



**Excellence in Teaching Program
CESA 9 Reading Teacher 316 Program
Syllabus**

Lead Instructor:

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Amy McGovern is inviting you to a scheduled Zoom meeting.

Topic: Course 1 Final Class

Time: Mar 3, 2022 04:15 PM Central Time (US and Canada)

Join Zoom Meeting

<https://us06web.zoom.us/j/85924753222?pwd=ZzIQRE5lM3Ewby9CdE1odXdYVXB6UT09>

Meeting ID: 859 2475 3222

Passcode: 682005

One tap mobile

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Dial by your location

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Use this link for all sessions in a course

Excellence in Teaching/CESA 9

Course #1/Foundations of Reading: Typical Development from Oral Language to Reading, From Research to Practice.

January 2022 Course Syllabus

Part 1: Course Information

Instructor Information

- **Instructor:** Amy McGovern & Beth Madden
- **Office:** CESA 9
- **Office Hours:** Available by appointment per request. Reach out via text or email
- **Office Telephone:** 715-543-2141 ext 1143 Amy's cell: 715-966-6645
- **E-mail:** Amy amcgovern@cesa9.org, Beth madden.beth@iowacityschools.org

Course Description

- This course provides a scientifically-based foundation in the cognitive, sociocultural, linguistic, and motivational influences on literacy and language development PK-12. The course presents the key scientifically-based reading research foundations needed to understand how reading develops, including the introduction to effective methods and strategies used to teach literacy skills to young children through young adults.

Textbook & Course Materials

- **Required Texts: Provided for you (mailed to address provided on application)**
 - Multisensory Teaching of Basic Language Skills, 4th edition (2019) by Judith R. Birsh, Ed.D., CALT-QI, Suzanne Carreker, M.Ed., Ph.D., CALT-QI, ISBN 978-1-68125-226-1
 - Multisensory Teaching of Basic Language skills, ACTIVITY BOOK
 - Core Literacy Library (2018). Teaching Reading Sourcebook: For All Educators Working to Improve Reading Achievement, 3rd Edition. Berkeley, CA: Arena Press.

Recommended Texts & Other Readings:

- Explicit Instruction by Archer and Hughes
- Willingham, D. T. (2017). The Reading Mind. San Francisco, CA: Jossey-Bass
- Other readings will be made available through Google Classroom

Course Requirements

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Google Classroom. It is recommended to access Google Classroom through your school account as G Suites is needed for it to run properly.
- Updated zoom access on your computer, sound, and microphone
- Optional: Headset

Online Course Structure

This course is a hybrid model. We will meet 5 times via zoom for interactive instruction and discussion. There are 3 other weeks with asynchronous assignments for you to work through at your own pace.

- The course work is located in Google classroom.
- The zoom link is on the opening page of this packet and will remain the same for this course.

All of the learning activities will be completed in your own time so long as they are completed by the dates and times shown in the course schedule.

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check your email for Google Classroom alerts and updates and or for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements.

Google Classroom Access & Technical Assistance

GSuites is required in order to access Google Classroom. The link to the google classroom course work will be emailed to you. If you are not able to access Google Classroom with the email you submitted, we will reach out and ask for another. If you have trouble accessing Google Classroom for this course, please email Amy at amcgovern@cesa9.org

Part 2: Student Learning Outcomes & Objectives

This program has been approved by DPI to meet the requirements set forth by the state of WI. [The Wisconsin Content Guidelines for Reading Teachers 316](#) addressed in course #1 are indicated below.

