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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.*

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Course Prefix:	RED 4342
Section #:	1162
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:	Heather Duncan, Ph.D.	
Office Location & Number:	Tarpon Springs	BB 101

I. <u>COURSE DESCRIPTION</u>

This course provides a deeper conceptualization of the principles of explicit, systematic, and sequential evidence-based reading research as the foundation of comprehensive literacy instruction for K-12 learners. This course embeds each of the major components of the reading process to assist students in literacy acquisition. Preservice teachers will apply effective, evidence-based instructional interventions based on data. Preservice

teachers will identify reading difficulties, including identification of students with characteristics of dyslexia, provide appropriate interventions and conduct effective progress monitoring.

II. MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES

1. The preservice teacher will demonstrate a comprehensive understanding of the six components of reading as a process (i.e., oral language, phonological awareness, phonics, fluency, vocabulary and comprehension) by:

    a. defining key terms related to each component and locating assessments for each.
    b. describing how the students' development of oral language (i.e., phonology, morphology, syntax, semantics and pragmatics) relates to language comprehension.
    c. analyzing the differences between phonological awareness (e.g., words, syllables, rimes) and phonemic awareness (phonemes).
    d. explaining how the variation in students' oral language exposure and development requires differentiated instruction.
    e. analyzing the connection of evidence-based spelling and writing practices with phonics instruction.
    f. explaining how independent readers activate their background knowledge, self-monitor and self-correct to enhance fluency as a bridge to comprehending text.
    g. identifying intentional explicit, systematic and sequential evidence-based practices for vocabulary development and scaffolding concept development.
    h. discussing how the interaction of reader characteristics, motivation, text complexity and purpose of reading, impacts comprehension and student engagement.

2. The preservice teacher apply the components of reading as a process by:

    a. describing ways to teach 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 K-12 learners including those with difficulties in reading, students with exceptionalities and English Learners.
    e. locating digital and print texts to support instruction and extended class discussions.
    f. comparing phonological and written characteristics of English with other languages.
    g. explaining how to engage and support caregivers and families in evidence-based language and reading development activities for their children and adolescents.

3. The preservice teacher will scaffold K-12 learning by applying the principles of evidence-based reading instruction by:

    a. selecting appropriate strategies to scaffold literacy skills and increase background knowledge for all K-12
        learners, including English Learners.
    b. implementing multimodal 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, including narrative and informational.
    d. explaining how they will create opportunities for K-12 learners to practice social and academic language through oral and written discussion.

4. The preservice teacher will integrate the components of reading to address K-12 learners' literacy needs by:

 a. analyzing video case studies of K-12 learners with reading and writing difficulties, including those with
dyslexia.
 b. documenting and reviewing K-12 learners' data to determine strengths and areas of concern.
 c. selecting appropriate multimodal interventions to improve students' learning.
 d. creating an arts-based artifact or infographic depicting the interdependence of the components of reading and the importance of self-monitoring.
 e. describing intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures.

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

Each week Teacher Candidates will participate in a variety of activities including quizzes, discussion forums, and written assignments to demonstrate their knowledge and application of concepts for each of the following areas:

- Oral language (50 pts.)

- Phonological awareness (50 pts.)

- Phonics (50 pts.)

- Vocabulary (50 pts.)

- Fluency (50 pts.)

- Comprehension (50 pts.)

- Integration of reading components and synthesis (50 pts.)

- Final Exam = 100 pts. ***Students must complete this examination with 75% or higher to successfully complete this course.***

TOTAL points: 450

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.

DATE	TOPICS	ASSIGNMENTS
Week One 5/20-5/24	Oral language	Introductory post DUE: Thurs., 5/23, by 11:30 p.m. Weekly activities DUE: Wed., 5/29, by 11:30 p.m.
Week Two 5/27-5/31	Phonological awareness	Weekly activities DUE: Wed., 6/5, by 11:30 p.m.
Week Three 6/3-6/7	Phonics	Weekly activities DUE: Wed., 6/12, by 11:30 p.m.

DATE	TOPICS	ASSIGNMENTS
Week Four 6/10-6/14	Vocabulary	Weekly activities DUE: Wed., 6/19, by 11:30 p.m.
Week Five 6/17-6/21	Fluency	Weekly activities DUE: Wed., 6/26, by 11:30 p.m.
Week Six 6/24-6/28	Integration of the reading components	Weekly activities DUE: Wed., 7/3, by 11:30 p.m.
Week Seven 7/1-7/5	Synthesis	DUE: Wed., 7/10, by 11:30 p.m.
Week Eight 7/8-7/12	Final Exam	DUE: Wed., 7/17, by 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>.