

CSUP Graduate Education Course Syllabus

Reading Instruction and Phonics Theory

ED 501 CLDE

Catalog Description:

This course will present Reading Instruction and Phonics Theory practice for teachers. The book is a stand-alone resource for using phonics as a method for teaching children to read. It focuses on teaching letter-sound relationships and strategies that help teachers convey content material while simultaneously giving their students reading and writing language skills. Step-by-step instructions and examples will help teachers quickly and easily use the strategies in any K-12 classroom and subject area. Educators will research this topic, view videos and write about the books content. Teachers will design a lesson/unit plan or activity for classroom implementation to apply researched-based instructional strategies and concepts for increasing reading proficiency for students in school settings. (3 Credits)

Credit Hours: ED 501: This three-credit ED 501 course uses a face-to-face/hybrid/synchronous online/asynchronous online, format and will require a total of 112.5 hours of student effort as show in the Course requirements section as well.

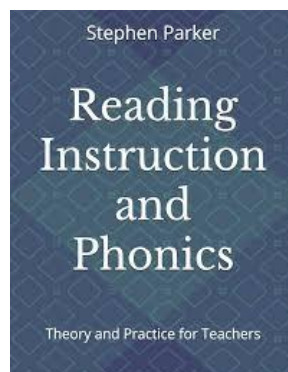
Course Format: Distance learning, independent Study Grad Course for working teacher license renewals.

Instructor: Joseph C'deBaca email: joseph@teacherslearningcenter.com phone 727-273-4852

Course Description:

This course will present Reading Instruction and Phonics Theory practice for teachers. The book is a stand-alone resource for using phonics as a method for teaching children to read. It focuses on teaching letter-sound relationships and strategies that help teachers convey content material while simultaneously giving their students reading and writing language skills. Step-by-step instructions and examples will help teachers quickly and easily use the strategies in any K-12 classroom and subject area. Educators will research this topic, view videos and write about the books content. Teachers will design a lesson/unit plan or activity for classroom implementation to apply researched-based instructional strategies and concepts for increasing reading proficiency for students in school settings. (3 Credits)

Required Text: Required Text: Reading and Phonics Instruction: Theory and Practice for Teachers. by Stephen Parker. 2nd Edition (2019) Royce-Kotran Publishing: 294 pages



Course Objectives

1. Educators will learn the sounds of American English and the theory of the alphabetic codes by focusing on letter-sound relationships of the alphabetic code instruction.
2. Teachers analyze the introduction to understand the author and his perspectives on the various reading instruction strategies in school systems and their outcomes.
3. Educators will review the history of reading instruction in the U.S and contrast the whole-language feelings based literacy as compared to creating phonics frameworks for reading acquisition.
4. Participants will utilize the appendices supplement to stages, code sounds to letters, consonant blends, sounding out complex and frequently used words to enhance reading instruction.
5. Educators will research this topic, view videos and practice sounds stages from the book to create lessons/activities to improve reading/phonics instruction in classrooms.

Student Learning Outcomes: (SLOs): This course addresses the following student learning outcomes rated 1=Basic, 2=Developing, 3=Proficient, 4=Advanced

| Educator Student Learning Outcome | Degree Addressed |
|--|-------------------------|
| 1. Demonstrate growth in content knowledge related to teaching and application of content knowledge to classroom instruction & assessment. | 3 |
| 2. Understand scientifically based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement. | 2 |
| 3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning. | 2 |
| 4. Locate, interpret, synthesize, and apply educational research in best practices in teaching. | 2 |
| 5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development. | 1 |
| 6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change. | 2 |
| 7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change. | 1 |
| 8. Demonstrate responsibility for student learning at high levels. | 3 |
| 9. Demonstrate responsibility for school reform-leadership in school change. | 1 |

Course Requirements:

Read the book: Instruction and Phonics by Stephen Parker. Write chapter Reviews/Reflections for the Chapters/sections listed above. Research the topic using the internet, journal articles or information and then write a Research Article Review regarding the various issues related to the course. View videos on this topic and write a Video Review. Develop a lesson or project or activity that can be used in the classroom or educational setting. Write a three-page Final Application Essay summarizing key elements from the course. Focus your writings and activities on the content or strategies from the course experience. Write about how you can apply them to your teaching methods, instructional practice and class or school environment. See assignment Rubrics below. Utilize SLO's in writings. 3 Credits

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|----------------------|--------------------------------|----------------------------|
| 1. Book readings | 2. Chapter reviews/reflections | 3. Research Article Review |
| 4. Project /Activity | 5. Video Review | 6. Final Application Essay |

