

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 4511
Intermediate Literacy 3-6: Reading, Writing & Thinking

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

Course Prefix:	RED 4511
Section #:	2672
Credit Hours:	3 credits
Co-requisites:	None
Pre-requisites:	Admission to Elementary Education with Infused ESOL and Reading, AND RED 3309 and EDG 3620, OR Admission to Exceptional Student Education with Infused ESOL and Reading, AND RED 3309 and EEX 3241

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	As posted	
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

Acting Dean:	Dr. Tashika Griffith	
Office Location & Number:	Clearwater/EpiCenter	Provost Office

I. COURSE DESCRIPTION

This course is designed to increase preservice teachers' knowledge and application of literacy development for children from third through sixth grade. The major emphasis of the course is on the application of evidence-based practices in teaching literacy by integrating the components of reading and current theories, methods, and materials and writing instruction. This course includes a minimum of 20 school-based hours actively participating and observing reading and writing instruction in third through sixth grade educational setting(s).

47 contact hours

II. MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES

1. The teacher candidate will differentiate the metacognitive processes of literacy including the strategies, skills, knowledge, and attitudes needed to be proficient readers and writers by:

- a. identifying evidence-based practices needed for proficient reading (e.g., locate/recall; integrate/interpret; critique/evaluate) and writing (e.g. brainstorming, the writing process, conferring, revising, editing and publishing) for students at various levels.
 - b. discussing text meaning and interpretation of a wide variety of informational and literary texts, including print and digital texts.
 - c. distinguishing characteristics of students with reading difficulties, including students with dyslexia, using evidence-based practices to address their needs.
 - d. comparing the varying demands of text on readers' comprehension, including the demands of domain-specific texts.
 - e. explaining how the interaction of reader characteristics (background knowledge, interests, strengths and needs), motivation, text complexity and purpose of reading, impacts comprehension and student engagement.
 - f. augmenting reading and writing instruction with the infusion of technology and digital texts.
2. The teacher candidate will monitor reading and writing progress using ongoing assessment and evaluation to plan reading and writing instruction by:
- a. examining various types of informal and formal reading and writing assessments.
 - b. conducting an oral reading assessment and analyzing results to plan future instruction.
 - c. assessing reading fluency utilizing analytic and holistic rubrics.
 - d. assessing reading comprehension of elementary students using various methods (e.g., retellings, discussion, summaries, response journals).
 - e. assessing a writing sample of an English Learner to plan for instruction.
3. The teacher candidate will synthesize the components of reading, the interdependence of these components, including their effect upon reading as a process for all students by:
- a. examining the components of reading including phonics, vocabulary, fluency and comprehension.
 - b. analyzing students' fluency scores and determining appropriate instructional action.
 - c. developing a multimodal and multi-genre "text set" for explicit instruction of higher order thinking and literacy strategies that supports students reading within, across and beyond texts.
 - d. applying metacognitive strategies during book discussions.
 - e. identifying rhetorical appeals in texts.
4. The teacher candidate will apply the writing process within an integrated literacy model (modeled writing, interactive, shared, independent) by:
- a. composing papers in various modes of writing (e.g., narrative, expository, and opinion/argumentative).
 - b. choosing appropriate literature to utilize prior to or during writing lessons.
 - c. describing evidence-based practices for teaching various modes of writing including how to use precise language, figurative language, transitional words and phrases, dialogue, and sentence variety.
 - d. selecting multimedia elements to emphasize and enhance oral and written tasks.
5. The teacher candidate will apply evidence-based strategies for the diagnosis, prevention, and intervention of common literacy difficulties by:

- a. identifying obstacles some students face in reading acquisitions (e.g., incomplete beginning reading instruction, lack metacognitive strategies, limited prior knowledge and experiences, limited work study skills).
- b. demonstrating appropriate interventions to accelerate the progress of students who experience reading difficulties (e.g., higher level of support, opportunities for more reading practice, reading materials on appropriate level).
- c. demonstrating appropriate strategies for English Language Learners (ELLs) when conferring with an ELL student.

