Foundations of Reading and Literacy
Syllabus

Course Description

*Foundations of Reading and Literacy* is designed to provide participants with a comprehensive knowledge base in the reading process and focuses on research-based instructional techniques that are most effective for teaching students to read.

Mission Statement

Marygrove College Education Department collaborates in preparing undergraduate and graduate students who demonstrate the knowledge, skills, and dispositions of exemplary educators. We are committed to developing reflective, lifelong learners who value diversity and whose educational practices are integrated and grounded in research and theory, and who engage in the teaching profession with competence, commitment, and compassion.

Conceptual Framework

The conceptual framework of the Education Department at Marygrove College forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the mission of the college—commitment, compassion, and competence—the goal of the Education Department is to create an unbroken circle by preparing reflective, competent teachers who will be effective academically, socially, and technologically in a diverse world.

The Education Department at Marygrove College seeks to combine technical skills and knowledge objectives with guided experiences, which will foster these goals and those of educational professionalism. Additionally, students are challenged to be self-directed learners, to adapt to change, and to foster understanding and sensitivity to issues of diversity. Students are invited to use their deepening understanding of themselves as learners and teachers to share their insights with each other and with the faculty, in order that all may grow.
Course Content

Session 1: Fostering Literacy

This session examines the issues of motivating students to read, creating physical spaces that encourage reading and writing, and the possibilities for and challenges of creating literate classrooms that include high-quality oral language, concept development, and problem solving that leads to independence.

Session 1 Objectives

Participants will:
- Observe classrooms and identify key aspects that support literacy development
- Determine ways to improve their own classrooms, applying research-based techniques that support literacy development
- Design their ideal classroom—one that reflects the implementation of research-based techniques that foster literacy

Session 2: Phonemic and Phonological Awareness

This session focuses on the research foundation and instructional implications of phonemic and phonological awareness—one of the five areas of reading instruction reviewed by the National Reading Panel and identified as key to reading success.

Session 2 Objectives

Participants will:
- Discuss and analyze research-based instructional strategies that foster the development of phonemic awareness
- Examine a student case study and apply proven methods to create a plan of action to help the student in the case study

Session 3: Phonics

This session focuses on the research foundation and instructional implications of phonics—one of the five areas of reading instruction reviewed by the National Reading Panel and identified as key to reading success.

Session 3 Objectives

Participants will:
- Examine the Essential Standards as outlined by Gunning in Creating Literacy Instruction for All Students
- Create a lesson plan that introduces a pattern approach to teaching syllabic analysis
Session 4: Fluency

This session focuses on the research foundation and instructional implications of fluency—one of the five areas of reading instruction reviewed by the National Reading Panel and identified as key to reading success.

Session 4 Objectives

Participants will:
- Complete a self-analysis of their knowledge and use of strategies to teach reading fluency
- Compare and contrast the reading behaviors of two students who exemplify varying levels of reading fluency

Session 5: Vocabulary

This session focuses on the research foundation and instructional implications of vocabulary development—one of the five areas of reading instruction reviewed by the National Reading Panel and identified as key to reading success.

Session 5 Objectives

Participants will:
- Examine ways to fulfill the Seven Principles of Developing Vocabulary and match research-based strategies to each of the seven principles
- Create a lesson plan that incorporates new vocabulary teaching strategies

Session 6: Comprehension

This session focuses on the research foundation and instructional implications of comprehension—one of the five areas of reading instruction reviewed by the National Reading Panel and identified as key to reading success.

Session 6 Objectives

Participants will:
- Identify trends in reading behaviors of students who struggle with reading comprehension
- Create a lesson plan that incorporates instructional strategies that meet the needs of specific students in their classroom

Session 7: Conclusion

This session is a synthesis of the learning that has taken place throughout the course. Participants will reflect on their knowledge of effective teaching and learning, and how to integrate the two to improve their instructional techniques.
Session 7 Objectives

Participants will:
- Review the key concepts and ideas of the course and apply this new information to the teaching of reading and literacy
- Evaluate the course and its impact on their personal growth and content knowledge

Required Resources

Textbook
- Gunning, T. G. (2010). Creating literacy instruction for all students (7th ed.). Boston: Allyn & Bacon. (Note: This text will also be used in other reading courses in this program.)