Student contact Hours Course Work Time 3 credits.

| Requirement | Points | Student (hours) |
|---|--------|-----------------|
| Reading Textbook (294 total pages) Large Book | 20 | 27.5 |
| Writing Chapter Reviews/Reflections | 30 | 35.0 |
| Write Research Article Reviews | 15 | 15 |
| Lesson or Project or Activity | 10 | 10 |
| Video Review | 15 | 15 |
| Final Application Essay | 10 | 10 |
| Total | 100 | 112.5 |

Attendance/Participation:

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Educators will choose and order their courses at the CSUP website and enroll and pay. They will receive their Course Startup documents via email, and the course books will be sent by mail by Amazon or the post office. Teachers will study their syllabus and start reading and writing their assignments. They will be in contact with their TLC Instructor for guidance and support.

The Independent Study and Self-Paced format allow working teachers flexibility and freedom to work.

Term Dates:

Enrollment periods will appear on the students' transcripts. Thus, enroll in the term that you wish to

See on your transcript. **Spring** – January 2nd to May 15th **Summer** – May 16th September 15th

Fall – September 16th – December 31st

Grading: Grades automatically revert to an "F" if the course is not completed within a year.

| Percentage | Grade Level | GPA |
|-------------|---------------|-----|
| 100% to 90% | A | 4.0 |
| 89% to 80% | B | 3.0 |
| Not Allowed | No "C" grades | |
| Assignment | One Redo | |

Course Rubrics

Reading Instruction and Phonics

Course Assignment Rubrics Chapter Reviews/Reflections

| Chapter Reviews | Basic (30 pts.) | Proficient (40 pts.) | Advanced (50 pts.) |
|---|---|---|--|
| <p>Read the book and write chapter reviews and reflections for the 16 chapters of the book of your choosing</p> <p>Write 3 to 4 paragraphs summarizing the ideas, knowledge, and information that you thought was significant from each chapter.</p> <p>Consider reflecting on a paragraph or a concept that was enlightening and applicable to teaching.</p> <p>Expanded bullet points of main issues are also acceptable.</p> <p>Include your personal experiences, ideas, and critical analysis.</p> | <p>Writes a basic narrative of the chapters' contents.</p> <p>Includes major points expressed by the author.</p> <p>Includes at least one book citation or example.</p> | <p>Writes a general narrative of the chapters' contents with limited personal reflection.</p> <p>Expresses the major points of each chapter.</p> <p>Writing includes any state, district, or national academic standards that may apply.</p> <p>Includes several personal examples.</p> <p>Error Free</p> | <p>Writes a complete narrative of the main points of each chapter.</p> <p>Writes personal reflections that include the student's experiences with these issues as they relate to their personal classroom experience.</p> <p>Expresses major points of each chapter and provides in-depth elaboration. Includes national academic standards that apply.</p> <p>Includes critical analysis of the course's positive and/or limiting content and offers solutions as they apply to instructional applications in classrooms and schools.</p> |

Video Review Rubric Assignment:

| Video Review | Basic (10 pts) | Proficient (15 pts) | Advanced (20 pts) |
|---|--|---|---|
| <p>Locate a Video about Phonics Instruction – Explicit/Direct instruction for teaching reading for this course and watch it for the 1st time just for entertainment. Then</p> | <p>Write a basic review of the video with one or two reference information. Review only includes a minimal connection between course</p> | <p>Writes an expanded review of the video content with several video examples of information. Writing includes personal insight and explores the connection</p> | <p>Writes complete review of video with that includes previous columns requirements. Personal examples that thoroughly explore the connection between book and movie content.</p> |

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| <p>watch the movie a 2nd time pausing, taking notes as you go along.</p> <p>Then write your movie review with reflection connecting movie content, information and learning with the book content, research articles or other course concepts.</p> | <p>materials and movie content.</p> <p>Finde videos on Direct Instruction and Phonics for reading on youtube or other source</p> | <p>between course readings and movie content.</p> <p>Writing has some critical analysis, solutions, personal reflection and school applications.</p> | <p>Includes content examples, critical analysis, and solutions with personal reflections. Writings are relevant to teaching and classroom applications in school environments and personal development.</p> |
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Research Article Review Assignments Rubric

| Article Review | Basic (10 pts) | Proficient (15 pts) | Advanced (20 pts) |
|--|---|---|--|
| <p>Research course topic and locate one peer reviewed article and one secular relevant article that relates to the course content.</p> <p>Write an article review and personal reflection connecting article with the course content and school environment.</p> | <p>Writes review of articles with basic citation information and briefly shows connection between course and article content.</p> | <p>Writes review of article with a few references of information.</p> <p>Some critical analysis and solutions.</p> <p>Explores the connection between course and article content, showing full understanding of both interrelationships for teaching co</p> <p>*Submit Copies or links of the articles utilized in this assignment.</p> | <p>Writes review of articles with several informative references and thoroughly demonstrates the connection between article and course content.</p> <p>Reflection incorporates abstract and critical analysis and alternatives or solutions.</p> <p>Personal experiences and perspectives are included.</p> <p>Review applies information learned to potential classroom situations.</p> |