III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

A. Required Textbooks

Textbook(s)	<u>Required</u> : Dewitz, Graves, Graves & Juel (2020). <i>Teaching Reading in the 21st Century</i> : (6th ed.). Pearson. ISBN: 9780135196755
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 **20 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

Introductions	Respond to discussion forum with open-ended questions	Counts as first week attendance
Descriptive writing poem	Create a poem as an introductory activity.	10 points
Oral Language Activities		
Oral Language Discussion	<ol style="list-style-type: none"> 1. Discuss how English Language Learners' home language impacts English acquisition and the successes and challenges of learning English. Reference course readings as part of the discussion. 2. Review the research on students with reading difficulties, including students with dyslexia, and explain how these difficulties could impact oral language development. 3. Describe at least three evidence-based practices from resources like the Florida Center for Reading Research that could be used in the classroom to engage diverse students with extended text discussions and speaking and listening. 4. Compose a post addressing #1-4. Reply to a minimum of two peers with a question, connection, or observation. 	20 points
Science of Reading Discussion	Describe the changes in reading instruction over time and the facts learned about dyslexia.	10 points
Differentiated instruction, UDL, and RtI Discussion	Compare the meanings and differences between RTI, MTSS, UDL and accommodations and modifications	10 points
Social vs. Academic Language Graphic organizer	After reading the academic vs. social language article and viewing the video, complete graphic organizer comparing academic language and social language.	10 points
Components of Language Quiz	Complete quiz including, (but not limited to) the six components of language (phonology, orthography, morphology, syntax, semantics and pragmatics)	10 points
Word Work Activities		
Phonics Activity	<p>Design a mini-lesson using a strategy for decoding multi syllabic words. Then locate three words in your novel that would need to be taught using a strategy for high frequency words and model using a high frequency word strategy using one word.</p> <p>After that, discuss your chosen words and why they are appropriate for specific strategies.</p>	20 points
Phonics Quiz	Quiz will cover phonics terminology covered in readings and course materials.	20 points

Structural Analysis of Words	Find examples of words within narrative and expository text, used in book discussions for students in grade 3-6 that show common prefixes, suffixes, and root words. Write the meaning, and examples of other words with those prefixes, suffixes, and root words. Share with the class common difficulties with word work at the upper elementary level and strategies to address the difficulties	10 points
Semantic Analysis	Read and discuss structural analysis of words. Then develop a semantic map of vocabulary words from one of the book discussion books.	10 points
Vocabulary Terms	Record terms related to vocabulary words, vocabulary instruction and assessment.	10 points
Vocabulary Evidence-Based Activity	Define the types of vocabulary and demands for instruction. Share an evidence-based activity to teach these words and explain how the activity could be used as an assessment.	20 points
Fluency Activities		
Fluency Case Study Analysis	Select a case study on reading fluency and summarize the data.	20 points
Fluency Activities	Analyze fluency case study data. Share instructional strategies that would benefit students.	10 points
Comprehension Activities		
Admission ticket	Share daily ways to practice reading a variety of genres to practice reading skills and overall comprehension.	10 points
Book Discussion Response Records	Select children's/young adult novels from given list. Participate in book discussions and address literary elements such as: characters, setting, plot, conflict, theme, and symbolism. Additionally, apply metacognitive strategies (e.g., visualization, making inferences) for classroom instruction. Note common problems with these comprehension strategies and how these problems would be addressed.	20 points each = 80 points total
Cognitive Targets and Bloom's taxonomy Discussion	Match metacognitive strategies with text genres to identify cognitive targets for reading comprehension.	20 points
Concept Map for Comprehension	Explore different definitions of comprehension and highlight key words and phrases. Create a concept map to describe comprehension.	10 points
Text Set	Select a book from the book discussions as the anchor text for developing a multimodal and multigenre "text set." This text set will include texts in different modalities (print, audio/visual) and several short, high interest informational and digital texts for a multi-day thematic learning experience. Include metacognitive and multi-sensory strategies and apply explicit instruction for developing higher order thinking.	25 points