Other Required Reading

Reference Textbook
- American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author. Note: This text was provided with the first course in this program as a resource for your written coursework, which must follow APA style. You are required to use this text throughout the MAT program.
System Requirements

Participants will need access to a computer with a connection to the Internet when reviewing course materials. In addition to Microsoft Word, the computer used to access the course will require two programs or applications to optimize the site: Adobe Reader and Adobe Flash Player. If needed, they can be downloaded for free at www.teachscape.com/test.

Hardware and Operating System Requirements

**PC**
- Windows 2000 (or above)
- Pentium 400 MHZ Processor (or faster)
- 64 MB of RAM (128 MB recommended)
- Sound card with speakers or headphones
- Monitor with display resolution of 1024 x 768 (or better) and 16-bit color

**Mac**
- OS 10.3 (or above)
- Power-PC 400 MHZ processor (or faster)
- 64 MB of RAM (128 MB recommended)
- Speakers (built in)
- Monitor with display resolution of 1024 x 768 (or better) and 16-bit color

Software Requirements

**Browser**
- Supported Browsers
  - **PC**: Microsoft Internet Explorer 7.0 (or later) or FireFox 2.0 (or later)
  - **Mac**: Safari 3 or FireFox 2.0 (or later)
- Browser Settings
  - Javascript must be enabled
  - Cookies must be enabled
  - Cache should be set to check for page updates every time
  - Pop-up windows must be unblocked for all Teachscape Web sites

**Browser Plug-Ins**
- Adobe Reader version 7.0 (or later)
- Adobe Flash Player version 10.0 (or later)

Internet Connectivity

You can use the content on this site with either a modem or broadband Internet connection.

- **Modem connection**
  If you are using a modem (or accessing the site in a computer lab with many other users simultaneously), you will need to select the “low bandwidth” choice to effectively view video.

- **Broadband connection**
  If you are using a cable modem, DSL, or T1 connection, you will need to select the “high bandwidth” choice to effectively view video.
- **Firewall, caching, and proxy servers**
  If you are accessing the Internet through a firewall, caching, or a proxy server, it must be configured to allow access to [www.teachscape.com](http://www.teachscape.com) and all Teachscape subdomains.

**Methods of Assessment**

In each session of the course, there may be two different types of assignments that you need to complete and submit for evaluation. The first is the Collaborative Discussion & Response. The second type of assignment is the Application. In the final session of the course, you will be required to submit a final project that is graded separately from the other assignments.

Read the descriptions of each type of assignment on the next page for more information.
<table>
<thead>
<tr>
<th>Type of Assignment</th>
<th>Percentage of Grade</th>
<th>Total Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Discussion &amp; Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each session includes a Collaborative Discussion. This may take place online or within a face-to-face study team. Through these discussions, participants share their thoughts and reflections on the information presented in the readings and video resources and work with others to analyze issues of practice.</td>
<td>41.25%</td>
<td>175</td>
</tr>
<tr>
<td>If you are collaborating <strong>online</strong>, you must follow a schedule so that everyone participates in a way that all coursework can be submitted on time. Each session is the equivalent of one week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sunday to Tuesday</strong>: Make first posting to the session’s discussion board.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday to Thursday</strong>: Read colleagues’ postings to the discussion board.</td>
<td>41.25%</td>
<td>175</td>
</tr>
<tr>
<td><strong>Thursday to Friday</strong>: Make last posting to the discussion board.</td>
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</tr>
<tr>
<td><strong>Saturday</strong>: Submit individual response.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If you are collaborating <strong>face-to-face</strong>, you must decide as a group the way in which you will meet each week in order to complete your coursework. After you have met with your collaboration team, you can work on your individual response and submit that no later than Saturday.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are 7 Collaborative Discussion &amp; Response assignments. Each one is worth 25 points, for a total of 175 points.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each Application assignment is designed so that you can apply the concepts and strategies covered in each session in a way that is meaningful to your particular teaching situation.</td>
<td>42.25%</td>
<td>180</td>
</tr>
<tr>
<td>There are 6 Application assignments. Each one is worth 30 points, for a total of 180 points.</td>
<td></td>
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</tr>
<tr>
<td>Final Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is one final project that requires you to reflect on and synthesize ideas presented in the course. It is worth 70 points.</td>
<td>16.5%</td>
<td>70</td>
</tr>
<tr>
<td><strong>100%</strong></td>
<td></td>
<td>425</td>
</tr>
</tbody>
</table>
**Grading Scale**

