Sample Literacy Syllabus

EDUC 600 Foundations of Literacy Development
3 Credit Course (42 Hours of Instructional Time)

Course Description: Provide in-depth understanding of the reading acquisition process and current issues in reading research related to preliterate and emergent readers through observation and analysis of reading and written language development. Prerequisite: Hold Bachelor's degree, admission to M.A. degree in Education Program.

Course Objectives:

Upon mastery of the course the candidate will demonstrate the ability to:

1. Identify the components of scientifically-based reading instruction in core and supplementary programs (5.01).

[Other objectives listed here]

> **Course objectives are explicitly linked to PBS One: Knowledge of Literacy.**

Required Texts and Readings:

> **Required readings have full publication information.**

Moats, L.C. *Language Essentials for Teachers of Reading and Spelling (LETRS).* Longmont, CO: Sopris West
- Module 1: *The Challenge of Learning to Read* Second Edition (2009)
- Module 2: *The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness* Second Edition (2009)
- Module 3: *Spellography for Teachers: How English Spelling Works* Second Edition (2009)
- Module 7: *Teaching Phonics, Word Study, and The Alphabetic Principle* (2005)

Honig, Bill, Diamond, Linda, & Gutlohn, Linda (2008). *CORE Teaching Reading Sourcebook, 2nd Edition.* Novato, CA: Arena Press

Diamond, Linda & Thorsnes, B.J. (2008) *Assessing Reading: Multiple Measures, 2nd Edition* Novato, CA: Arena Press

Course Calendar

Class Content Literacy Standards	Required Readings, Assignments and Assessments	Session Topics

1
 	
Importance of scientifically-based reading instruction
 	
5.01 A, B, D
Literacy Rubric item III
	Readings
	1. LETRS Module 1
	2. CORE: Teaching Reading Sourcebook: "The Big Picture"
	
	Assignment
	Take Quiz #1
		Learning to read is not natural
		  • Speaking is natural, reading and writing are not
		What the brain does when it reads
		  • Four Processing Systems that support word recognition
		  • Areas of the brain that support reading
		  • Moving beyond the cueing systems
		How children learn to read and spell
		  • The developing reading brain
		  • Five essential components of reading instruction
		Reading Research
		  • Criteria for reliable research
		  • The Connecticut longitudinal study and changes over time
		  • Chall's pioneering description of reading stages
		  • Ehri's model of reading progression
		  • Scarborough's "rope" model of reading development
		Dyslexia and other causes of reading disability
		  • What is dyslexia?
		  • Subtypes of reading disability
		  • The brain and dyslexia
		  • Data utilization and analysis
		  • Response to Intervention(RtI) and Tiered Instruction Models

2
Assessing phonological awareness to plan instruction
5.01.1 - A, B, C
5.01.2 – A, B, C, E
	Reading
	CORE: Introduction to Assessing Reading and Assessment, Assessing Reading, Multiple Measures
	  • Review assessments from CORE:
	Assignment:
	Administer a Phonological Awareness Assessment and Analyze the Results. See detailed Task Description under Assignments.
		Sounds of spoken English
		  • Articulation of speech sounds
		  • The alphabetic principle
		
		CORE Phonological awareness assessments. Purpose, administration, scoring, and interpreting results of the following:
		  • CORE Phoneme Deletion Test (Grades K-3)
		  • CORE Phonological Segmentation Test (Grades K-1)
		  • CORE Phoneme Segmentation Test (Grades 2-12)
		  • CORE Spanish Phoneme Awareness Test (Grades K-2)

Assessments

Quiz #1
5.01 A, B, D

1) Name the five essential components of reading.
2) Read this passage: "The eighth grade was buzzing with the news: One of the students would be chosen to be principal for a day. Each student who was interested in the position would have to fill out an application and be interviewed". Now, select which processing system or systems (phonological, orthographic, meaning, or context) might support the following activity associated with reading. Typically tasks draw on more than one processing system.
   a) Activity: Recognizing that the right meaning of "principal" is: "the head or director of a school"
3) According to Torgesen and others, what is one of the best ways to prevent the downward spiral of reading failure?
4) Match each of the four processors with the task it performs.
5) Identify three simple questions that educators can use to distinguish between research that confirms the effectiveness of an instructional practice and research that does not.
6) True or False?: Several recent summaries of reading research agree that all but 2 to 5 percent of children can become proficient readers, even in populations where the incidence of poor reading is often far higher.
7) According to the work of Sally Shaywitz and others, what can change brain activity in struggling readers?
8) True or False? According to the National Literacy Panel on Language Minority Children and Youth, instruction in the essential components of reading is necessary and sufficient, for teaching ELL students to read and write proficiently in English.
9) Which of the three subtypes of reading disability accounts for about 90% of the children with developmental reading disabilities?

Performance-based Assignments

Assignment: Administer a Phonological Awareness Assessment and Analyze the Results
5.01.1 - A, B, C; 5.01.2 – A, B, C, E

Task Description:
1. Select at least one of the four assessments presented in the unit and administer it to at least three different students of varying ability levels. Select the most appropriate assessment for your students' needs and abilities. You may want to select different assessments for different students.
2. Score the assessments and analyze the results. Complete your analysis directly on the Analysis of Phonological Awareness template provided (Appendix A). You will also need to attach the assessments and all forms used to record scores, information, etc. with your submission.

Grading Criteria: 30 points. This assignment will be graded using the Analysis of Assessments Rubric