

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

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.

Course Prefix:	RED 3309
Section #:	3180
Credit Hours:	3
Co-requisites:	
Pre-requisites:	Admission to Elementary Education with Infused ESOL and Reading (K-6) with infused ESOL and Reading Endorsements (Bachelor of Science) or Exceptional Student Education with Infused ESOL and Reading Endorsements (Bachelor of Science) or PreKindergarten/Primary Education through Grade 3 (age 3 through Grade 3) (Bachelor of Science)

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

ACADEMIC DEPARTMENT: College of Education

Dean:	Kimberly Hartman, Ph.D.	
Office Location & Number:	Tarpon Springs	BB 101

I. COURSE DESCRIPTION

This course is designed to increase preservice teachers' knowledge and application of early and emergent literacy development for three year olds through second grade. The course explores evidence-based practices in teaching literacy to young children including all areas of reading and writing. Preservice teachers complete a minimum of 15 school-based hours actively participating and observing reading in primary educational setting(s).

II. MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES

1. The preservice teacher will analyze the components of reading as a process to develop early and emergent literacy skills by:
 - a. examining the impact of oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension in reading development.
 - b. comparing characteristics of learning theories and models of the reading process that influence teaching practices.
 - c. applying evidence-based, multimodal strategies to promote literacy skills for all students, including English Learners, students of poverty, and students with special needs, such as dyslexia.
 - d. defining terms specific to systematic phonics instruction, including phonemes, graphemes, onsets, rimes, etc.
 - e. distinguishing between phonemic and phonological awareness and the relationship to phonic decoding skills
 - f. selecting evidence-based practices for the development of decoding skills (e.g., blending and segmenting phonemes, continuous blending of graphemes and phonemes, syllabication, morphology).
 - g. identifying appropriate stages of word recognition that lead to effective decoding (e.g., prealphabetic, partial-alphabetic, full-alphabetic, consolidated alphabetic, automatic stages).
2. The preservice teacher 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.
 - d. identifying and evaluating the developmental stages of writing (e.g., drawing, dictating, writing).
3. The preservice teacher 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.
 - d. differentiating the stages of the writing process (i.e., prewriting, planning, drafting, revising, editing, and publishing).
4. The preservice teacher will summarize how to effectively teach reading and writing in the primary grades through an integrated literacy approach by:
 - a. applying the knowledge of the science of reading and the interdependence among the reading components.
 - b. practicing instructional strategies which reflect explicit and indirect teaching.
 - c. designing lessons reflecting knowledge of systematic and explicit literacy instruction.
 - d. identifying factors that affect literacy development for all students, including English Learners, students from poverty, and students with special needs.
 - e. selecting appropriate classroom organizational formats (e.g., literature circles, small groups, conferences, workshops, reading centers, multiage groups) for specific instructional objectives.
 - f. participating in school-based experiences to apply concepts from the course.
5. The preservice teacher will 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, including students with dyslexia.
 - c. identifying ways to assess and progress monitor 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)	<u>Required:</u> Dewitz, P., Graves, M., Graves, B., & Juel, C. (2019). <i>Teaching Reading in the 21st Century: Motivating all Learners</i> . Upper Saddle River, NJ: Pearson.
Anthology Portfolio	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.

B. Supplemental Material

<u>Resources:</u> Available in MyCourses
Library: http://www.spcollege.edu/libraries/

C. Technology

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.
All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable.

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:

- Stages of Reading Development:** Students will review different models of how K-2 learners progress through different literacy phases/stages. Then, they will create an original visual metaphor to represent pre-alphabetic, partial alphabetic, full alphabetic, and consolidated alphabetic. Students will label each stage with characteristics of the different levels. **(UDL 1.3) (20 points)**
- Components of Language:** Using the textbook as a reference, students will examine the six areas of language development (including orthography). They will create graphic organizers for each term, defining each area of oral language and providing examples and non-examples. Then, they will compose a statement explaining the one area of oral language development that they feel would be the most challenging to teach with an explanation why, especially for students with reading difficulties or with dyslexia. Last, they will locate an evidence-based practice that would help students improve in the given area. **(UDL 1.3) (20 points)**
- Phonological/Phonemic Awareness Activity:** Students will explain the difference between phonological and phonemic awareness and their connection to phonics. Then, they will share a mnemonic device to help them remember the difference and will analyze the state standards aligned with these skills. After that, they will

research evidence-based, multimodal activities that could be used in the classroom to help K-2 learners develop their skills, including individuals with dyslexia and English Learners. Last, they will share their favorite activity on a discussion forum and reply to their peers. **(20 points)**

