EDRE 269 569 Phonics and Foundations of Literacy

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Xavier University
College of Social Sciences, Health, and Education
Department of Childhood Education and Literacy
EDRE 269/569 Phonics & Foundation of Literacy
Monday 4:30 – 7:00
3 credit hours
Spring Semester 2015

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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:

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.

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)

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).

ADDITIONAL REQUIRED READINGS:

- Put Reading First, The Research Building Blocks for Teaching Children to Read (please download)

- Selected articles posted on Canvas:
  Bradley and Jones: “Sharing Alphabet Books in Early Childhood Classrooms”
  Cabell, Tortorelli, & Gerde: “How do I Write…?”
Clymer, T.: “The Utility of Phonics Generalizations in Primary Grades”

Evers, Lang and Smith: “An ABC Literacy Journal: Anchoring in Texts, Bridging Language, and Creating Stories”

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

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

Standards:

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.

National Association of the Education of Young Children Standards:

- Using Content Knowledge to Build Meaningful Curriculum
  - Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

National Council of Teachers of English//International Reading Association Standards for English Language Arts Standards:

- 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).

- 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.

- 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.
Students use spoken, written, and visual language to accomplish their own purposes (e.g. For learning, enjoyment, persuasion, and the exchange information).

**COURSE ASSIGNMENTS AND EVALUATIONS**

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

**DYSLEXIA RESEARCH ARTICLE and PRESENTATION: (45 points) IRA/NCTE: 3,6,8,12**

Throughout the semester you will read research about the field of Reading and Phonics. Specifically you will read, “Disability and the Brain.” You will then collect one additional article from an educational journal that focuses on dyslexia. You will provide an overview of both articles highlighting the content. You will create a parent newsletter to disseminate the information to parents. You will share the newsletter and present the information to the class.

**VALUE ADDED Assignment: Game Activity**

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.

**Game Activity, Presentation and Field Placement (125 points)**

**IRA/NCTE: 3,6,8,12 (NAEYC Standard 5c *Accreditation requirement)**

You will develop a game activity for the teaching of phonics. Some suggested concepts/skills include:

- Phonemic Awareness
- Sounds and Letters
- Word Sorting
- Prefixes/Suffixes
- Alphabetic Recognition
- Word Families
- Digraphs/Blends
- Vowels
- Word Families

Your game will be based on the needs of an individual child or small group. Be creative and follow the steps below for this assignment:

1. Discuss with the teacher the specific needs of a child or small group
2. Complete the needs analysis form
3. Create a game to present to your peers, receive feedback and then revise the game PRIOR to teaching it to the child or small group
4. Create a lesson plan to teach the game – follow the format provided – discuss with your peers
5. Teach the game, following your lesson plan
6. Complete the needs analysis form with your reflections
7. Present your revised game and reflections to your peers

**Game Presentation – You will share your initial game idea and receive feedback (see calendar). Then during the game presentations, you will share the revised game and discuss the outcome of your teaching. All materials for your game should be developed.**

**GRADUATE REQUIREMENT: Two games ideas and teaching experiences in your field placement (total points 150).**

FIELD PLACEMENT REQUIREMENT

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.***

**Quizzes: IRA/NCTE: 3,6,8,12 (60 points)**

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

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

You are to collect 10 poems that are age 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 level, connection to the Common Core standards, and the concept being taught. Please display your poetry project creatively and in a neat manner.

**MID-TERM and FINAL EXAM: (100 points each) IRA/NCTE: 3,6,8,12**

The mid-term exam will be in class and include all materials and readings to date. The final 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.
ASSIGNMENT TOTALS:

Dyslexia Research Parent Newsletter and Presentation   45 points
Game File and Presentation (Undergraduate)   125 points
Game File and Presentation (Graduate)   150 points
Quizzes       60 points
Poetry Project   100 points
Midterm       100 points
Final       100 points
Participation and Attendance   130 points
Total points       660 points
Total points (Graduate)       685 points

Graduate Grading Scale:

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Undergraduate Grading Scale:

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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. Zero points will be deducted for the first absence but 5 points will be deducted for each additional absence. More than two absences please see professor. Two points will be deducted for each excessive tardy (more than 10 minutes) or leaving early.
**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 are not acceptable. Five points will be awarded for each class period for those who participate and show knowledge of the material.


**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 included. Please refer to the *Xavier University Catalog* for the official statement and consequences.

**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 5 points for every day late - including weekends! Please see professor for unusual circumstances.

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

**Academic Support**

**The Learning Assistance Center (LAC)** provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and cura personalis. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. [http://www.xavier.edu/lac](http://www.xavier.edu/lac).

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.

**Writing Center** - The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at [writingcenter@xavier.edu](mailto:writingcenter@xavier.edu). The Writing Center is located in the Conaton Learning Commons room 400. [http://www.xavier.edu/writingcenter/](http://www.xavier.edu/writingcenter/)
Tentative Course Calendar

(Subject to change at discretion of professor)
Please Note: All readings are to be read prior to the class

January 12
Introductions
Syllabus Review
*Review Game File, Poetry Binder, and Newsletter Assignments*
Phonics Pretest
History of Phonics Lecture

January 19
Martin Luther King, Jr. Day, NO CLASS

January 26
Reading:
Word Identification Strategies – Chapter 1
*Put Reading First*
Quiz (9.5 points)

February 2
Reading:
Word Identification Strategies – Chapter 2-3
Yopp and Yopp
Present an activity or e-resource from chapter 2-3
(this will your quiz grade (5 points))

February 9
Reading:
Word Identification Strategies- Chapter 4 and 6
Quiz (10 points)

February 16
Reading:
Word Identification Strategies-Chapter 5
Clymer Article (read in class)
Quiz (8.5 points)
February 23  DYSLEXIA RESEARCH ARTICLE AND PRESENTATIONS
Review for Midterm

March 2  Spring Break, NO Class

March 9  Midterm

March 16  Article Discussion (to be read in class)
Bradley and Jones
Cabell, Tortorelli, & Gerde
Evers, Lang and Smith

PREGAME PRESENTATIONS

March 23  Reading:
*Phonics They Use– Chapters 1 & 5*
Quiz (8 points)

PREGAME PRESENTATIONS

March 30  Reading:
*Phonics They Use– Chapters 2 & 3*
(chapters 2 & 3 will be presented in sections by class and counted as your quiz grade 5 points)

April 6  Reading:
*Phonics They Use– Chapters 4, 9 and 12*
Quiz (8.5 points)

April 13  Reading:
*Phonics They Use– Chapters 6, 7 & 8*
Quiz (5.5 points)

GAME FILE PRESENTATIONS, GAME FILES DUE
April 20  Reading:

    Phonics They Use-Chapters 11 & 13

    POETRY PROJECTS DUE

April 27  Posttest and Review for Final Exam

May 4    Final Exam