Course Title: EDR 308 Early Literacy I  
William Carey University  
School of Education  
Course Syllabus – Fall 2015  

INSTRUCTOR: Phyllis Armstrong, NBCT  
PHONE: (601) 318-6142  
OFFICE HOURS: 10:00 – 12:00 TR Fairchild 105 Suite E or by appt.  
10:00 – 12:00 Friday  
E-MAIL: parmstrong@wmcarey.edu  

** The purchase and activation of a TK20 account is a requirement for any student taking Education courses at William Carey University. Uploading one or more assignments in this course is a requirement of this Education course. The neglect to upload the required assignment to your TK20 by the specified deadline will result in receiving an “I” (incomplete) or a grade of an “F” for this course at your instructors’ discretion. If they choose to give you an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from turning
to an “F” automatically. If you have questions about what TK20 is or how to purchase your account, contact your TK20 Administrator at tk20@wmcarey.edu.

CATALOG DESCRIPTION:
Early Literacy I: (three hours) A study of the interactive reading process with an emphasis on phonology, morphology, syntax, semantics and schematics. The concepts of emergent literacy and reading and writing as communication are presented along with their theoretical backgrounds and research bases.


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COURSE DESCRIPTION AND RATIONALE:
This initial course in the reading sequence is designed to familiarize preservice teachers with current research and theories concerning aspects of elementary reading instruction (K-8). Emphasis will be placed on the four cueing systems used by the reader--the syntactic system, the semantic system, the graphophonic system, and the schematic system--and the interactive nature of the reading process. The concepts of emergent literacy and reading and writing as communication will be presented along with their theoretical backgrounds and research bases.

A major goal of reading instruction is to enable every child to read independently. The ability to apply the cueing systems that result in word recognition and comprehension enables children to attain that independence. Therefore, the content of this course is designed to give the preservice teacher a depth of understanding of the interactive systems that comprise the reading process in order to apply that understanding to the techniques and approaches of teaching reading that will be studied and applied in the following course (EDR 311).

All education courses at William Carey University are designed to provide a meaningful education that will result in the graduates becoming caring, effective, state certified teachers who are reflective decision makers. To this end, the education department builds upon the strong liberal arts and sciences curricula offered in the basic core through offering research-based courses which present a variety of educational theories with emphasis on transferring theories into effective teaching practices. In accordance with the mission of William Carey University, education courses are provided in a Christian environment, conducive to personal growth and the development of excellence in scholarship, leadership, and service.

GOALS AND RELATED SPECIFIC LEARNING OUTCOMES:
Consistent with the International Reading Association (IRA), and the Common Core State Standards, the learning outcomes of this course are to prepare teachers who will:
1. understand reading as an integrated process that results in comprehension/communication as a product. (WCU 4, CF Confident, EG 1, Intasc 1, IRA 1.1, 1.4)
   1.1 discuss the concept of emergent literacy.
   1.2 discuss the interrelation of language and literacy development.

2. understand and apply the research base for effective reading instruction: principles, techniques, theories, philosophies and historical bases. (WCU 1, CF Confident, EG 1, Intasc 1, IRA 1.1, 1.2)
   2.1 discuss the reading process from a language perspective.
      2.1.1 psycholinguistics.
      2.1.2 sociolinguistics.
   2.2 discuss theoretical and historical models of reading.
      2.2.1 bottom-up models.
      2.2.2 top-down models.
      2.2.3 interactive models.
   2.3 construct personal, practical and professional knowledge about reading and learning to read based on reading research
   2.4 develop a balanced literacy program.

3. engage children in activities that promote intrinsic motivation to read for pleasure and information. (WCU 4, CF 2, 4, EG 4, INTASC 1, 2, 3, 4, 5, IRA 4.1, 4.2, 4.3, 4.4)
   3.1 create literate environments that foster interest and growth in literacy. (IRA 4.1, 4.2, 4.4)
   3.2 create literacy learning centers. (IRA 4.1, 4.2, 4.4)
   3.3 use language experiences in the classroom. (IRA 4.1, 4.2, 4.4)
   3.4 use students’ interests and backgrounds as foundations of the reading program. (IRA 4.1)
   3.5 read to children from quality literature. (IRA 4.3)
   3.6 model reading and writing enthusiastically as valued life-long activities. (IRA 4.3)