4. **Phonics Activity:** After completing the assigned reading, students will define key terms including onsets and rimes, morphemes (including free and bound), blends, digraphs, diphthongs, and provide examples of each. Then, they will explain the relationship between phonemic awareness and phonics. In addition, they will summarize different ways of teaching phonics (synthetic, analytic, by analogy, etc. and research evidence-based practices for teaching and assessing each method. After that, they will explain areas that K-2 learners with dyslexia and English Learners may struggle with and share multimodal strategies that could be helpful in meeting their needs. Last, students will review phonological and phonemic awareness assessments like the Phonological Awareness Skills Test (PAST) and identify appropriate activities to assess specific areas. **(20 points)**
5. **Phonics Video Analysis:** Students will view videos of K-2 learners decoding passages at the emergent, early, and fluent levels. They will identify their abilities with letter/sound knowledge, blending and segmenting words like CVC, and breaking apart multi-syllabic words (prefix, root, suffix). Then, they will locate one multimodal activity that they could use with these students to teach a specific skill (ex: onsets/rimes or deconstructing base words/morphemes) using resources like the Florida Center for Reading Research. As part of the activity, they will describe an assessment to evaluate the individuals' learning of the objective. **(20 points)**
6. **Alphabet Resources:** Students will explore resources, including books and videos, to help K-2 learners master letter identification. **(10 points)**
7. **Word analysis:** Students will define and discuss high frequency words as part of a spelling and writing analysis activity. **(10 points)**
8. **ESOL Case Studies:** Students will review case study data explaining an English Learner's home language and the current level of proficiency. Then, they will research evidence-based practices to enhance EL's phonics development. Within their research, students will identify activities that incorporate writing and spelling. Then, they will explain how these interventions are beneficial for all learners, in addition to ELs. **(20 points)**
9. **Assessment Discussion:** Students will compare and contrast informal and formal assessments, including standardized tests, observations, and decodable running records. They will explain the strengths and limitations of each one. Last, they will explain how they both are used to inform instruction and track student progress. **(10 points)**
10. **Writing Process Activity:** Students will compose a series of poems based on the writing process (prewriting, drafting, revising, editing, publishing). They will discuss other ways to incorporate interactive writing activities that use a language experience approach combining oral language, phonology, and writing with prior knowledge to enhance comprehension. **(20 points)**
11. **Handwriting Lesson:** Students will compare and explore different methods for teaching handwriting. **(10 points)**
12. **Vocabulary Terms:** Through a graphic organizer, students will define the terms receptive and expressive vocabulary, terms related to morphology, and compare and contrast morphemic and contextual analysis. They will provide examples for each term. **(10 points)**
13. **Vocabulary Activity:** Students will select a children's book appropriate for instruction in grades K-2. They will identify at least five words that they would target for instruction. Then, they will research evidence-based practices that they would use to teach the targeted words and select an activity that they would use. The practice will include multimodal strategies to help English Learners and students with reading difficulties. Last, they will explain how the students would be assessed to determine word mastery. **(20 points)**