Wisconsin Content Guidelines for Reading Teacher 316 for course 1 include 2, 3, 4, 6, 8

1. *Language Arts Standards: (from a global lens only)*
 - a. Wisconsin Model Academic Standards for English Language Arts.
 - b. National Standards for the English Language Arts
 - c. IDA KPS & ILA Standards
2. Language Arts Processes include:

- a. Language arts processes (reading, writing, speaking, listening, viewing, and representing) interrelationships among them.
 - b. Interdisciplinary and integrative aspects of language arts processes.
 - c. Perception of reading as a process of constructing meaning through the interaction of the reader, text, and context of the reading situation.
3. **Language Arts Models including**
- a. Strengths and weaknesses of various literacy models.
4. **Research including**
- a. Contributions of literacy scholars to the literacy knowledge base.
 - b. Research in reading and the language arts, special education, psychology, and other fields that address pupils with reading and learning disabilities.
5. **Language including**
- a. The nature and structure of language.
 - b. Language variation.
 - c. Relationship of language systems (phonemic, morphemic, semantic, syntactic, and pragmatic) to the language arts.
6. **Literacy, Language Acquisition, Language Development, Cognition and Learning including:**
- a. Major theories of literacy, language acquisition, language development, cognition, metacognition, and learning.
 - b. The developmental process of the language arts (reading, writing, speaking, listening, viewing, and representing) from infancy through middle childhood.
 - c. Nature and multiple causes of reading disabilities.
 - d. Major definitions of family literacy and the impact of family structures, functions, relationships, and dynamics on literacy development and educational progress.
7. **Literature including**
- a. Classic and contemporary literature, fiction and non-fiction, including oral, written, and visual forms, at appropriate levels
8. **Sociocultural and Political Aspects of Literacy include:**
- a. Literacy as a means for shaping and transmitting culture.
 - b. Relationship between political processes and reading policy

Course Objectives

This course represents the foundation of all other learning in this licensure program. The following learning objectives are at the heart of course #1:

1. Understand the importance of scientifically based reading research, different types of research methods/designs, and how to access and read research articles.
2. Describe the Simple View of Reading & Reading Rope models and how they are used to understand reading development, instructional needs, and reading concerns.
3. Understand the evidence that learning to read is a learned skill and is difficult for many children.
4. Describe key characteristics of good and poor readers including students with reading disabilities (course 4)
5. Know the five essential components of reading instruction and the effective instructional elements involved with each area of reading. **(courses 1,2,3,5,6)**
 - a. Define and understand phoneme awareness
 - b. Explain the purpose and goals of phoneme awareness instruction.
 - c. Explain the role of phonics in proficient reading.
 - d. Identify the characteristics of systematic, explicit phonics instructions and

- contrast those approaches with implicit, incidental approaches to instruction.
 - e. Understand the contributing role of automaticity to fluent reading.
 - f. Understand how oral reading fluency is related to other major components.
 - g. Understand the role of vocabulary in text comprehension and decoding.
 - h. Describe the various reasons why students might not comprehend text.
6. Review the progression of reading development and the terminology that is used for phases of early reading and spelling development.
 7. Become familiar with teacher behaviors that result in higher levels of learning for students.

All of these objectives will be expanded upon in courses 2-6 as well

You will meet the outcomes listed above through a combination of the following activities in this course:

1. **Participation:** Participation will be based on class attendance, active participation (15 points) and in-class activity performance. There are **5 in-class activities across** the course, each worth 3 points (15 points). The purpose of these activities is to apply the information from class readings and lectures. The activities typically include collaborating with others on a digital document, then a spokesperson from the group will share out relevant information to the larger class. Students are expected to participate during virtual class and to complete all required assignments.
 - a. **TOTAL Participation points = 30 points**
2. **REFLECTIONS:**
 - a. **Week 2:** Intentional Talk reflection (google form) 5 points
 - b. **Week 3: One-page** reflection on NRP/national high impact research reading from 10 points
 - c. **Total reflection=15 points**
3. **Quizzes (3):** Students will take four short, non-cumulative reading quizzes, each worth 6-8 points. The purpose of these quizzes is to make sure students are carefully reading the assigned readings before class and are ready to discuss and apply the information in class. **Total Quiz Points = 20**
 - a. **Weeks 2, 4, 6 to help you review and remember content**
 - b. **Quizzes will generally be in google form format**
4. **Field Experience Reflection:** Students will observe reading instruction in the PreK-12th grade classroom and write a reflection paper. The purpose of this assignment is to make a connection between course content and actual teaching. The reflection must include connections to the research we have reviewed relative to what was observed in the reading lesson. **35 Points**
 - Select a teacher you have ready access to
 - Set up a time to interview this teacher about their literacy practices. Select 5 questions to discuss. Interview summary: 1 page
 - Observe a literacy lesson. Reflect on the teacher's practices. How do they align or not to the content that we have learned thus far in this class. Select at least 2 practices to discuss in more detail. Specifically, what research-supported