4. understand and promote oral language development. (WCU 1, 4, CF 1, 2, EG 1, 4, Intasc 2, 3ACEI 2, 3)
   4.1 discuss the development of the phonological, morphological, syntactic, semantic and pragmatic systems of language. (IRA 1.3)
   4.2 create emergent literacy programs for beginning readers. (IRA 1.1)
   4.3 connect speech and print through language experiences. (IRA 1.3)

5. be able to assess, formally and informally, the learning needs and gaps of individual children in order to guide precise instruction. (WCU 1, CF 1, 3, EG 1, Intasc 8, ACEI 1, 4, IRA 3.1, 3.2, 3.3)
   5.1 use formal and informal assessment processes.
   5.2 implement the use of portfolios in the classroom.
   5.3 use kid watching while teaching.

6. possess in-depth knowledge of phonemic awareness, the alphabetic principle, and the generalizations that govern the relationship between sounds and symbols (phonics). (WCU 1, CF 5, Intasc 2, IRA 1.4, 3.3)
   6.1 discuss linguistic awareness.
   6.2 define and assess concepts about print:
      6.2.1 book knowledge.
      6.3 directional concepts about print.
      6.4 structural concepts about print.
      6.5 meaning concepts about print
      6.6 phonological concepts about print.
   6.3 define and assess phonological awareness.
      6.3.1 segmentation of sentences into words.
      6.4 syllable manipulation (blending, segmenting and deleting).
6.5 alliteration and assonance.
6.6 onset and rhyme
6.7 phonemic awareness.
6.7.1 identification.
6.7.2 articulating in isolation.
6.7.3 blending.
6.7.4 segmenting.
6.7.5 manipulating (deleting, adding, substituting, transposing).
6.4 define and assess the alphabetic principle.
6.4.1 letter name knowledge.
6.4.2 sound/symbol relationships.
6.4.3 orthographic awareness.
6.5 explain, use, and assess graphophonic generalizations:
6.5.1 single consonants.
6.5.2 short vowels (closed syllables).
6.5.3 consonant digraphs.
6.5.4 consonant blends.
6.5.5 long vowels (open syllables, vowel digraphs, VCe).
6.5.6 r-controlled vowels.
6.5.7 diphthongs.
6.5.8 other vowel sounds and schwa.
6.6 define the semantic cueing system.
6.7 define the syntactic cueing system.
6.8 discuss, teach and assess sight words.
6.9 discuss, teach and assess morphology (structural analysis).
6.9.1 prefixes
6.9.2 suffixes (inflectional and derivatives).
6.9.3 roots.
6.9.4 compound words.
6.9.5 contractions.
6.10 use and teach rules for syllabication.
6.11 use and teach orthography (common spelling patterns).

7. understand how concepts of print, phonics and phonemic awareness are learned by children and why they are important to the reading and writing process. (WCU 1, EG 4, Intasc 1, IRA 1.4, 2.1, 2.2, 2.3)
7.1 discuss the phases of development in children’s ability to identify words.
7.2 discuss the role of decoding in constructing meaning.
7.3 explain the interrelationships of reading, writing, speaking and listening.

8. possess and be able to apply a wide variety of explicit instructional strategies for helping beginning readers/writers learn concepts about print, phonemic awareness, and phonics (WCU 1, EG 1, Intasc 1, IRA 2.1, 2.2, 2.3)
8.1 use strategies for teaching concepts about print.
8.2 use strategies for teaching the letters and sounds of the alphabet.
8.3 use strategies for teaching phonemic awareness.
8.4 use approaches and strategies for teaching phonics.
8.4.1 define and teach analytic phonics.
8.4.2 define and teach synthetic phonics.
8.4.3 define and teach analogic phonics.
8.4.4 define and teach consonant-based strategies.
8.4.5 define and teach vowel-based strategies.
8.4.6 define and teach spelling-based strategies.
8.5 use approaches and strategies for teaching structural analysis.
8.6 use approaches and strategies for teaching orthography.

