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

Foundations of Research Based Practices of Reading Education
and Application of Instruction

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

Course Prefix:	RED 4342
Section #:	3119
Credit Hours:	3
Co-requisites:	
Pre-requisites:	Permission of the Program or Admission to Educator Preparation Institute (EPI) with Reading Endorsement (Certificate with Financial Aid Eligibility) (EPIR-CT)

Day, Time and Campus:	Online		Online	Online
Modality:	Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment.			
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 provides a deeper conceptualization of the principles of scientifically based reading research as the foundation of comprehensive literacy instruction. This course embeds each of the major components of the reading process to assist students in literacy acquisition. Students will apply effective, evidence-based instructional interventions based on data. Students will learn to prevent reading difficulties and promote acceleration of the reading process for all K-12 learners, including those with disabilities and from diverse populations.

II. MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES

1. Students will develop a substantive understanding of the components of reading as a process by:

    a. defining and reflecting on key terms related to each component (i.e., comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary)
    b. evaluating existing English Language Arts lesson plans
    c. researching informal and formal assessment instruments and evidence-based interventions
    d. discussing appropriate interventions, modifications, and accommodations for students including those with exceptionalities and English Language Learners
    e. locating digital and print texts to support instruction
    f. comparing phonological and written characteristics of English with other languages

2. Students will scaffold student learning by applying the principles of research-based reading instruction by:

    a. selecting appropriate strategies to scaffold literacy skills for all students, including English Language Learners
    b. implementing multisensory reading interventions to small groups of students based on data
    c. creating an environment to practice appropriate social and academic language for discussion of diverse texts
    d. explaining how they will create opportunities for students to practice social and academic language ` through oral and written discussion

3. Students will integrate the components of reading and engage in the systematic problem solving process by:

    a. analyzing video case studies of students with reading and writing difficulties, including those with dyslexia
    b. reviewing informal and formal assessment data to determine appropriate multisensory interventions to improve students' learning
    c. applying the problem solving process with K-12 student data
    d. creating an arts-based artifact depicting the interdependence of the components of reading and the importance of self-monitoring

III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

A. Required Textbooks

Textbook	Required: None
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

Resources: 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 0 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

Weekly activities = 6 @ 10 pts. each = 60 pts.

Discussions = 7 @ 20 pts. each = 140 pts.

Final Exam = 50 pts. ***Students must complete this examination with 75% or higher to successfully complete this course.***

TOTAL points: 250

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**
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/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* Subject to change at professor's discretion

No assignments will be accepted after the last date to submit posted on the syllabus/calendar/MyCourses.
Please read all assigned readings BEFORE each class session.

DATE	TOPICS	ASSIGNMENTS
Week One **10/9-10/13**	**Oral language**	**Introductory post** **Activity #1** **Discussion #1** DUE: Tues., 10/17, 11:30 p.m.
Week Two **10/16-10/20**	**Phonological awareness**	**Activity #2** **Discussion #2** DUE: Tues., 10/24, 11:30 p.m.
Week Three **10/23-10/27**	**Phonics**	**Activity #3** **Discussion #3** DUE: Tues., 10/31, 11:30 p.m.

DATE	TOPICS	ASSIGNMENTS
Week Four **10/30-11/3**	**Vocabulary**	**Activity #4** **Discussion #4** **DUE:** Tues., 11/7, 11:30 p.m.
Week Five **11/6-11/10** *College Closed 11/10 in observance of Veteran's Day on 11/11*	**Fluency**	**Discussion #5** **DUE:** Tues., 11/14, 11:30 p.m.
Week Six **11/13-11/17**	**Comprehension, Part I**	**Activity #5** **Discussion #6** **DUE:** Sun., 11/26, 11:30 p.m.
Weeks Seven & Eight **11/20-12/1** *College Closed 11/20-11/24 for Thanksgiving Break*	**Comprehension, Part II** **Synthesis** **Final Exam**	**Activity #6** **Discussion #7** **DUE:** Tues., 11/28, 11:30 p.m. **Final Exam** **DUE:** Sun., 12/3, 11:30 p.m.

VII. <u>**Uniform Core Curriculum / Program Learning Objectives Assignments**</u>

[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): <u>Not mapped on UDL framework</u>.