practices did you observe? Consider and include select references from at least 2 of the following sources: the IES practice guides, the NRP, and the reading the two textbooks. 2 page max. 1.5 spacing. 12 font.

Part 3: Topic Outline/Schedule

Important Note: Refer to the course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact your instructor.

Week	Topic	Readings	Activities	Assignments
WEEK 1 Jan 11 4:30-8:30 Zoom:	<ul style="list-style-type: none"> Intro & greetings, Program & course overview Role of Oral Language in reading, what the research says. Introduce Intentional talk assignment 	In class: Review Discuss RR article (participation) Hart & Risley/ LENA Project Intentional Talk Discussion guidelines Components of literacy and Language Task (P) For Homework (prep for class 3): - 1. Read Chapter 1 of the Multisensory Teaching of Basic Language skills. 2. Intentional Talk assignment due Jan. 31 (see google classroom, start sooner than later) 3. Chapter 3 of the Multisensory text is all about oral language and reading development. Bookmark and review (no due date, knowledge building)		Before class: Read: Reading Rockets: What Science offers Teachers of Reading, <i>Review Teaching Reading is Rocket Science</i>
WEEK 2. 1/18/22 ASYNC	How the Brain Reads -contributions of cognitive psychology to understanding reading SVR intro- the purpose of reading -parts of the brain involved in reading -4 part processor mode I -the brain on good reading instruction—how instruction can change how we process reading information MSV	<i>During the week (after class 1): Implement intentional talk in your classroom. See guiding documents</i> See google classroom for additional readings and videos		DUE 1/31/22 Complete Discussion Guidelines/ Questioning Assignment (see Google Classroom) 5 points QUIZ #1 14 points/ 14 questions
WEEK 3. 1/25/22 4:15-7:15 on zoom	The Research on How to Teach Reading National Reading Panel Report, National Early Literacy	**Defining Moment document on SoR (launched Jan. 22) review in class In-Class -NRP-Full Report and NELP-full report -IES Practice Guide: Adolescent		Due: by Feb. 18, 2021 One page reflection on

	<p>Panel Report, Adolescent Literacy - <i>Why these are important</i> - <i>How the research was conducted</i> - Findings - How this informed practice - Key Research since NRP - Intro. the IES practice guides: the research behind them, key findings & recommendations - What does the research say about Adolescent Literacy's Essential Components? - Examples of this type of work in other countries Rose Report (U.K.) and Rowe Report (Australia)</p>	<p>Literacy *do a jigsaw reading and sharing activity of these reports. These are seminal works in our field that all need to be aware of. #2 , 3 points</p> <p>For Homework: See google classroom, Week 3 reading materials. Skim and scan all documents. Select ONE to read more deeply. Write a one-page reflection on how this information enhances your knowledge base as a reading teacher, including how you could potentially use this information in your work. OPTIONAL</p> <p>-National Reading Panel-Summary (2000) -LINK</p> <p>National Early Literacy Panel-Summary (2008) - Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg (2002).</p>	<p>ONE of the documents. See Google classroom week 3 reading materials 5 points</p>
<p>WEEK 4. 2/1/2</p>	<p>ASync Classwork Ehri's Stages of Reading Development -Ehri's stages of reading - Reading concerns - Role of assessment - Overview of what it looks like in a classroom - Differentiated instruction *Concepts in this week are introduced and then applied across the remainder of the course</p>	<p>See the google classroom Week 4 for Beth's videos and details on the spelling/ writing analysis assignment.</p> <p>For Homework in prep for week 5: See the readings in the google classroom for week 4. Stephen Parker's Linnea Ehri article OR the Orthographic Mapping video</p> <p>Review: (Skim and scan) Chapter 4: Letter Knowledge Chapter 5: Phonological Awareness Chapter 6: Introduction & Phonics</p>	<p>Due by 2/11-12 Analyze three writing samples 9 points</p>
<p>Week 5. 2/12/22 Sat 8:30-11:30</p>	<p>Early Foundations for Reading and spelling</p>	<p>Sharing in ONE writing sample you collected for the week 4 assignment.</p> <p>Assignment (be ready to share in class during week 5): Gather and analyze 3</p>	

