this syllabus and the content of the links. If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.*

*If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.*

## **VI. CALENDAR AND TOPICAL OUTLINE**

<b>WEEK</b>	<b>TOPICS/ACTIVITIES</b>	<b>ASSIGNMENTS DUE</b>
<b>ONE</b>  8/16	<ul style="list-style-type: none"><li>• Introductions</li><li>• Expectations/Syllabus</li><li>• History of Reading Instruction</li><li>• (Re)defining Literacy</li><li>• Stages of Reading</li></ul>	<ul style="list-style-type: none"><li>• Download syllabus</li><li>• Obtain a copy of the textbook from the bookstore or other source</li></ul>
<b>TWO</b>  8/23	<ul style="list-style-type: none"><li>• The Seven Pillars of Effective Reading Instruction</li><li>• Overview of the B.E.S.T. Standards</li><li>• Aural/Oral Language Development</li></ul>	<ul style="list-style-type: none"><li>• Read pp. 4-23 of Chapter 1 <u>AND</u> pp. 39-46 of Chapter 2</li><li>• Stages of Reading Development Activity <b>DUE: TUES., 8/30, 12:00 p.m.</b></li></ul>
<b>THREE</b>  8/30	<ul style="list-style-type: none"><li>• Learning to Read</li><li>• Concepts About Print</li></ul>	<ul style="list-style-type: none"><li>• Read pp. 83-111 of Chapter 3</li><li>• Components of Language Structure Activity</li><li>• Favorite Book Discussion</li><li>• <b>DUE: TUES., 9/6, 12:00 p.m.</b></li></ul>

<b>FOUR</b>  <b>9/6</b>	<ul style="list-style-type: none"> <li>• Phonological Awareness/Phonemic Awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Phonological/Phonemic Awareness Activity</li> <li>• <b>DUE: TUES., 9/13, 12:00 p.m.</b></li> </ul>
<b>FIVE</b>  <b>9/13</b>	<ul style="list-style-type: none"> <li>• Learning the Alphabet/Letter Identification</li> <li>• Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Read pp. 123-138</li> <li>• <b>Alphabet Book Discussion DUE: TUES., 9/20, 12:00 p.m.</b></li> </ul>
<b>SIX</b>  <b>9/20</b>	<ul style="list-style-type: none"> <li>• Phonics continued</li> </ul>	<ul style="list-style-type: none"> <li>• Read pp. 150-173</li> <li>• Teaching and Assessing Phonics Activity</li> <li>• Sight Word Discussion</li> <li>• Concepts About Print Assessment</li> <li>• <b>DUE: TUES., 9/27, 12:00 p.m.</b></li> </ul>
<b>SEVEN</b>  <b>9/27</b>	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Running Records</li> </ul>	<ul style="list-style-type: none"> <li>• Read pp. 139-149 <u>AND</u> pp. 410-420</li> <li>• <b>Phonemic Awareness Assessment</b></li> <li>• <b>DUE: TUES., 10/4, 12:00 p.m.</b></li> </ul>
<b>EIGHT</b>  <b>10/4</b>	<ul style="list-style-type: none"> <li>• Review for Midterm/Midterm</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Midterm DUE 10/4, 11:30 p.m.</b></li> </ul>
<b>NINE</b>  <b>10/11</b>	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Running records, continued</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Text Gradient Activity</b></li> <li>• <b>Letter Identification Assessment DUE</b></li> <li>• <b>Running Record Quiz</b></li> <li>• <b>DUE TUES., 10/18, 12:00 p.m.</b></li> </ul>



<p><b>TEN</b></p> <p><b>10/18</b></p>	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Read pp. 313-322 <u>AND</u> pp. 327-340</li> <li>• Shared Interactive Writing</li> <li>• Handwriting Lesson</li> <li>• DUE: TUES., 10/25, 12:00 p.m.</li> </ul>
<p><b>ELEVEN</b></p> <p><b>10/25</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Word Work</li> </ul>	<ul style="list-style-type: none"> <li>• Read pp. 209-220 <u>AND</u> pp. 222-247</li> <li>• Word Work/Vocabulary Activity</li> <li>• Running Record Assessment</li> <li>• DUE: TUES., 11/1, 12:00 p.m.</li> </ul>
<p><b>TWELVE</b></p> <p><b>11/1</b></p>	<ul style="list-style-type: none"> <li>• Fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Read pp. 175-198</li> <li>• Reading Fluency Strategies Activity</li> <li>• Writing Assessment</li> <li>• Upload completed Assessment Portfolio in Anthology Portfolio DUE: TUES., 11/8, 12:00 p.m.</li> </ul>
<p><b>THIRTEEN</b></p> <p><b>11/8</b></p>	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Teaching Guided Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Read pp. 250-268</li> <li>• School Based Notebook DUE in Anthology Portfolio</li> <li>• Record of Hours DUE in Anthology Portfolio</li> <li>• DUE: TUES., 11/15, 12:00 p.m.</li> </ul>

<b>FOURTEEN</b>  <b>11/15</b>	<ul style="list-style-type: none"> <li>• <b>Comprehension continued</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read pp. 269-281</b></li> <li>• <b>Comprehension Synthesis</b></li> <li>• <b>Literacy Block of Lesson Plans K-2 DUE in Anthology Portfolio TUES., 11/29, 12:00 p.m.</b></li> </ul>
<b>FIFTEEN</b>  <b>11/22</b>	<ul style="list-style-type: none"> <li>• <b>NO CLASS: College Closed Thanksgiving Week</b></li> </ul>	
<b>SIXTEEN</b>  <b>11/29</b>	<ul style="list-style-type: none"> <li>• <b>Review for Final Exam/Synthesis</b></li> </ul>	
<b>SEVENTEEN</b>  <b>12/6</b>	<ul style="list-style-type: none"> <li>• <b>Final Exam</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Final Exam: Date and Time TBA</b></li> </ul>

## **VII. Uniform Core Curriculum / Program Learning Objectives Assignments**

Assignment	FEAP	FSAC	ESOL	Reading	AP
Record of Hours (12573)					Yes
School Based Notebook (12570)				1, 2	Yes
Literacy Block of Lesson Plans (K-2) 12572		5		2	Yes
Assessment Portfolio (12469)		1.1.1; 1.1.2; 1.3.1; 1.4.7		1,2	Yes

This course offers opportunities for students to engage with the following Universal Design for Learning (UDL) General Understandings and Essential Components (1.0s and 2.0s): **1.2, 1.3**