9. understand, respect, and value cultural, linguistic, and ethnic diversity. WCU 4, CF 3, EG 2, Intasc 3, IRA
4.1, 4.2) recognize how differences among learners influence their literacy development (ACEI 1, 2b, 3b, 5c) (IRA 1.3)
9.1 adapt programs for culturally and linguistically diverse students. (IRA 2.3)

10. define and discuss the Common Core State Standards
10.1 define the language arts standards for K-6.
10.2 use informal and observational assessments to determine if core standards are being met. (IRA 1.3, 3.1, 3.2, 3.3, 3.4)
10.3 demonstrate specific intervention strategies that assist students in meeting a core standard. (IRA 3.3)

TEACHING TECHNIQUES/METHODS USED IN COURSE:
The in-class teaching methods used to accomplish the goals and objectives of the course include lecture, paired learning, demonstration, and modeling of strategies with technology, simulations, whole group discussion and small heterogeneous cooperative learning group activities. The six-hour, field-based component will be conducted at a local school.

LABORATORY REQUIREMENTS:
There is no laboratory requirement for this course; however, there is a ten (10) hour field experience.

FIELD EXPERIENCE REQUIREMENTS:
There is a ten-hour, field-based component at a local school. Students will schedule one hour per week for ten weeks for this component.

COURSE REQUIREMENTS:

<table>
<thead>
<tr>
<th>Requirement(s)</th>
<th>Due</th>
<th>Points/Grading</th>
<th>Specifics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Portfolio</td>
<td>last day of class</td>
<td>pass/fail</td>
<td>Each student will compile a portfolio from class assignments and reflections.</td>
</tr>
<tr>
<td>2. Unit Examinations</td>
<td>See schedule</td>
<td>2 @ 100 points 2 @ 40 points</td>
<td>Unit examinations will be given upon completion of each unit of study. These examinations will be based on the objectives of the course and will include essay, application, and objective test items. The student will be responsible for all assigned reading, study guides, classroom practice sessions and lectures, and any other material covered in the course.</td>
</tr>
<tr>
<td>3. Graphophonics Proficiency Test</td>
<td>must be completed with 100% accuracy by last day of class</td>
<td>pass/fail</td>
<td></td>
</tr>
<tr>
<td>4. Participation in 10 hours of field-based tutoring</td>
<td>one hour per week for ten weeks</td>
<td>40 points</td>
<td>Students will apply principles and strategies covered in class sessions. The lesson plans and reflections become part of the student portfolio. Unsupervised</td>
</tr>
<tr>
<td>5. Three lesson plans developed/one presentation of a lesson plan</td>
<td>See schedule for dates</td>
<td>3 lesson plans @ 20 points 1 presentation @ 40 points</td>
<td>The lesson plans will be devised to demonstrate the systematic teaching of an element of reading. The three elements that will be presented are as follows: concepts about print, phonemic awareness, and graphophonics.</td>
</tr>
</tbody>
</table>
6. Five outside reading summaries

<table>
<thead>
<tr>
<th>Topic</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Language Development Development of Concepts about Print Strategies for Developing Phonemic Awareness The Role of Phonics in the Teaching of Reading Literacy Development in Culturally and Linguistically Diverse Students</td>
<td>5 @ 10</td>
<td>Each summary will be on the topic assigned on the schedule and will be current research (i.e. the sources must be within the past five years). The topics will be summarized and be a minimum of one typed page. These readings should be typed on a computer word processor. Each topic should be documented with one journal article. A one paragraph critique is required for each topic. The student should be prepared to discuss the summary in his/her own words in class.</td>
</tr>
</tbody>
</table>

7. Assessment of the oral language development of one child and analysis of the results.

8. Assessment of concepts about print development of one child and analysis of the results.

9. Assessment of the phonemic awareness development of one child and analysis of the results.

10. Assessment of the graphophonic skills of one child and analysis of the results.

11. Review and reflections upon educational websites.

SPA RELATIONSHIPS:

1. Study guides will be provided as a supplement to the textbook. Textbook reading will be assigned to correlate with each of the objectives of the course. (IRA 1.1, 1.2, 1.4) (ACEI 1, 2a, 2b, 3a, 3e, 5b) (Common Core State Standards)

2. Unit examinations will be given upon completion of each unit of study. These examinations will be based on the objectives of the course and will include essay, application, and objective test items. The student will be responsible for all assigned reading, study guides, classroom practice sessions and lectures, and any other material covered in the course. Each unit examination will be assigned a minimum of one week in advance. (IRA 1.1, 1.2, 1.4) (ACEI 1, 2a, 2b, 3a, 3e, 5b) (Common Core State Standards)

3. A final comprehensive examination will be given upon completion of the course.

4. Each student will keep a three-ring notebook, organized with all class notes, study guides, reflections, readings and any additional supplementary materials.