	<p>Word Recognition Strand: What Research Says about Teaching Word Recognition Skills—Early Childhood - Phonological Awareness - Phonics - Spelling - Instruction & Intervention - Differentiation - Supporting English Language Learners</p>	<p>student writing assignments. Determine the phase the student is currently in. Be ready to present an example and explain your thinking in the next class.</p> <p>IN CLASS #1: Review Teaching Reading Sourcebook (TRS): Chapter 3-Print Awareness Chapter 4-Letter Knowledge https://www.readingrockets.org/strategies</p> <p>In-Class #2 - Sharing activities from CORE TRS -Watch Reading Rockets Classroom Examples with a checklist for research-based practice (fill out as you watch)</p> <p>Activity 4: Review the Activities in the Teaching Reading Sourcebook Ch. 5—Phonological Awareness. Choose 1 activity to share in small groups. 3 points #3</p> <p>Activity 5: Review the Activities in the Teaching Reading Sourcebook Ch. 6 - 7—Choose 1 activity to share in small groups 3 points #4</p>	
<p>Week 6. 2/15/21</p>	<p>The Reading Rope:</p>	<p>During this week, watch Beth’s videos Read the two chapters emailed to you and also added to google classroom.</p> <p>Reading Rope assignment TOPIC Part 1: Scarborough's Rope</p> <p>READINGS: 1. SUNY Open Textbook: Word Recognition 2. SUNY Open Textbook: Language Comprehension</p> <p>Handouts: 3. Coxhead Academic Word List 4. Assignment Support: 4 Models of Reading Development</p>	

		<p>Lectures on Video:</p> <p>5. Part 1: Scarborough's Reading Rope Intro & Overview 15:57</p> <p>6. Part 2: Scarborough's Reading Roe Language Comprehension 49:03</p> <p>7. Part 3: Scarborough's Reading Rope Word Recognition 28:43</p> <p>8. Part 4: Asynchronous Assignment: Connections Among Models 9:58</p>	
<p>Week 7. 2/22/21</p>	<p>What Research Says about Teaching Word Recognition Skills—Middle Childhood & Adolescence - Phonological Awareness - Phonics/Word Analysis - Spelling - Instruction & Intervention - Differentiation - Supporting English Language Learners</p> <p>What Research Says about Teaching Reading Comprehension -</p> <p>Writing - Instruction & Intervention - Differentiation - Supporting English Learners</p> <p>Sociocultural issues of reading challenges.</p>	<p>In-Class (from MSJ syllabus) see week 9</p> <p>1. -IES Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</p> <p>2. -Sharing activities from TRS Activity 6: Review the Activities in the Teaching Reading Sourcebook Ch. 6 - 8— Choose 1 activity to share in small groups</p> <p>3. -Watch Reading Rockets Classroom Examples with check list for research based practices (fill out as you watch) https://www.readingrockets.org/strategies</p> <p>For Homework review: -Teaching Reading Sourcebook Chapter 8: Multisyllabic Word Reading</p> <p>(What it became in Google Classroom)</p> <p>Before Class:</p> <p>Review CORE TRS Chapter Chapter 8: Multisyllabic Words</p> <p>Reminder to read Chapter 19 from the Multisensory teaching of basic language skills pages 720-755</p> <p>In-Class</p> <p>1. IES Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School2</p> <p>2. Adolescent literacy practice guide (for March class)</p>	<p>Due 2/22/21: Article selection & reflection paper; See google classroom assignment.</p> <p>OR</p> <p>ROPE Assignment which Beth will explain. Week 5 videos. Rope assignment due March 3</p>