	Include specific literacy strategies discovered through the course lectures, activities, readings and field experience that support students reading within, across and beyond and texts. Create an effective response to the text set (i.e. poem, poster, song, drawing, newspaper column, TV commercial, game, etc.)	
Classroom Assessment		
Formal vs. Informal assessment Graphic organizer	Compare and contrast formal assessments to informal assessments. Include the strengths and limitations of each and how they are both used to inform instruction and track student progress.	10 points
Case Study w/Caregivers	Review the formal and informal data on three students who have reading difficulties. Summarize the main findings and share additional information that would be helpful to know. Develop a specific plan of action to the hypothetical caregivers based on the data including the specific strategies caregivers could employ.	10 points
Writing		
Literacy Lesson	Analyze an evidence-based literacy lesson that focuses on writing and comprehension. Plan how to address students who are having reading difficulties.	10 points
Genres of Writing	Compose three writing in the following genres: narrative, expository/informational, and opinion/argumentative. Texts from the book discussions may be the focus of the pieces.	20 points each = 60 points
Handwriting Activity	Synthesize information about teaching cursive handwriting in today's classrooms.	10 points

Summative Assessments

Literacy Block of Lesson Plans (Grades 3-6):	Construct a one-day comprehensive literacy block for students in grades 3-6. Include lesson plans with explicit instruction for vocabulary, comprehension, and fluency. Note accommodations and modifications for English Learners and students with reading difficulties, including those with dyslexia. In addition, apply the four curricular pillars of Universal Design for Learning (i.e., goals, instruction, materials and assessment).	50 points
Reading & Writing Notebook Synthesis	Synthesize concepts learned in the course along with your classroom observations and relevant state standards. Apply the principles of evidence-based reading/writing instruction for students by integrating the six components of reading within a notebook. Sections will include vocabulary/word work, fluency, comprehension, and writing. As part of the assignment, focus on Universal Design for Learning guidelines that offer opportunities for multiple means of engagement, representation, and action expression.	75 points
School-Based Case Study	Engage in a case study on a student with reading difficulties in grades 3-6.	50 points

	<p>Summarize the test scores from the pre-existing formal and informal data with a student.</p> <p>Conduct three observations of the student during the reading block in whole group, small group and independent reading.</p> <p>*Assess the student using a decodable text and evaluate the student’s fluency and comprehension.</p> <p>Provide two intervention sessions based on the data using multimodal strategies.</p> <p>Compose a 1-2-page analysis noting the learner’s background, strengths and areas of concern from the data, synthesis of observations, and plan of action for future instruction.</p>	
Decodable Reading Assessment	*Administer a decodable reading assessment with a student in grade 3-6. Analyze miscues, assess comprehension (retell analysis) and fluency. Write a one-page analysis, noting the learner’s background, strengths and areas of concern from the data, and plan of action for future instruction. This assessment will become part of the Case Study.	Submitted with School-based Case Study 25 points
Final Discussion	Final discussion including connections between course content and field-based experiences and impact on student learning in placement.	20 points
TOTAL Points:		675

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/1VrvFtlW9RP12YgbSrHdstAkktd-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 instructor’s discretion.**

DATES	ACTIVITIES/TOPICS	READINGS/ASSIGNMENTS DUE
1: 1/15-1/19 <i>College Closed 1/15 in honor of Rev. Dr. Martin Luther King, Jr. Day</i>	Introductions/Syllabus Becoming an Effective Literacy Teacher Download and review syllabus from MyCourses	Download and review syllabus from MyCourses Readings available in MyCourses Post to introductory forum (counts for official SPC – Week One attendance) on or before Sun., 1/21, 11:30 p.m. Take ungraded review quiz from RED 3309 on or before Sun., 1/21, 11:30 p.m.
2: 1/22-1/26	Creating the Affective Environment Choice and Motivation Voting for the Novel Study (Extended Text) Science of reading, Florida’s Formula for success & multisensory activities, students with dyslexia	Readings available in MyCourses Book Club Selections DUE Tues., 1/23, 11:30 p.m. Science of Reading Discussion Components of Language Quiz Descriptive Writing DUE Tues., 1/30, 11:30 p.m.