Required Lesson/Unit Plan and Activity Rubric

| Lesson/Unit Plan | Basic (5 pts.) | Proficient (10 pts.) | Advanced (20 pts.) |
|---|--|--|--|
| <p>Write a unit and a lesson plan, project or activities that demonstrate the</p> | <p>Creates a minimal activity and lesson plan that briefly demonstrates a simple application</p> | <p>Creates a general activity and lesson plan and unit plan that demonstrates two or more course</p> | <p>Creates a detailed activity and lesson plan or unit plan that includes a variety of teaching and learning styles.</p> |

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| <p>course concepts in a school classroom or instructional environment.</p> <p>Other activities include staff development, State academic standards, parent outreach, department or committee work, curriculum development, presentations, and school events.</p> | <p>of a course concept or strategy that can be utilized in classrooms for instructional and/or evaluative applications.</p> <p>Use ideas and concepts from the book.</p> <p>Error Free</p> | <p>applications of the various topics or concepts.</p> <p>Includes any state, district, or national academic standards that may (if any) apply.</p> <p>Contains a variety of teaching or learning styles and concrete or abstract practical applications of a concept from the course materials.</p> | <p>Contains concrete and abstract activities for practical classroom applications of several concepts from the course content.</p> <p>Addresses any state, district, or national academic standards in the activity.</p> <p>Creates a lesson plan or activity that helps students utilize course content to apply the knowledge or skills to school curriculum for their affective needs and improving achievement.</p> |
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Final-Application Essay Rubric Assignment

| Final-Essay | Basic (5 pts.) | Proficient (7 pts.) | Advanced (10 pts.) |
|---|--|--|---|
| <p>Write a 3 page essay combining all the course content or assignments and show how they can be applied to teaching students, schools settings and staff and personal development.</p> | <p>Writes an essay addressing how the course content can be applied to classroom instruction, student achievement, and the overall school environment.</p> | <p>Writes an essay with one or two examples of how various course concepts can be developed and implemented in the classroom and school environments.</p> <p>Writing addresses any state, district, or national academic standards.</p> <p>Addresses instructional methods, teaching strategies and effective lessons as well as students' affective needs and academic achievement.</p> | <p>Writes a thorough essay with multiple examples of how various course concepts can be developed and implemented in classroom and schools.</p> <p>Includes student's personal and experiential reflections, Writing has critical analysis of the course's positive and/or limiting content and offers solutions as they apply to instructional applications in classrooms and schools.</p> <p>Addresses instructional methods, teaching strategies and effective lessons as well as the affective needs of students and achievement.</p> |

Late Work: Assignments are late if they are not completed within the 6 months. Late assignments will receive a 20% reduction. An “F” grade will be posted if the course work is not completed on time.

Incomplete Grades: Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at CSU Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with question regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations: <https://www.csupueblo.edu/disability-resource-and-support-center/faculty-staff-resources.html>. If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center (DRSC) is located in OSC 201 and can be reached by phone (719-549-2648) email csup_dro@csupueblo.edu. As soon as possible to arrange services

Academic Dishonesty: Academic dishonesty is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will follow protocol as identified by their department. Academic dishonesty is grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards. Any student found to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible.

Academic dishonesty is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University conduct process as defined in the CSU Pueblo Student Code of Conduct. Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct.

See [Syllabus Reference Sheet](#) for full details on the following and more:

Academic Misconduct: Academic misconduct is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Academic misconduct is a behavioral issue as well as an issue of academic performance and therefore grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards.

Institutional Equity Statement

CSU Pueblo is committed to equal educational and employment opportunities and to the elimination of all forms of Discrimination, Protected Class Harassment, and Retaliation. Any campus community member in need of support, resources, or guidance is welcome to contact the Office of Institutional Equity and Title IX Coordinator via email at nicole.ferguson@csupueblo.edu, by phone at 719-549- 2210, or in person at LARC.