5. A graphophonic proficiency test must be passed with 100% accuracy by the end of the course. (ACEI 3a, 3b, 3c, 3d, 3e) (IRA 2.1, 2.2, 2.3)

6. Students will participate in 10 hours of field-based Reading Tutorial Partnerships. Tutoring activities will be explained in the appropriate class. (Common Core State Standards) (IRA 5.1, 5.2, 5.3, 5.4)(ACEI 5)

7. Three lesson plans will be developed with one being presented to the class. The lesson plans will be devised to demonstrate the systematic teaching of an element of reading. The three elements that will be presented are as follows: concepts about print, phonemic awareness, and graphophonics.

8. Five outside reading summaries will be turned in on the dates indicated on the following schedule. Each summary will be on the topic assigned on the schedule and will be current research (i.e. the
sources must be within the past five years). The topics will be summarized and be a minimum of one typed page. These readings should be typed on a computer word processor. Each topic should be documented with one journal article. A one paragraph critique is required for each topic. The student should be prepared to discuss the summary in his/her own words in class. (ACEI 1, 2b, 3b, 5c)(IRA 1.1, 1.2, 1.3)

8.1 Oral Language Development
8.2 Development of Concepts about Print
8.2. Strategies for Developing Phonemic Awareness
8.3 The Role of Phonics in the Teaching of Reading
8.5 Literacy Development in Culturally
and Linguistically Diverse Students
9.0 Students will assess oral language development, concepts about print and phonemic awareness skills of one child and analyze the results. (ACEI 4)(IRA 3.1, 3.2, 3.3, 3.4).

10.0 Students will assess the decoding skills of one child and analyze the results. (ACEI 4) (IRA 3.1,3.2, 3.3, 3.4)
11.0 Students will review and reflect upon educational websites. Directions will be given in the appropriate class. (IRA 2.2)

International Reading Association (IRA)
www.reading.org
Standards
(Adopted by the Mississippi IHL Literacy Council in 2003.)

IRA/MS Standard 1. Foundational Knowledge and Dispositions

<table>
<thead>
<tr>
<th>Standards</th>
<th>Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Knowledge of psychological, sociological, linguistic, and anthropological foundations of reading and writing processes and instruction.</td>
<td>lecture, readings in textbooks and journal articles, class discussions, small group discussions</td>
<td>tests, summaries and critiques of readings, classroom participation</td>
</tr>
<tr>
<td>1.2 Knowledge of reading research and histories of reading</td>
<td>reading from textbooks and journal articles, research on the Internet, class discussions</td>
<td>tests, summaries and critiques of readings, classroom participation</td>
</tr>
<tr>
<td>1.2 Knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity.</td>
<td>lecture, class discussion, field experience/tutoring for language development and comprehension development</td>
<td>tests, tutoring rubric, participation in field experience seminars</td>
</tr>
<tr>
<td>1.4 Knowledge of the major components of reading (phonemic awareness, word identification, fluency,</td>
<td>lecture, textbook and journal readings, class demonstration and explicit teaching of concepts about print, phonemic awareness and phonics components,</td>
<td>tests, 100% proficiency on graphophonics test, classroom participation in activities with</td>
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</table>
comprehension strategies & motivation) and how they are integrated in fluent reading.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 Display dispositions related to reading and the teaching of reading.</td>
<td>in class modeling of reading strategies, field experiences</td>
<td>class participation, rubric for dispositions of candidates, self assessment rubric</td>
</tr>
<tr>
<td>2.1 Use key instructional grouping options (individual, small-group, whole-class, computer-based)</td>
<td>create lesson plans based on Common Core State Standards, tutoring</td>
<td>rubric for lesson plans, rubric for tutoring experience</td>
</tr>
<tr>
<td>2.2 Use a wide range of instructional practices, including technology-based practices that promote reading and writing across the curriculum.</td>
<td>create and present lesson plans based on Common Core State Standards, observation in classrooms</td>
<td>tests, rubric for lesson plans, reflections of observations</td>
</tr>
<tr>
<td>2.3 Use a wide range of curriculum materials in effective reading instruction for learners at various stages of reading and writing development and from different cultural and linguistic backgrounds.</td>
<td>lecture, class discussion, observations in classrooms</td>
<td>tests, rubric for observations</td>
</tr>
<tr>
<td>2.4 Plan and use appropriate practices, including technology-based practices in effective instruction for learners at various stages of reading and writing development and from different cultural and linguistic backgrounds.</td>
<td>observations in classrooms use of technology in lesson plan presentation</td>
<td>tests, rubric for lesson plans</td>
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</table>

