



**Eastern Oregon University  
Course Syllabus  
Elementary Education Undergraduate  
Winter, 2023**

**Number of Course:** EDU 318\_001

**Name of Course:** Early Literacy Methods: Curriculum, Instruction and Assessment

**Catalog Description:** Early Literacy Curriculum, Instruction, and Assessment builds off the foundation in EDU 314 with a focus on creating curriculum, implementing instruction, and assessment in the early literacy context, PK-3, with a specific emphasis on alignment to K-3 state-adopted English Language Arts standards.

**Credit Hours:** 3

**Instructor:**

*Ronda Fritz*

*Zabel 229*

*541-962-3380*

*rfritz@eou.edu*

*Office hours: Mondays 12-1:30 p.m. (zoom or in-person), Wednesdays 12:30-2 p.m., and by appointment. Zoom link: <https://eou.zoom.us/j/5419623380>*

**Time and place of the course:** This is a hybrid course that will utilize online and face-to-face instruction. Face-to-face classes will be held on Monday & Wednesday: 10-11:50 a.m.; February 7- March 11, 2022 in Zabel Hall #108.

**Texts:** Candidates are encouraged to keep all literacy texts throughout the program as instructors will be making intentional connections across courses.

Honig, B., Diamond, L., & Gutlohn, L. (2013). *Teaching reading sourcebook: For all educators working to improve reading achievement*, 2nd ed. CORE Literacy Library.

Diamond, L., & Thorsness, B.J. (2018) *Assessing Reading Multiple Measures*, 2nd ed. CORE Literacy Library. ISBN-13: 978-1634022439

**Prerequisites:** Admission to program and successful completion of EDU 314.

**Learning Outcomes**

Upon completion of the course, teacher candidates will be able to:

1. describe and create developmentally appropriate language arts instruction to support literacy development aligned to K-3 English Language Arts Common Core State Standards;
2. describe an evidence-based rationale for instructional decisions;
3. describe how foundational concepts for supporting language and literacy development impact instructional decisions, including the role of: print concepts, phonological awareness, phonics and word recognition, fluency, orthography, morphology, semantics, and syntax within an integrated, comprehensive literacy program; and
4. analyze student language and literacy samples and data from language and literacy screeners to assess development and consider instructional implications.
5. describe the range of text types that can support early literacy development.

Alignment of course outcomes to required standards

<b>Course Outcome</b>	<b><u>InTASC</u></b>	<b><u>EOU Program Outcomes</u></b>	<b><u>Multiple Subjects Standards (TSPC)</u></b>	<b><u>Reading by 3rd Grade (TSPC)</u></b>	<b><u>Dyslexia Standards (TSPC)</u></b>
1	1, 2, 5, 7, 8	1, 3, 4	(2)(b), (3), (4), (11)	(3)(a), (3)(b)	
2	1	1, 3	(3), (4)		
3	1	3, 11	(11)		

4	6, 9	1, 3, 5	(11), (16)		5, 6, 7
5	1	3, 11	(4)		

## **Course Requirements/Assignments/Attendance Expectations**

### **Applications**

Throughout the term you will complete a series of applications in order to apply course content knowledge. Some applications will be in-class activities, while others will also require some preparation outside of class, including coming to class prepared to discuss the readings. Applications can be considered as practice or opportunities with scaffolded support toward other course assignments.

### **Quizzes (Common Assignments)**

Throughout the term you will take a series of short quizzes to gauge how well you are independently understanding and able to apply knowledge. Course text readings and active involvement during application activities will support your preparation. One alternate quiz re-take will be allowed if less than 75% is scored the first try. The maximum possible score in this instance will be 75%.

**Dyslexia Screening Assignment:** Teacher candidate will review provided screening data to determine risk for dyslexia and recommend a course of intervention.

### **Foundational Skills Lesson Design & Commentary (Common Assignment)**

Given literacy data for a child in K-3rd grade, design a next steps lesson plan to review known skills and introduce the next new skill the child needs to learn based on the provided foundational skills [scope and sequence](#)

[Links to an external site.](#)

The lesson plan must include all of the elements of a comprehensive foundational skills lesson as indicated on the [foundational skills lesson planning table](#)

[Links to an external site.](#)

Brief Commentary (no more than 1-2 pages):

1. Provide a brief explanation of how you decided the next steps for the child based on the provided assessment data.

- What skills did you notice the child seemed to have already mastered in the scope and sequence?
- What skills seemed to be partially understood?
- What skills was the child unable to do at the time of assessment?
- What additional information would you want to have to inform your instructional decisions?