Final grades will be issued according to the following grading scale:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POINTS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>403 – 425</td>
<td>95 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>382 – 402</td>
<td>90 – 94</td>
</tr>
<tr>
<td>B+</td>
<td>374 – 381</td>
<td>88 – 89</td>
</tr>
<tr>
<td>B</td>
<td>361 – 373</td>
<td>85 – 87</td>
</tr>
<tr>
<td>B-</td>
<td>340 – 360</td>
<td>80 – 84</td>
</tr>
<tr>
<td>C+</td>
<td>331 – 339</td>
<td>78 – 79</td>
</tr>
<tr>
<td>C</td>
<td>318 – 330</td>
<td>75 – 77</td>
</tr>
<tr>
<td>E</td>
<td>0 – 317</td>
<td>0 – 74</td>
</tr>
</tbody>
</table>
# Assessment Rubrics

## Rubric for Collaborative Discussion & Response

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content of Response</strong></td>
<td>Includes three of the following:</td>
<td>Includes two of the following:</td>
<td>Includes one of the following:</td>
<td>Response is incomplete, or does not include any of the information requested.</td>
</tr>
<tr>
<td></td>
<td>- Description of how the topic area impacts your classroom experience or may impact it in the future</td>
<td>- Description of how the topic area impacts your classroom experience or may impact it in the future</td>
<td>- Description of how the topic area impacts your classroom experience or may impact it in the future</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- A probing question that extends the topic area and original thinking about the topic</td>
<td>- A probing question that extends the topic area and original thinking about the topic</td>
<td>- A probing question that extends the topic area and original thinking about the topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- A new and/or unique idea that extends the topic area and original thinking about the topic</td>
<td>- A new and/or unique idea that extends the topic area and original thinking about the topic</td>
<td>- A new and/or unique idea that extends the topic area and original thinking about the topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- A challenging view that might not conform to the majority opinion, with an explanation of ideas that support this view</td>
<td>- A challenging view that might not conform to the majority opinion, with an explanation of ideas that support this view</td>
<td>- A challenging view that might not conform to the majority opinion, with an explanation of ideas that support this view</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>10 points</strong></td>
<td><strong>8 points</strong></td>
<td><strong>4 points</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Integration of Course Content</strong></td>
<td>Includes connections between the Collaborative Discussion assignment and two of the following:</td>
<td>Includes a connection between the Collaborative Discussion assignment and one of the following:</td>
<td>Includes a partial or unclear connection between the Collaborative Discussion assignment and one aspect of course content.</td>
<td>Does not include connections to course content.</td>
</tr>
<tr>
<td></td>
<td>- Required Readings</td>
<td>- Required Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Strategies in Action videos</td>
<td>- Strategies in Action videos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expert Commentary videos</td>
<td>Expert Commentary videos</td>
<td></td>
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<tr>
<td>--------------------------</td>
<td>--------------------------</td>
<td></td>
<td></td>
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<tr>
<td>Content covered in previous sessions</td>
<td>Content covered in previous sessions</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>10 points</strong></td>
<td><strong>5 points</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Standard Writing Conventions