IRA/MS Standard 3. Assessment, Diagnosis, and Evaluation

Candidates use a variety of assessment tools and practices to plan effective instruction. As a result, they are able to demonstrate the ability to:

<table>
<thead>
<tr>
<th>Standards</th>
<th>Activities</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>3.1 Use a wide range of assessment tools and practices that range from individual and standardized group tests to informal, individual, and group classroom assessment strategies and also include technology-based assessment tools.</td>
<td>assessments administered to four children for oral language development, concepts about print, phonemic awareness and phonics, review of DIBELS on Internet.</td>
<td>assessment results, analysis of results</td>
</tr>
<tr>
<td>3.2 Place students along a developmental continuum and identify students’ proficiencies and difficulties.</td>
<td>lecture, class discussion of developmental continuum and analysis of assessment</td>
<td>written and oral assessment results</td>
</tr>
<tr>
<td>3.3 Use assessment information to plan and revise effective instruction for all students.</td>
<td>demonstrate differentiated instruction in lesson plans</td>
<td>rubrics for lesson plans</td>
</tr>
<tr>
<td>3.4 Effectively communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, and etcetera).</td>
<td>devise simulated reports of assessment analysis for teachers and parents</td>
<td>rubrics for reports</td>
</tr>
</tbody>
</table>

IRA/MS Standard 4. Creating a Literate Environment

Candidates integrate knowledge and dispositions of instructional practices, curricular materials, assessment
and evaluation to create a literate environment that fosters both reading and writing. As a result, the candidate demonstrates ability to:

<table>
<thead>
<tr>
<th>4.1 Use students’ interests and backgrounds as foundations for the reading and writing program.</th>
<th>field experience/tutoring lesson plans</th>
<th>rubric for reports, rubric for lesson plans, essay exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds.</td>
<td>class demonstration of materials, role-playing, lesson plans, tutoring experiences</td>
<td>rubrics for lesson plans and tutoring experiences, class participation</td>
</tr>
<tr>
<td>4.3 Model reading and writing enthusiastically as valued life-long activities.</td>
<td>field experience/tutoring lesson plans modeling reading in class</td>
<td>rubrics for lesson plans and tutoring experiences self-assessment for tutoring, class participation</td>
</tr>
<tr>
<td>4.4 Motivate learners to be life-long readers.</td>
<td>field experience/tutoring lesson plans, modeling of reading and classroom response to literature activities</td>
<td>lesson plan rubric self-assessment rubric</td>
</tr>
</tbody>
</table>

IRA/MS Standard 5. Professional Development

Candidates view professional development as a career-long effort and responsibility. As a result, the candidate demonstrates ability to:

<table>
<thead>
<tr>
<th>Standards</th>
<th>Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Continue to pursue the development of professional knowledge and dispositions.</td>
<td>attend and participate in service learning activities and reading conferences</td>
<td>proof of attendance, written reports</td>
</tr>
<tr>
<td>5.2 Work with colleagues to observe, evaluate, and provide feedback on each other’s practice.</td>
<td>role play and critique tutoring sessions in class. tutoring experience</td>
<td>oral critiques by peers, rubric for tutoring</td>
</tr>
</tbody>
</table>