<p>3: 1/29-2/2</p>	<p>Setting up the Intermediate Literacy Classroom: What SHOULD be happening?</p> <p>Universal Design for Learning</p> <p>A Closer Look at ELA Standards</p> <p>Integrating Reading and Writing</p> <p>Oral Language</p> <p>English Learners</p>	<p>Readings available in MyCourses</p> <p>Social vs. Academic Language Activity</p> <p>Differentiated Instruction, UDL, and RtI</p> <p>Oral Language Discussion</p> <p>DUE Tues., 2/6, 11:30 p.m.</p>
<p>4: 2/5-2/9</p>	<p>The Writing Process</p> <p>Narrative Writing in response to Fiction and Informational Text</p> <p>Using Short Text in the Classroom</p>	<p>Readings available in MyCourses</p> <p>Admission Ticket</p> <p>Handwriting Activity</p> <p>Narrative Writing</p> <p>DUE Tues., 2/13, 11:30 p.m.</p>
<p>5: 2/12-2/16</p>	<p>Comprehension Strategies Good Readers use</p> <p>Schema/Prior Knowledge</p> <p>Phonics and Intermediate Learners</p> <p>Structural Analysis</p>	<p>Phonics Activity and Structural Analysis of Words</p> <p>Phonics Quiz</p> <p>Concept Map for Comprehension</p> <p>DUE Tues., 2/20, 11:30 p.m.</p>
<p>6: 2/19-2/23</p>	<p>Comprehension continued...</p> <p>Visualizing and Inferring</p>	<p>Readings available in MyCourses</p> <p>BOOK ONE DUE</p> <p>Literacy Lesson</p> <p>Book Discussion Response Record #1</p> <p>DUE Tues., 2/27, 11:30 p.m.</p>
<p>7 & 8: 2/26-3/8</p>	<p>Assessing comprehension</p> <p>Text complexity (qualitative, quantitative, reader and text factors)</p> <p>Close reading</p> <p>Questioning</p> <p>Student-generated questions and text dependent questions</p>	<p>Readings available in MyCourses</p> <p>Formal vs. Informal Assessment</p> <p>Case Study with Caregivers</p> <p>Book Discussion Response Record #2 DUE</p> <p>Cognitive Targets and Bloom's Taxonomy</p> <p>DUE Tues., 3/5, 11:30 p.m.</p>

9: 3/11-3/15 <i>College Closed – SPC's Spring Break</i>		
10: 3/18-3/22	Oral Language Vocabulary/Word Work	Readings available in MyCourses BOOK TWO DUE Vocabulary Terms Semantic Analysis DUE Tues., 3/26, 11:30 p.m.
11: 3/25-3/29	Vocabulary/Word Work continued	Readings available in MyCourses Vocabulary Evidence-Based Activity Book Discussion Response Record #3 DUE Tues., 4/2, 11:30 p.m.
12: 4/1-4/5	Determining Importance in Text Summarizing Text Features Text Structures	Readings available in MyCourses BOOK THREE DUE Book Discussion Response Record #4 Expository (Informational and/or Explanatory) Writing DUE Tues., 4/9, 11:30 p.m.
13: 4/8-4/12	Argument and Opinion Writing	Readings available in MyCourses Persuasive (Argument and/or Opinion) Writing Case Study and Decodable Reading Assessment DUE Tues., 4/16, 11:30 p.m.
14: 4/15-4/19	Reading Foundational Skills including Phonics Fluency	Readings available in MyCourses Fluency Case Study Analysis Fluency Activities Discussion Reading and Writing Notebook Synthesis Record of Hours DUE Tues., 4/23, 11:30 p.m.
15 & 16: 4/22-5/3	Integrating New Literacies and Technology	Readings available in MyCourses Literacy/ELA Block of Lesson Plans

	Research Writing Artificial Intelligence	DUE Tues., 4/30, 11:30 p.m. Text Set DUE Thurs., 5/2, 4/30, 11:30 p.m.
17: 4/29-5/10	Synthesis	Final Discussion DUE Sun., 5/5, 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): Not mapped on UDL framework.