		3. Elem Beg Newcomer resource 4. Picture Word Inductive Model 5. PWIM resource Due 2/22/21: Article reflection due		
8. 3/3/22 4:15-7:15	What Research Says about Teaching Fluency - Instruction & Intervention - Differentiation - Supporting English Language Learners and 2-8 population	Review: CORE TRS Chapter 9, Fluency Chapter 19 of Multisensory book	Final Assignment: Classroom Observation and analysis paper 35 points	Final paper due by Friday, March 11th

Part 4: Grading Policy

Graded Course Activities

Visit the **Assignments** link in Canvas for details about each assignment listed below. Click on **Quizzes** to access quizzes and exams. (See Part 4 for more information about accessing tools and activities).

Points	Description
#30	<ul style="list-style-type: none"> 15 points for in class activities 15 points for participation and active engagement virtually and during async sessions

#15	<ul style="list-style-type: none"> ● Reflection During week 2: 5 points, complete on google form. Reflection regarding incorporating intentional talk ● Reflection during week 3: One page paper on ONE of the seminal pieces of literature in our field. NRP, NELP, IES guide for MS/HS, Seidenberg piece
#20	<ul style="list-style-type: none"> ● 2 quizzes, 10 points each. Reflect on learning from async class work
#35	<ul style="list-style-type: none"> ● Field Experience reflection paper and teacher interview
100	Total Points Possible

Late Work Policy

Example: Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Viewing Grades in Google Classroom

Points you receive for graded activities will be posted to the Google Classroom Grade Book. Select Grades from the Course Administration menu at the top of the screen to view your points.

Part 5: Course Policies

Participation

Students are expected to participate in all online activities as listed on the course calendar. Cameras are expected to remain on during the virtual classes

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments

All assignments for this course will be submitted electronically through Google Classroom unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from the instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

If you are unable to complete the coursework for any reason, please contact Amy McGovern for further support.

Inform Your Instructor of Any Accommodations Needed

If you have a disability and would like to request accommodations, please contact the instructor during the first week of the semester so that your accommodations may be provided in a timely manner.

Academic Honesty Policy & Procedures

Academic honesty is a cornerstone of the educational community; therefore, students are expected to understand the standards of academic honesty as they pertain to students' behavior in the classroom.

Plagiarism

It is important for students to acknowledge sources that are used for completing classroom assignments. Plagiarism is a form of academic dishonesty.

Plagiarism may be any one of the following:

1. Verbatim copying without proper documentation of the source(s).
2. Paraphrasing without proper documentation of the source(s).
3. Unacknowledged appropriation of information or ideas from someone else.

If students have any questions about these forms of plagiarism or about an assignment they are preparing, they should ask their instructor for clarification rather than risk unintentional plagiarism.

Cheating

It is important for students to act in an honest and trustworthy manner. Work performed on examinations or other forms of evaluation must represent an individual's own work, knowledge and experience of the subject matter. Students are expected to follow the classroom rules established by the instructor.

Cheating may be any one of the following:

1. Unauthorized looking at or procuring information from any unauthorized sources or from another student's work during an examination or from any work that will be graded or

given points.

2. Unauthorized acquiring, reading or learning of test questions prior to the testing date and time.
3. Changing any portion of a returned graded test or report and resubmitting it as an original work to be regraded.
4. Presenting the work of another as one's own for a grade or points.
5. Knowingly assisting another student in cheating.

This list is not all-inclusive and the list itself is not meant to limit the definition of cheating to just these items mentioned.