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EDRE 269 569 Phonics and Foundation of Literacy

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cXavier University
College of Social Sciences, Health, and Education
Department of Childhood Education and Literacy
EDRE 269/569 Phonics & Foundation of Literacy

3 credit hours

Fall2018

M 4:30-7:00

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CE & L Department Mission Statement:

Xavier University's Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession. Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori and Literacy programs, through their academic and professional training, are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic backgrounds and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the Childhood Education and Literacy preparation at Xavier University strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students' families and communities.

Course Overview and Purpose

EDRE 269 Phonics & Foundation of Literacy (3), (EDRE 569) The history of the English language, linguistics, and the use of phonics will be covered as it relates to the reading process. An in depth study of phonics as a major strategy in comprehension for emergent readers will be explored. Holistic philosophy and teaching will be emphasized. The course will provide an examination of the role of phonics instruction in learning to process printed text and provide background knowledge necessary for effectively teaching and assessing phonics skills.

REQUIRED TEXTS:

- College and Career Ready Standards, Common Core Standards: K-12 English Language Arts. Ohio Department of Education. (Available online at the Ohio Department of Education website).
- Cunningham, P. (2012). *Phonics They Use, Words for Reading and Writing* (7th edition) New York: Pearson.

ADDITIONAL REQUIRED READINGS:

Put Reading First, The Research Building Blocks for Teaching Children to Read

www.nifl.gov/partnershipforreading (please download)

Selected articles posted on Canvas:

Mesmer & Griffith – “Everybody’s selling it—But just what is explicit, systematic phonics instruction?”

Yopp and Yopp: “Supporting Phonemic Awareness Development in the Classroom”

Cabell, Tortorelli, & Gerde – “How do I Write...?”

Clymer, T. - “The Utility of Phonics Generalizations in Primary Grades”

Shaywitz, S., & Shaywitz, B.: “Disability and the Brain”

Course Policies:

- **Professionalism:** Students are required to demonstrate behavior consistent with a professional career in education. In particular, candidates should follow the guidelines below:

- **Attendance**

In order to earn credit in any course for which you are registered, the student is required to attend classroom exercises regularly and promptly. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure. You are expected to be in class unless something unforeseen occurs to you or your family. Please call or email in the event that you will not be in class. It is your responsibility to gather all missed materials. Because the class meets only once a week, points will be deducted for each absence. Class begins promptly at 4:30. Excessive tardiness will result in absence points.

- **Participation**

Class participation is an expression of your interest and knowledge of the content. Throughout the class we will complete projects and discuss content. Be sure to have read the assigned readings prior to class. Texting, phone calls, inappropriate conversation, and use of your laptop/tablet for NON-ACADEMIC purposes are not acceptable.

Ask. Respond. Discuss. Disagree. Learn. Understand.

- **Academic Honesty:** The Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others' works and ideas are used, citations must be. Please refer to the *Xavier University Catalog* for the included official statement and consequences.

- **Accommodations:** Xavier University's Learning Assistance Center can be reached by calling 745-3280. The Writing Center is located in Conaton Learning Commons and the phone number is 745-2875. Please inform the instructor of accommodations as soon as possible. Any student who feels he/she may need an accommodation based on the impact of a documented disability should contact the Learning Assistance Center at 745-3280 on the fifth floor of the Conaton Learning Commons, Room 514, to coordinate reasonable accommodations.

- **Written Assignments:** Correct grammar, mechanics, and spelling are required; points will be deducted for excessive errors. All assignments must be type-written and double spaced, 12 point font. Please be sure to proofread your assignments.

- **Assignment Due Dates:** Assignments are due on the dates indicated on the syllabus. Failure to turn in assignments by the due date will result in a loss of points as determined by instructor.

Standards:**International Reading Association/National Council of Teachers of English (3,6,8,12)****NAEYC Standards -NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum**

Institutional Standards: Candidates of Xavier University use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. They understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

5 c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.**Standards for the English Language Arts**

The objectives for this course are derived from the NCTE/IRA Standards for English Language Arts. “The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life’s goals and to participate fully as informed, productive members of society. Although the following standards are presented as a list..., they are not distinct and separable, they are....interrelated and should be considered as whole.” (Standards in Practice 3, 6, 8, 12).

- 1.) Students read a wide range of print and non-print text to build an understanding of texts, of themselves, and of the cultures of the United States and the world: to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- 2.) Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. Philosophical, ethical, aesthetic) of human experience.
- 3.) Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and their texts, their word identification strategies, and their understanding of textual features (e.g. Sound-letter correspondence, sentence structure, context, graphics).
- 4.) Students adjust their use of spoken, written, and visual (e.g. Conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 5.) Students employ wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- 6.) Students apply knowledge of language structure, language conventions (e.g. Spelling and punctuation) media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
- 7.) Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g. Print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- 8.) Students use a variety of technological and informational resources (e.g. Libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- 9.) Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
- 10.) Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
- 11.) Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
- 12.) Students use spoken, written, and visual language to accomplish their own purposes (e.g. For learning, enjoyment, persuasion, and the exchange information).

Course Goals and Outcomes:

By the end of this course you will have a better understanding of the foundations of literacy and phonics. The following principles will be reinforced:

- Definitions of reading and oral language development (IRA/NCTE: 3,6,8,12, NAEYC)
- Phonemic Awareness (IRA/NCTE: 3,6,8,12, NAEYC)

- Phonics terminology and strategies for teaching phonics in the context of a balanced literacy program (IRA/NCTE: 3,6,8,12, NAEYC)
- Sound-spelling relationship (IRA/NCTE: 3,6,8,12, NAEYC)

COURSE ASSIGNMENTS AND EVALUATIONS

The following provides an overview of the course requirements. The point value for each assignment is provided.