2. Briefly describe how each element in the lesson plan is instrumental in building the automaticity of foundational skills for children. Use citations that reference course and program learning to support your explanations. Use direct quotes minimally if at all.

- Why are phonemic awareness activities a critical component in a comprehensive foundational skills lesson?
- Why is it important to explicitly teach and review phoneme correspondences?
- How do both encoding and decoding support the orthographic mapping of words?
- What method of teaching high-frequency word recognition also supports the orthographic mapping of words, even those with temporarily or permanently irregular words?
- How does reading connected text support skill development?

3. Also, discuss how you will know if students have mastered the new skill (what assessment-formal or informal will you use to make this determination).

### **Grading Policies:**

#### **Assignment Submission**

All assignments and class activities are due by the date and time specified on Canvas. It is your responsibility to ensure that you have properly submitted all requirements via Canvas and to email prior to the due date with the assignment if you have any glitches with Canvas to verify that you have completed the assignment. You will still have to submit the assignment via Canvas for scoring.

### Attendance

Attendance is required for in class applications unless you are absent for an EOU-sponsored activity. Those who are absent for EOU-sponsored activities need to request an alternate assignment 3 school days in advance of the class session they are missing via email. The alternate assignment needs to be completed by the end of the missed class session in order to earn credit for the applications for the missed session.

### Late Assignments

I am under no obligation to accept late assignments. No late assignments will be considered without communication via the comments feature on Canvas for the individual assignment to request consideration. In your communication, you need to include: 1) why the assignment is late, 2) what you will do in the future to avoid having late assignments, and 3) if applicable, any support you may need (either with individual assignment or with general time management). I will also take into consideration how late the assignment is and whether previous assignments have been submitted late or not. Any late assignments that are accepted will earn a minimum of 10% score deduction from the earned score per day, unless I have approved an extension prior to the due date. Unless there are extenuating circumstances, no late work will be accepted the last week of the term.

### Emergencies/Special Situations

If you have an emergency or out of the ordinary circumstances during the term, please communicate with me as soon as you are able to and let me know which support you might need.

### Grading Scale:

93-100% A; 90-92.9% A-; 87-89.9% B+ 83-86.9% B; 80-82.9% B-; 77-79.9% C+, 73-76.9% C, 70-72.9% C-; 67-69.9% D+; 63-66.9% D; 60-62.9% D-; Under 60% F

Assignments will be weighted as follows:

Applications	33%
Quizzes	33%
Lesson Sequence and Commentary	33%

### **Means of Assessment:**

Alignment of Assignments and Course Outcomes	
Assignment	Course Outcome(s)
Applications	1, 2, 3, 4, 5
Quizzes	1, 3, 4, 5
Dyslexia Screener	1, 2, 4 & <a href="#">Dyslexia Standards (TSPC)</a>
Foundational Skills Lesson Design & Commentary	1, 2, 3, 5 & OAR 584-420-0015 (3)(a)(A-D), (3)(b)

### Brief Outline of Course:

This course will be a face-to-face course that will combine outside readings, lecture, and in-class application activities.

Course Outline: *Modifications to the course outline at any time are at the instructor's discretion.*

Class Session	Topic	Readings and Assignments.	Outcomes	Assignments Due
Monday, 2/13 Session 1	The Big Picture & overview of reading process	PP. 1-6 of <i>Teaching Reading Sourcebook</i> (discussed in class)	2,3	No assignment due bring book to class
Wednesday, 2/15 Session 2	Overview of the reading process (cont.); Structure of English	PP. 7-18 Chapter 1 of <i>Teaching Reading Sourcebook</i>	1, 2,3	TRS pp. 7-18 & Quick Quiz DUE 2/15 @ 10 a.m.
Monday, 2/20 Session 3	Structure of English (cont.); print awareness & letter knowledge	<i>Teaching Reading Sourcebook Section I (Structure of English)</i> -covered in class <i>Teaching Reading Sourcebook, Section II Introduction &amp; Chapter 3</i> (pp. 72-82)	1,3	Print awareness book assignment due 2/20 @ 10:00 a.m. Structure of English Quiz DUE 2/22 @ 10 AM
Wednesday, 2/22 Session 4	Phonological awareness	TRS Chapter 5	1- 3, 5	Complete reading assignment by 2/22 @ 10 AM.; Quiz #2 over early literacy concepts