<table>
<thead>
<tr>
<th>Appropriate academic language, complete and correct sentences, and less than three mechanical errors.</th>
<th>Adequate academic language, complete and correct sentences, and three or more mechanical errors.</th>
<th>Limited academic language, little sentence variety, and more than three mechanical errors that result in some interference with meaning.</th>
<th>Simplistic vocabulary, numerous errors in word usage, and many mechanical errors that seriously interfere with meaning.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 points</strong></td>
<td><strong>3 points</strong></td>
<td><strong>2 points</strong></td>
<td><strong>0 points</strong></td>
</tr>
</tbody>
</table>

### Timeliness

<table>
<thead>
<tr>
<th>Assignment submitted on time.</th>
<th>Assignment submitted on time.</th>
<th>Assignment submitted late or not at all.</th>
<th>Assignment submitted late or not at all.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 point</strong></td>
<td><strong>1 point</strong></td>
<td><strong>0 points</strong></td>
<td><strong>0 points</strong></td>
</tr>
</tbody>
</table>

**TOTAL POINTS**

| 25 | 1 | 0 | 0 |
### Rubric for Application Assignment

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Assignment shows in-depth analysis of course materials</td>
<td>Assignment shows adequate analysis of course materials</td>
<td>Assignment shows minimal analysis of course materials</td>
<td>Assignment shows no analysis of course materials</td>
</tr>
<tr>
<td>Understanding</td>
<td>Demonstrates in-depth understanding of course concepts and/or skills</td>
<td>Demonstrates adequate understanding of course concepts and/or skills</td>
<td>Demonstrates minimal understanding of course concepts and/or skills</td>
<td>Demonstrates no understanding of course concepts and/or skills</td>
</tr>
<tr>
<td>Research</td>
<td>Consistently and clearly applies and/or connects research to own practice</td>
<td>Adequately applies and/or connects research to own practice</td>
<td>Minimally applies and/or connects research to own practice</td>
<td>Does not apply or connect research to own practice</td>
</tr>
<tr>
<td>Reflection</td>
<td>Demonstrates exemplary ability to reflect upon own practice and self-evaluate</td>
<td>Demonstrates proficient ability to reflect upon own practice and self-evaluate</td>
<td>Demonstrates less than proficient ability to reflect upon own practice and self-evaluate</td>
<td>Demonstrates no ability to reflect upon own practice and self-evaluate</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>20 points</td>
<td>12 points</td>
<td>4 points</td>
<td>0 points</td>
</tr>
<tr>
<td><strong>Understanding</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Assignment is logically organized and is structured for ease of understanding</td>
<td>Assignment is logically organized</td>
<td>Assignment lacks a logical organization</td>
<td>Assignment is unorganized and structured in a way that impedes understanding</td>
</tr>
<tr>
<td></td>
<td>5 points</td>
<td>3 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>Adheres to standard writing conventions</td>
<td>Adequate academic language</td>
<td>Limited academic language</td>
<td>Many mechanical errors that seriously interfere with meaning</td>
</tr>
<tr>
<td></td>
<td>Appropriate academic language</td>
<td>Complete and correct sentences</td>
<td>More than three mechanical errors that result in some interference with meaning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete and correct sentences</td>
<td>Three or more mechanical errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Less than three mechanical errors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 points</td>
<td>3 points</td>
<td>2 points</td>
<td>0 points</td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td>Assignment submitted on time</td>
<td>Assignment submitted on time</td>
<td>Assignment submitted late or not at all</td>
<td>Assignment submitted late or not at all</td>
</tr>
<tr>
<td></td>
<td>1 point</td>
<td>1 point</td>
<td>0 points</td>
<td>0 points</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30</td>
<td></td>
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</tbody>
</table>
## Rubric for Final Project

