



**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.

Use this link for all sessions in the course

**Join Zoom Meeting
Join Zoom Meeting**

<https://us06web.zoom.us/j/86857693966?pwd=Q2QrYXdCUk1MOWQySzVsSIZ2SWZIUT09>

Excellence in Teaching/CESA 9

Course #2/Deep Dive into Phonological Awareness and Phonics: Assessment to Instruction. Strategies and Adaptations Necessary for K-2, 3-5, and 6-12

March-May 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

Prerequisite: Foundations of Literacy course #1

Course Description

- This course is designed to provide instruction around the fundamental principles and concepts of the structure of language, with a focus on phonological awareness and phonics. Students learn the sound-symbol correspondences of language and understand the relationship of phonemic awareness and the phonological system of language to the reading process. Students also study the linguistic and cognitive bases of reading. Principles of explicit and systematic instruction of these foundational skills are studied and practiced.

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:

- 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 2 include #1, #2, and #5

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 #2 Objectives

This course represents the foundation of all other learning in this licensure program. The following learning objectives are at the heart of course #2:

1. Articulate phonemes that correlate with English graphemes.
2. Graphically represent phonemes that correlate with English graphemes.
3. Demonstrate knowledge of phonetic generalizations for word analysis.
4. Explain the role of language skills in reading, spelling, and writing.
5. Understand the range of phonological awareness skills and the causal relationship between these skills and learning to read.
6. Articulate differences between code-emphasis and whole language approach to teaching reading and defend the use of a research-based approach.
7. Differentiate between phonological awareness and phonics and explain the relationship between these.
8. Meaningfully determine and measure phonological awareness skills.
9. Explain the Simple View of reading and an understanding that fluent word recognition is a vital aspect of reading competency.

10. Demonstrate knowledge of the structure of English orthography and morphology.
11. Understand that learning to spell and learning to read rely on much of the same underlying linguistic knowledge and that spelling instruction can be designed to further understanding of key aspects of language, resulting in better reading.
12. Describe how scientific research has affected the practice of teaching reading, spelling, and writing.
13. Know how to be a wise consumer of and recognize effective research in reading and spelling.
14. Design lesson plans that are focused and organized and that outline the skill instruction sequentially and explicitly.

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

1. Complete all readings and video assignments
2. Quiz Week 2
3. Reflection on Emily Hanford's piece: Hard Words
4. Give and analyze a PA assessment
5. Week 4 application assignment
6. A short reflection on two videos Orthographic Mapping & Irregular Words
7. Big Assignment: PA/ Phonics Exercise: Design, delivery, and video

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 March 14 4:15-7:15 Zoom:	Grounding in the Course Overview <ol style="list-style-type: none"> 1. Understand the range of phonological awareness skills and the causal relationship between these skills and learning to read. 2. Articulate phonemes that correlate with English graphemes. 	In class: Article: Phonemic Awareness in young children Activity workbook: Exercise 5 Vowels Jamboard: Consonants		Start the readings and video viewing for week 2

<p>WEEK 2. 3/22/22 ASYNC</p>	<p>ASYNC</p> <p>Understand the components & design of effective PA instruction that are focused and organized and that outline the skill instruction sequentially and explicitly.</p>	<p>Reading: Chapter 6: Birsh/ Carreker Teaching Phonemic Awareness p 205-255</p> <p>Video: Advanced Phonology with Danielle Thompson (Part 2) 1 hour 15 min Thompson - Advanced Phonology (Part 2) on Vimeo</p> <p>Optional viewing: Part 1: Basic PA https://vimeo.com/208372785 (2 hours)</p> <p>Listen to the Emily Hanford Podcast: Hard words or read the transcript (1hour)</p>	<p>After completing chapter 6 and DT video part 2, take the Quiz Due April 7</p> <p>Write a reflection on the Emily Hanford Podcast: Hard Words. Due April 7th</p>
<p>WEEK 3. 4/7/22 4:15-7:15on zoom</p>	<p>Meaningfully determines and measures phonological awareness skills.</p> <p>PA Assessment</p> <p>Differentiate between phonological awareness and phonics and explain the relationship between these.</p>	<p>CORE Teaching Reading Sourcebook Chapters: Review Chapter 1: Structure of English language Chapter 4: Letter Knowledge Chapter 6: Phonics</p> <p>Explicit Instruction Chapter: Archer (see google classroom for PDF link)</p> <p>In Class: Activities from the workbook</p>	<p>Select a student you are concerned about: Give and analyze a PA assessment Due April 19th</p>
<p>WEEK 4. THUR 4/14/22</p>	<p>ASYNC Classwork</p> <p>3. Demonstrate knowledge of phonetic generalizations for word analysis.</p> <p>10. Demonstrate knowledge of the structure of English</p>	<p>Video by Gina Cooke: Onion/one Moats Video 5 min: Morphology</p>	

	orthography and morphology		
<p>Week 5. TUE 4/19/22 4:15-7:15</p>	<p>Phonics Assessment Phonics scope and sequence Phonics instruction</p> <p>4. Explain the role of language skills within reading, spelling, and writing. 9. Explain the Simple View of reading and an understanding that fluent word recognition is a vital aspect of reading competency.</p>	<p>Read Structure Literacy Brief from IDA Homework:</p> <p>In class: Jigsaw Chapter 6 CORE book Videos to watch for May 3rd assignment</p> <ol style="list-style-type: none"> 1. (Watch this video on Orthographic Mapping (34 minutes)) 2. Watch this 30 minute video on Irregular Words in preparation for the class 	<p>Assignment: Write a one paragraph summary for each video. Indicate a new insight gained, or a connection to previous learning. DUE May 3rd</p>
<p>Week 6. 4/26/22</p>	<p>FOCUS: Orthographic Mapping What is a sight word? High-Frequency words Continuum of irregularity Heart routine</p> <p>Async Design PA and phonics plans that are focused and organized and that outline the skill instruction sequentially and explicitly.</p> <p>Explicit PA and Phonics Instruction in action</p>		<p>Design an interconnected PA and phonics exercise appropriate for your age group. Teach the exercise. (phoneme/grapheme mapping) Analysis plus 5 minute video DUE: May 19th</p>
<p>Week 7. 5/3/22 4:15-7:15</p>	<p>Syllabication work Morphology</p> <p>Know how to be a wise consumer of and recognize effective research in reading and spelling.</p>	<p>Watch Kilpatrick video “Recent advances in understanding word level reading problems; Implications for assessment and intervention” 59. Minutes</p> <p>Pete Bowers Article Morphology & CCSS Analyze phonics and spelling</p>	

		assessment WWC Intervention Overview	
Week 8 May 19, 2022 Last Class 4:15-7:15	Wrap up 1. Break out room assignments TBA 2. Performance Task: Say the 44 phonemes individually to Beth or Amy	Read Handwriting articles on Google Classroom	Final All work due by May 19, 2022

Additional Readings:

[Current research on Integrated spelling instruction with at risk kindergarten students](#) 2021

How Spelling Supports Reading and why it's more regular than you may think. Moats

Part 4: Grading Policy

Graded Course Activities

All work is graded by instructors. IF work is unsatisfactory, it will be returned and updates will be requested. It is expected that all assignments are completed in a timely manner. Please communicate directly with Amy McGovern regarding specific questions on graded assignments.

Late Work Policy

All work must be completed by the final date listed on the syllabus.

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.

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 an 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 re-graded.
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.