				DUE 2/24 @ 11:59 p.m.
Monday, 2/27 Session 5	Decoding & word recognition: Phonics	<a href="#">Reading Rockets Online Module: Phonics</a>	2,3	Upload screenshot of online module by 2/27 @ 10 AM
Wednesday, 3/1 Session 6	Decoding & word recognition: Phonics, cont..	<i>Teaching Reading Sourcebook</i> , Section III Introduction & Chapter 6 (pp. 161-195);	2-4	Reading Guide DUE 3/1 @ 10 AM
Monday, 3/6 Session 7	Irregular Word Reading	<i>Teaching Reading Sourcebook</i> , Chapter 7 Introduction to HFW protocol for Walpole/Mckenna (in-class)	2,3	Ch. 7 Assignment DUE 3/6 @ 10 AM
Wednesday, 3/8 Session 8 (Online only)	Understanding & Recognizing Dyslexia	Dyslexia Module, <a href="#">Part I</a> and <a href="#">Part II</a>	2-4	Watch Dyslexia Modules and complete Dyslexia Risk Report (DUE FRIDAY 3/10 @ 11:59 PM) Ch. 8 Reading & lesson demonstration planning with groupmates during 3/8 classtime
Monday, 3/13 Session 9	Multisyllabic Word Reading	<i>Teaching Reading Sourcebook</i> , Chapter 8 <i>Teaching Reading Sourcebook</i> Reading Rockets Video: <a href="https://www.readingrockets.org/shows/reading-interventions/reading-multisyllable-words-with-xavier-third-grade">https://www.readingrockets.org/shows/reading-interventions/reading-multisyllable-words-with-xavier-third-grade</a> & viewers guide	2-3	Reading Rockets Video & guide DUE 3/13 @ 10 AM  Read Ch. 8 & Group Multi-syllabic Word Reading Demonstrations (DUE 3/13 @ 10 am and demonstrated in class--3/13)

Wednesday, 3/15 Session 10	Fluency and Foundational skills; Putting it all together to plan effective foundational skills lessons	Read orthographic mapping article by Joan Sedita (via Perusall): <a href="https://keystoliteracy.com/blog/the-role-of-orthographic-mapping-in-learning-to-read/">https://keystoliteracy.com/blog/the-role-of-orthographic-mapping-in-learning-to-read/</a>		Section 3 Quiz DUE 3/15 @ 10 AM  Article reading DUE 3/15 @ 10 AM  Foundational Skills Lesson Design & Commentary DUE 3/21 @ 11:59 PM
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**General Education Category and Outcomes:** NA

**University Writing Requirement Outcomes:** NA

**For on-campus courses**

**Writing Center**

The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU’s undergraduate and graduate students who are writing for any course at any level, or who are writing resumes, job letters, graduate applications, and more. Go to [eou.mywconline.com](http://eou.mywconline.com) to schedule an appointment in the Writing Center (Loso Hall 234).

**For online or on-site courses**

**Writing Center**

The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU students writing for any course at any level, or who are writing resumes, job letters, graduate applications, and more. Go to [EOU’s eTutoring page](#) to submit a paper to a writing tutor.

**Academic Misconduct Policy:**

Eastern Oregon University places a high value upon the integrity of its student



scholars. Any student found responsible for an act of academic misconduct (including but not limited to cheating, unauthorized collaboration, fabrication, facilitation, plagiarism or tampering) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or a combination of these. (Please see the Student Handbook online at <http://www.eou.edu/sse/student-handbook/>).

**Accommodations/Students with Disabilities policy:**

Any student who feels he or she may need an accommodation for any type of disability, please make an appointment to see me during my office hours or contact the Disability Services Office in Loso Hall, Room 234. Phone: [541-962-3081](tel:541-962-3081).

Master Syllabus developed by A. Evans, R. Fritz, A. Villagómez, W-SU 2017

Revised by Ronda Fritz, W2019