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization is logical and is structured for ease of reading</strong></td>
<td>Assignment is very organized.</td>
<td>Assignment is organized.</td>
<td>Assignment is somewhat organized.</td>
<td>Assignment is not organized.</td>
</tr>
<tr>
<td></td>
<td><strong>10 points</strong></td>
<td><strong>8 points</strong></td>
<td><strong>4 points</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Contains required components</strong></td>
<td>Includes all required components.</td>
<td>Includes most required components.</td>
<td>Includes some required components.</td>
<td>Does not include required components.</td>
</tr>
<tr>
<td></td>
<td><strong>10 points</strong></td>
<td><strong>8 points</strong></td>
<td><strong>4 points</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrates understanding of course concepts, ideas, skills, and/or theoretical foundations</strong></td>
<td>Assignment demonstrates in-depth understanding of the content and research base.</td>
<td>Assignment demonstrates adequate understanding of the content and research base.</td>
<td>Assignment demonstrates minimal understanding of the content and research base.</td>
<td>Assignment does not demonstrate understanding of the content and research base.</td>
</tr>
<tr>
<td></td>
<td><strong>15 points</strong></td>
<td><strong>10 points</strong></td>
<td><strong>6 points</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Application and integration of research base into main ideas of the assignment</strong></td>
<td>Assignment clearly makes connections between the research base and participant’s own practice. Shows in-depth knowledge of and reflection about the relationship between the two.</td>
<td>Assignment sometimes makes connections between the research base and participant’s own practice. Shows adequate knowledge of and reflection about the relationship between the two.</td>
<td>Assignment rarely makes connections between the research base and participant’s own practice. Shows minimal knowledge of and reflection about the relationship between the two.</td>
<td>Assignment makes no connections between the research base and participant’s own practice. Shows no knowledge of and reflection about the relationship between the two.</td>
</tr>
<tr>
<td></td>
<td><strong>15 points</strong></td>
<td><strong>10 points</strong></td>
<td><strong>6 points</strong></td>
<td><strong>0 points</strong></td>
</tr>
<tr>
<td><strong>Evidence of critical thinking about teaching practices and/or assignment topic</strong></td>
<td>Assignment shows in-depth analysis of course materials. Participant always makes explicit connections to own practice and the ways in which new knowledge from this course is impacting own practice.</td>
<td>Assignment shows adequate analysis of course materials. Participant sometimes makes explicit connections to own practice and the ways in which new knowledge from this course is impacting own practice.</td>
<td>Assignment shows minimal analysis of course materials. Participant rarely makes explicit connections to own practice and the ways in which new knowledge from this course is impacting own practice.</td>
<td>Assignment shows no analysis of course materials and no connection to participant’s own practice.</td>
</tr>
<tr>
<td></td>
<td><strong>15 points</strong></td>
<td><strong>10 points</strong></td>
<td><strong>6 points</strong></td>
<td><strong>0 points</strong></td>
</tr>
</tbody>
</table>
Adheres to standard writing conventions

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate academic language, complete and correct sentences, and less than three mechanical errors.</td>
<td>5 points</td>
</tr>
<tr>
<td>Adequate academic language, complete and correct sentences, and three or more mechanical errors.</td>
<td>4 points</td>
</tr>
<tr>
<td>Limited academic language, little sentence variety, and more than three mechanical errors that result in some interference with meaning.</td>
<td>3 points</td>
</tr>
<tr>
<td>Simplistic vocabulary, numerous errors in word usage, and many mechanical errors that seriously interfere with meaning.</td>
<td>0 points</td>
</tr>
</tbody>
</table>

TOTAL POINTS 70

Time Commitment & Participation

Participants are expected to complete at least 45 hours of coursework in seven weeks. Coursework includes: Required Reading; Collaborative Discussions with critical individual responses; Application assignments, which require the use of concepts and strategies presented in the course; and the viewing of video segments featuring teachers and content experts. Also, in the last session, participants will complete a final project that will reflect a synthesis and/or application of course concepts.

Bibliography