14. **Fluency:** Students will review different ways to assess K-2 learners' fluency knowledge, including the use of analytic and holistic rubrics and tracking reading rate over time. They will discuss the advantages and disadvantages of these instruments and ways that they could be used in the classroom. Last, they will share how this information could be used to help K-2 learners with reading difficulties. **(20 points)**
15. **Comprehension Activity:** Students will explore evidence-based practices from selected reading researchers and websites, focusing on effective practices for all students, including those with reading difficulties and English Learners. They will share what they learned by responding to questions on an open-ended quiz. **(10 points)**
16. **Literacy Lesson:** Students will locate an evidence-based literacy lesson to teach K-2 students who are having reading difficulties. They will plan how they will prompt individuals through open-ended questions and how they will incorporate academic vocabulary. As part of the lesson, they will infuse writing to enrich the content. Students will reflect on the experience and the impact on K-2 learners. **(20 points)**
17. **Assessment Portfolio:**
- a. Students will administer an **oral language and print concepts assessment** with a K-2 learner who may be experiencing reading difficulties. Then, they will compose a one-page analysis describing the learner's background, analyzing the data, and sharing a plan of action for future instruction. Last, based on the plan of action, they will work with the learner using multimodal strategies on the area(s) that they identified and reflect on the strengths of the experience and areas that were more challenging. **(20 points)**
 - b. Students will administer a **phonemic awareness assessment** with a K-2 learner who may be experiencing reading difficulties. Then, they will compose a one-page analysis describing the learner's background, analyzing the data, and sharing a plan of action for future instruction. Last, based on the plan of action, they will work with the learner using multimodal strategies on the area(s) that they identified and reflect on the strengths of the experience and areas that were more challenging. **(20 points)**
 - c. Students will administer a **letter identification assessment** with a K-2 learner who may be experiencing reading difficulties. Then, they will compose a one-page analysis describing the learner's background, analyzing the data, and sharing a plan of action for future instruction. Last, based on the plan of action, they will work with the learner using multimodal strategies on the area(s) that they identified and reflect on the strengths of the experience and areas that were more challenging. **(20 points)**
 - d. Students will administer a **phonemic awareness assessment** with a K-2 learner who may be experiencing reading difficulties. Then, they will compose a one-page analysis describing the learner's background, analyzing the data, and sharing a plan of action for future instruction. Last, based on the plan of action, they will work with the learner using multimodal strategies on the area(s) that they identified and reflect on the strengths of the experience and areas that were more challenging. **(20 points)**
 - e. Students will administer a **decodable reading assessment** with a K-2 learner who may be experiencing reading difficulties. Then, they will compose a one-page analysis describing the learner's background, analyzing the data, and sharing a plan of action for future instruction. Last, based on the plan of action, they will work with the learner using multimodal strategies on the area(s) that they identified and reflect on the strengths of the experience and areas that were more challenging. **(20 points)**
 - f. Students will analyze and evaluate a student's **writing sample, including spelling** with a K-2 learner who may be experiencing reading difficulties. Then, they will compose a one-page analysis describing the learner's background, analyzing the data, and sharing a plan of action for future instruction. Last, based on the plan of action, they will work with the learner using multimodal strategies on the area(s) that they identified and reflect on the strengths of the experience and areas that were more challenging. **(20 points)**

Summative Assessments:

18. **Literacy Block - K-2:** Students will construct and teach a comprehensive literacy block, including lesson plans for oral language, phonological awareness, and phonics based on K-2 learners in their School Based Hours. They will apply the four curricular pillars of Universal Design for Learning (i.e., goals, instruction, materials, and assessment). In addition, students will share accommodations and modifications for English Learners and students with reading difficulties, including those with dyslexia. **(UDL 1.2) (50 points)**
19. **School Based Notebook:** Comprehensive written responses to the School-Based Experiences. Students will define the six main areas of reading and describe how those areas are observed in the classroom. In addition, they will identify and analyze interventions for diverse learners being used in the classroom by the Cooperating Classroom Teacher (CCT) and other specialists. As part of the report, they will interview K-2 learners about their reading experiences in the classroom and the CCT about specific literacy practices. Last, students will compose a 1-2 page reflection of what they have learned from their classroom experiences. **(100 points)**
20. **Midterm:** Examination comprised of selected and constructed response questions based on content from the first half of the course. **(100 points)**
21. **Final Synthesis:** Using digital tools, Teacher Candidates will create an infographic that explains the interdependence of phonemic awareness, phonics, decoding, oral language, vocabulary, fluency, and text comprehension, on literacy development. The infographic will include how these concepts impact all students – including English Language Learners whose languages have phonemic, semantic, and syntactic variability, and students with conditions such as, dyslexia. On the infographic, teachers will describe the importance of metacognition, share evidence-based strategies to facilitate student thinking and comprehension, and ways teachers can develop oral language skills and writing through a literacy-rich environment. **(50 points)**

TOTAL POINTS: 670

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.

D. Assignment Late Policy

Because assignments are posted at least two weeks in advance, there are no late assignments submissions. If there are extenuating circumstances such as a medical emergency, students must contact the instructor prior to the due date for an extension.

V. SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI

A. COE SYLLABUS STATEMENTS

<https://docs.google.com/document/d/1VrvFtlW9RPI2YgbSrHdstAkktd-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* Subject to change at professor's discretion.

No assignments will be accepted after the last date to submit posted on the syllabus/calendar/MyCourses.