1. NEWSLETTER RESEARCH PROJECT (Dyslexia): (50 points) IRA/NCTE: 3,6,8,12

You will choose one **article** from an educational journal, or you may choose from one provided. This article must pertain to the area of Dyslexia and Phonics. The newsletter will provide an overview of the article highlighting the content, in a grade-level appropriate parent newsletter that disseminates the information to parents, then share the newsletter and present the information to the class.

- Newsletter in parent friendly format
- Copy of journal article, highlighted
- In class presentation of newsletter

2. VALUE ADDED REQUIREMENT ASSIGNMENT (Two Parts):

a. GAME ACTIVITY FILE (100 points) IRA/NCTE: 3,6,8,12 (NAEYC Standard 5c *Accreditation requirement)

The following required assignment for this course has been designated as a value-added assignment in our teacher preparation program and/or our Reading Endorsement program. Competency in content knowledge, instructional strategies, differences in learning styles and adaptations, assessment and reflection are measured. This assignment requires an understanding of the reading process specific to phonics and the ability to articulate, interpret, and analyze key concepts as well as use appropriate academic language related to this course.

You will develop a game/activity file for the teaching of phonics. Undergraduates will turn in a total of five(5) game ideas, and present one in class. Some suggested concepts/skills include: Phonemic Awareness, Prefixes/Suffixes Digraphs/Blends, Sounds and Letters, Alphabetic Recognition, Vowels, Word Sorting, Word Families, Vocabulary.

****GRADUATE REQUIREMENT: 10 game ideas plus 2 games presented in your field placement (25 additional points).**

A handout describing the format for the folder will be distributed in class. Your game will be based on the needs of an individual child or small group. You will create a lesson plan based on this need following the format provided, teach the game, and then provide an analysis/reflection. The handouts will be posted on Canvas

- Game Presentation /Field Placement (25 points)** – You will select one of your games listed in your Activity File and create a lesson plan to present the game in your field placement. In class you will share the game and discuss the outcome of your teaching, following the format provided. All materials for your game should also be developed.

As part of this course, you will complete a field experience. Details will be provided in class and posted on Canvas

*Undergraduates will be required to complete 5 hours of field experience.

*Graduate students will be required to complete 15 hours of field experience.

*****Placement arrangements require BCI/FBI checks and TB test so please complete immediately. You can NOT start your observation hours until your BCI/FBI check and TB test is back. Make a copy of these documents.**

- MIDTERM JOURNAL ARTICLE REVIEW:** In place of a mid-term examination, students will write a research study review of interest (related to the discipline of reading and phonics) of their choice. A list of possible topics will be provided, other topics may be used as long as they are approved by instructor. This

review differs from the responses in that a research question should be posed, studied and a conclusion drawn. Within your review, you will explain the study in your own terms, and your rationale for choosing the study. When responding to the study, state your opinion of validity and how this information is useful in terms of classroom, curriculum/instruction, or administrative use. The length of the review will vary depending on the topic/study chosen. (minimum 5 pages in length double spaced 12-14 font, maximum 10 pages) ***Study needs to be recent! Within last 3-5 years. YOU MAY TURN THIS IN AT ANY TIME PRIOR TO AND INCLUDING MIDTERM DUE DATE. (150 pts.)***

4. READING CHECKS: IRA/NCTE: 3,6,8,12 (10 pt. each)

Students will complete questions over the weekly readings that may include both textbook and article information. The dates for these will be announced in class and listed on the calendar.

5. POETRY PROJECT: IRA/NCTE: 3,6,8,12 (100 points)

You are to collect 10 poems that are age/grade appropriate and help teach a specific aspect of phonics such as letter recognition, sound recognition, word families, word endings, etc. Each entry should include the poem, why you selected this poem, age/grade level, Common Core standard, and the concept being taught. Please display your poetry project creatively and in a neat manner. Poetry projects will be shared in class so be prepared to share your work.

6. ARTICLE RESPONSES: (30 pts each) IRA/NCTE: 3,6,8,12

All articles given should follow the following guidelines, and be typed (spelling and grammar checks), preferably double spaced to allow room for comments.

- **Summary/abstract:** In paragraph form, summarize the article and its main points. What argument is being presented?
- **Response from a teaching perspective:** How can the information in this article help you in planning instruction? Were there new perspectives/new information given? Can you adapt any information/techniques to fit your class situation?
- **Critical response:** Is this a valuable article in terms of what you need to know as a teacher? Criticisms, critiques, opinions? Do you agree/disagree with this author's perspective?

Article responses should be no less than two pages, no more than five pages in length. **Each section is 10 pts.**

7. FINAL EXAM (200 points) IRA/NCTE: 3,6,8,12

This exam will be in class and include material covered throughout the course. The answers require synthesis and application of ideas from class discussions and the text readings.

GRADING SCALE: (**Please note: Grad students must have a C average in order to receive credit.)**

Percentages are a the total points earned divided by the total points available.

- 8. OTHER ASSIGNMENTS AS DETERMINED:** Within the course, smaller assignments worth less than 100 pts may be added, such as jigsaws, presentations, etc. in order to differentiate instruction and encourage class participation.

Percent Grade

95-100 A
93-94 A-
90-92 B+
87-89 B
85-86 B-
82-84 C+
79-81 C
77-78 C-
74-76 D+

71-73 D

70 and below F

Tentative Course Calendar

(subject to change at discretion of professor)

Please Note: All readings are to be read prior to the class

Possible topics:

Vocabulary vs. Phonics instruction

Teaching phonics rules

Teaching spelling

Relation between phonics/spelling/writing

Whole language vs. Phonics

Methods of Phonics instruction

Phonics instruction in TESOL/Special Education/higher grade levels