EVALUATION CRITERIA:
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Quiz 2</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
<td></td>
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<tr>
<td>Final Exam</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Lesson Plan 1</td>
<td>20</td>
<td></td>
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<tr>
<td>Lesson Plan 2</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Lesson Plan 3</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Tutoring/Reflections</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Journal Article 1-Oral language</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Journal Article 2-Concepts of print</td>
<td>10</td>
<td></td>
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<tr>
<td>Journal Article 3-P. Awareness</td>
<td>10</td>
<td></td>
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<tr>
<td>Journal Article 4-Phonics</td>
<td>10</td>
<td></td>
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<tr>
<td>Journal Article 5-Culturally Diverse Learners</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Assessments</td>
<td>20</td>
<td></td>
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<tr>
<td>Active Classroom Participation</td>
<td>10</td>
<td></td>
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<tr>
<td><strong>Total Points Possible</strong></td>
<td>500</td>
<td></td>
</tr>
</tbody>
</table>

All assignments must be completed to get credit for the course.

461-500=A
421-460=B
371-420=C
350-370=D
^350=F

**Class presentation of a lesson plan.
Pass-fail assignments:
- graphophonics proficiency (Pass=100%)
- portfolio

Due Dates/Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Phonics Reviews 1-3&lt;br&gt;Read Chapter 1.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Phonics Reviews 4-6</td>
</tr>
<tr>
<td>Week 3</td>
<td>Phonics Reviews 7-9&lt;br&gt;Quiz 1-Chapter 1&lt;br&gt;Journal Article on Oral Language Development in Early Reading (D2L)</td>
</tr>
<tr>
<td>Week 4</td>
<td>Phonics Reviews 10-13&lt;br&gt;*Observe in schools &amp; submit reflection&lt;br&gt;Journal Article on Concepts of print (D2L)&lt;br&gt;Lesson Plan on Concepts of print</td>
</tr>
<tr>
<td>Week 5</td>
<td>Phonics Reviews 14-17&lt;br&gt;Journal Article on Phonemic Awareness&lt;br&gt;Midterm Exam Wednesday</td>
</tr>
<tr>
<td>Week 6</td>
<td>Phonics Reviews 18-20&lt;br&gt;Lesson Plan on Phonemic Awareness</td>
</tr>
<tr>
<td>Week 7</td>
<td>Phonics Reviews 21-23</td>
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</tbody>
</table>
**Attendance Policy:**
Attendance is expected at all class sessions. Should illness or other problems cause you to miss class, it is incumbent upon you to arrange a meeting with the instructor to make up any class work or tests that were missed. A failing grade will be assigned to any student whose absences exceed 10% of the class meetings. 10% of the points available will be deducted for work turned in late up to one week. No assignment will be accepted after 1 week.

**Please turn cell phones to silent during every class meeting. NO TEXTING in CLASS!!**

All assignments must be submitted in Microsoft Office 97 or newer.

**Important: TK20 assignment to be uploaded is the phonics lesson plan. An incomplete will occur if the assignment is not completed and uploaded.**

**Academic Integrity/Academic Dishonesty**
William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The university places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of WCU’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean’s office, and each campus deans’s office.

**ADA Statement:**
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Ms. Valerie Bridgeforth at 601-318-6188 in Student Support Services in Lawrence Hall on the Hattiesburg campus.

**Disaster Plan Statement:**
In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information
regarding the continuation of coursework will be posted on the university’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through Sader Watch, the WCU emergency text message service. Sign up instructions can be found at http://wmcarey.edu/saderwatch.

REFERENCES AND BIBLIOGRAPHY

JOURNALS AND MAGAZINES
The Reading Teacher
Journal of Adolescent and Adult Literacy
Reading Research Quarterly
Language Arts
Reading Improvement
Phi Delta Kappan
Educational Leadership
Mississippi Reading Journal
TESOL Quarterly


**Journal Article Critique**

Performance Objective-To be able to locate and critique resources current to the field of literacy. INTASC 1, 2, and 9.

Organization-Locate a journal article from a current research journal on the topic assigned by the instructor. The article must be from a professional journal source less than five (5) years old. You do not need to submit the article with your written critique.

Prepare a 1 page, double-spaced critique in the following format.
1. Heading-Upper right corner, name on the top line, class name and course number on line 2, date on line 3.