WEEK	TOPICS/ACTIVITIES	ASSIGNMENTS DUE
ONE 8/17	<ul style="list-style-type: none">• Introductions• Expectations/Syllabus• History of Reading Instruction• (Re)defining Literacy• Stages of Reading	<ul style="list-style-type: none">• Required reading posted in MyCourses• Download syllabus• Obtain a copy of the textbook from the bookstore or other source
TWO 8/24	<ul style="list-style-type: none">• Overview of Effective Reading Instruction• Introduction to the B.E.S.T. Standards• Aural/Oral Language Development	<ul style="list-style-type: none">• Required reading posted in MyCourses• Stages of Reading Development Activity due Thurs., 8/31, 11:30 p.m.
THREE 8/31	<ul style="list-style-type: none">• Reading Foundations• Concepts About Print• Oral Language Development	<ul style="list-style-type: none">• Required reading posted in MyCourses• Components of Language Structure Activity due Thurs., 9/7, 11:30 p.m.

<p>FOUR 9/7</p>	<ul style="list-style-type: none"> • Phonological Awareness/Phonemic Awareness 	<ul style="list-style-type: none"> • Required reading posted in MyCourses • Phonological/Phonemic Awareness Activity due Thurs., 9/14, 11:30 p.m.
<p>FIVE 9/14</p>	<ul style="list-style-type: none"> • Learning the Alphabet/Letter Identification • Sight words • Phonics 	<ul style="list-style-type: none"> • Required reading posted in MyCourses • Alphabet Resources • Word Analysis • Oral Language/Print Concepts Assessment • Due Thurs., 9/21, 11:30 p.m.
<p>SIX 9/21</p>	<ul style="list-style-type: none"> • Phonics continued 	<ul style="list-style-type: none"> • Required reading posted in MyCourses • Phonics Activity • Phonics Video Analysis • Phonemic Awareness Assessment • Due Thurs., 9/28, 11:30 p.m.
<p>SEVEN 9/28</p>	<ul style="list-style-type: none"> • Assessment • Decoding/Decodable Running Records • Text gradients 	<ul style="list-style-type: none"> • Required reading posted in MyCourses • Assessment Discussion • Letter Identification Assessment • Due Mon., 10/2, 11:30 p.m.
<p>EIGHT 10/5</p>	<ul style="list-style-type: none"> • Midterm 	<ul style="list-style-type: none"> • Midterm due Tues., 10/5, 11:30 p.m.

<p>NINE 10/12</p>	<ul style="list-style-type: none"> • Spelling • English Learners 	<ul style="list-style-type: none"> • Required reading posted in MyCourses • ESOL Case Studies • Decodable Reading Assessment • Due Thurs., 10/19, 11:30 p.m.
<p>TEN 10/19</p>	<ul style="list-style-type: none"> • Writing process • Handwriting 	<ul style="list-style-type: none"> • Required reading posted in MyCourses • Writing Process Activity • Handwriting Lesson • Due Thurs., 10/26, 11:30 p.m.
<p>ELEVEN 10/26</p>	<ul style="list-style-type: none"> • Vocabulary/Word Work 	<ul style="list-style-type: none"> • Required reading posted in MyCourses • Vocabulary Terms • Due Thurs., 11/2, 11:30 p.m.
<p>TWELVE 11/2</p>	<ul style="list-style-type: none"> • Vocabulary/Word Work, continued 	<ul style="list-style-type: none"> • Required reading posted in MyCourses • Vocabulary Activity • Writing/Spelling Assessment • Due Thurs., 11/9, 11:30 p.m.
<p>THIRTEEN 11/9</p>	<ul style="list-style-type: none"> • Fluency 	<ul style="list-style-type: none"> • Required reading posted in MyCourses • Fluency Activity • School Based Notebook • Due Thurs., 11/16, 11:30 p.m.

<p>FOURTEEN</p> <p>11/16</p>	<ul style="list-style-type: none"> • Comprehension • Teaching Guided Reading 	<ul style="list-style-type: none"> • Required reading posted in MyCourses • Literacy Lesson In-Class
<p>FIFTEEN</p> <p>11/23</p> <p><i>College Closed – Thanksgiving Holiday</i></p>		
<p>SIXTEEN</p> <p>11/30</p>	<ul style="list-style-type: none"> • Comprehension continued • Literacy Block 	<ul style="list-style-type: none"> • Required reading posted in MyCourses • Comprehension Activity In-Class • Literacy Block, K-2 • Due Thurs., 11/30, 11:30 p.m.
<p>SEVENTEEN</p>	<ul style="list-style-type: none"> • Synthesis 	<ul style="list-style-type: none"> • Final Synthesis • Due Sun., 12/3, 11:30 p.m.

VII. Uniform Core Curriculum / Program Learning Objectives Assignments

[UCC Tables for Active Courses.xlsx](#)

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.