Avoiding Plagiarism
[http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php](http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php)

3. Second paragraph (application)-In your own words tell what your thoughts are concerning what you read. Include how the information in the research might be helpful to you as you prepare to teach. Relate your own knowledge & experiences to the new knowledge gained. Pose new questions or future areas you would like to investigate in the future.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary Ideas</td>
<td>The summary is clear &amp; concise. Easy to understand.</td>
<td>Mostly easy to follow. Mostly easy to understand.</td>
<td>Summary paragraph is a little hard to follow &amp; understand. Somewhat related to topic.</td>
<td>Not easy to follow. Difficult to understand &amp; does not relate to topic.</td>
</tr>
<tr>
<td>Feelings &amp; Thoughts in analysis</td>
<td>Feelings &amp; thoughts are revealed in analysis paragraph. Easy to understand.</td>
<td>Feelings &amp; thoughts are revealed in analysis &amp; mostly are the writer’s thoughts.</td>
<td>Few feelings &amp; thoughts are revealed &amp; they are the authors &amp; not the writers.</td>
<td>None of your feelings &amp; thoughts are revealed in the analysis.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>All of my critique uses correct spelling &amp; grammar.</td>
<td>Most of my critique uses correct spelling &amp; grammar.</td>
<td>None of my critique uses correct spelling &amp; grammar.</td>
<td></td>
</tr>
<tr>
<td>APA Style</td>
<td>All of the bibliography information uses correct APA style.</td>
<td>Some errors in the APA style.</td>
<td>None of the bibliography uses correct APA style.</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:** Total possible score on each article critique is 10 points. All scores will be totaled for the final score on all articles.
William Carey University  
School of Education  
Assessment System Foundation

The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

<table>
<thead>
<tr>
<th>Mission</th>
<th>Outcome</th>
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| **William Carey University Expanded Statement of Mission** | WCU 1- Provide academic programs to promote student learning.  
WCU 2-Promote Christian development and social responsibility.  
WCU 3-Strengthen ties with Baptist churches, associations, and conventions.  
WCU 4-Provide an environment that supports student learning.  
WCU 5-Strengthen organizational and operational effectiveness.  
WCU 6-Strengthen financial resources. |
| **School of Education Conceptual Framework and Outcomes** | CF-Confident, Caring, and Reflective Professional Educators  
CF 1-An innovative thinker  
CF 2-An effective communicator  
CF 3-An advocate for diverse learners  
CF 4-An integrator of technology  
CF 5-A life-long learner  
CF 6-A steward of the profession |
| **School of Education Goals** | EG 1-Apply current research and technology related to the teaching-learning-assessment process.  
EG 2-Respond sensitively to individual differences and diversity.  
EG 3-Understand and anticipate the needs of a global society.  
EG 4-Plan and implement learning experiences that support the highest level of student potential.  
EG 5-Continue to reflect, refine, and revise professional practices.  
EG 6-Collaborate with others to promote learning. |
| **Interstate Teacher Assessment and Support Consortium (InTASC) Standards** | 1-Learner Development  
2-Learner Differences  
3-Learning Environment  
4-Content Knowledge  
5-Application of Content  
6-Assessment  
7-Planning for Instruction  
8-Instructional Strategies  
9-Professional Learning and Ethical Practice  
10-Leadership and Collaboration |
| **Learned Societies (SPA)** | Association of Childhood Education International (ACEI)  
Council for Exceptional Children (CEC)  
Educational Leadership Constituency Council (ELCC)  
National Association for Sport and Physical Education (NASPE)  
National Association for the Gifted Child (NAGC)  
National Council for Social Studies (NCSS)  
National Council for Teachers of English (NCTE)  
National Council for Teachers of Mathematics (NCTM)  
National Science Teachers Association (NSTA) |
<table>
<thead>
<tr>
<th>Professional dispositions</th>
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<tr>
<td>All WCU candidates will:</td>
</tr>
<tr>
<td>1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment;</td>
</tr>
<tr>
<td>2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment;</td>
</tr>
<tr>
<td>3. Exhibit an awareness of all students’ needs;</td>
</tr>
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<td>4. Exhibit poise, mature reflection, and sound judgment;</td>
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<tr>
<td>5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and</td>
</tr>
<tr>
<td>6. Act as a steward of the profession.</td>
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</tbody>
</table>