

Syllabus for RDG 510 Advanced Teaching of Reading I
College of Health and Education
School of Education
Fall 2025

Instructor: Dr. Vicki Piquette

Meeting Times: W 5:30-8:20 p.m.

Classroom: TEE 244

Office Hours: M 2:00-4:00, T 2:00-4:00, &
R 10:00-12:00; F by appointment only (virtual)

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Instructor Office: T233-F

Course Website: <https://blackboard.lms.csupueblo.edu>

Catalog Description: Centers on advanced principles and concepts of reading instruction, emphasizing phonological awareness, phonics, and fluency.

Prerequisites: RDG 555 or taken concurrently with RDG 555

Class Meeting Structure: Face-to-Face

Credit Hours: This three-credit course uses a face-to-face format and will meet for 170 minutes per week, with the remainder of the work being done outside class. Coursework, including homework, is expected to require about 280 minutes per week of student effort.

Required Text(s) and Other Materials:

Diamond, L. & Thomas, B. J. (2008). *Assessing Reading Multiple Measures* (2nd ed.). Core Literacy Library, Arena Press.

Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed.). Core Literacy Library, Arena Press.

Hanford, E. (2017, October 10). *Hard to read* [Audio podcast]. APM Reports.

Hanford, E. (2018, October 10). *Hard words* [Audio podcast]. APM Reports.

Hanford, E. (2020, August 6). *At a loss for words* [Audio podcast]. APM Reports.

Hanford, E. (2022, August 19). *What the words say* [Audio podcast]. APM Reports.

Lane, H. & Contesse, V. (2022). *UFLI foundations: An explicit and systematic phonics program*. Ventris Learning.

Loftus, M. & Sappington, L. (2022, March 4). *Episode 96: What about spelling? with Richard Gentry* [Audio podcast]. Melissa and Lori Love Literacy.

Course Objectives: Upon completion of all course activities, each student will meet the following benchmarks.

1. Articulate the correspondence between phonemes and English graphemes.
2. Represent phonemes visually in correlation with English graphemes.
3. Apply phonetic generalization for effective word analysis.
4. Analyze and apply a variety of phonological awareness skills crucial for reading acquisition.
5. Differentiate and advocate for research-based methods over code-emphasis, whole language, or balanced literacy approaches in reading instruction.
6. Distinguish between phonological awareness, phonemic awareness, and phonics, and elucidate their interrelationships.
7. Assess and quantify proficiency in phonological awareness, phonics, spelling, and fluency.
8. Explain the Simple View of Reading, emphasizing the critical role of fluent word recognition in reading proficiency.
9. Recognize the shared linguistic foundations of spelling and reading, and design spelling instruction to enhance language understanding and reading skills.
10. Discuss the impact of scientific research on effective reading and spelling instruction practices.
11. Critically evaluate and apply effective research findings in the fields of reading and spelling.
12. Plan and implement effective reading instruction informed by:
 - a. Understanding of reading and language development processes.
 - b. Application of explicit, systematic, sequential, and diagnostic instruction methods.
 - c. Compliance with the Colorado READ Act.
 - d. Adherence to the IDA Knowledge and Practice Standards.
 - e. Integration of instruction and assessment strategies for word identification, including phonological awareness, phonics, spelling, and fluency strands.

STUDENT LEARNING OUTCOMES (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	4
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	4
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	3
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	3
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	3

7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	2
8. Demonstrate responsibility for student learning at high levels.	4
9. Demonstrate responsibility for school reform and leadership in school change.	1

Course Requirements:

Assignments & Requirements	Points	CO State Standards Addressed	KPS Alignment
Chapter Notes: Students will take notes while reading the required chapters utilizing the required note catchers. Each note catcher is worth 20 points.	100	4.02(5), 4.02(5)(a), 4.02(5)(b), 4.02(5)(c), 4.02(5)(d), 4.02(5)(e), 4.02(5)(f), 4.02(5)(g), 4.02(6), 4.02(6)(a), 4.02(6)(a)(i), 4.02(6)(b), 4.02(6)(b)(i), 4.02(6)(b)(ii), 4.02(6)(b)(iii), 4.02(6)(b)(iv), 4.02(6)(b)(v), 4.02(7), 4.02(7)(a), 4.02(7)(b), 4.02(7)(d), 4.02(7)(e), 4.02(8), 4.02(8)(b), 4.02(8)(c), 4.02(8)(e), 4.02(8)(f), 4.02(9), 4.02(9)(a), 4.02(9)(c), 4.02(9)(e), 4.02(10), 4.02(10)(a), 4.02(10)(b), 4.02(10)(c), 4.02(10)(d), 4.02(10)(e), 4.02(10)(h), 4.02(13)(b), 4.02(13)(b)(iii)	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 2.1, 2.2, 2.3, 2.4 2.5 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8 4A.1, 4A.2, 4A.3, 4B.1, 4B.2, 4B.3, 4B.4, 4B.5, 4B.6, 4B.7, 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4C.6, 4C.7, 4C.8, 4D.1, 4D.2, 4D.3, 4D.4, 4G.3
Quizzes: Students will be assessed over course material on five quizzes that cover instruction and assessment, the science of reading, phonemic awareness, phonics, spelling, and fluency. Each quiz is worth 20 points. There is one additional quiz over the syllabus, worth 10 points.	130	4.02(5), 4.02(5)(e), 4.02(5)(f), 4.02(6), 4.02(6)(a), 4.02(6)(a)(i), 4.02(6)(b), 4.02(6)(b)(ii), 4.02(6)(b)(iv), 4.02(6)(d), 4.02(6)(d)(i), 4.02(7)(a), 4.02(7)(b), 4.02(8), 4.02(8)(c), 4.02(8)(e), 4.02(9), 4.02(9)(b), 4.02(9)(c), 4.02(10), 4.02(10)(a), 4.02(10)(b), 4.02(10)(h), 4.02(13), 4.02(13)(b)(iii)	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8 4A.1, 4A.2, 4A.3, 4B.1, 4B.2, 4B.3, 4B.4, 4B.5, 4B.6, 4B.7, 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4C.6, 4C.7, 4C.8, 4D.1, 4D.2, 4D.3, 4D.4, 4G.3
In-Class Word Identification Lesson: Each student will be responsible for teaching an in-class lesson that will incorporate phonemic awareness, phonics, spelling, and fluency.	100	4.02(5), 4.02(5)(g), 4.02(8), 4.02(8)(c), 4.02(9), 4.02(9)(a), 4.02(10), 4.02(10)(d)	4B.1, 4B.2, 4B.3, 4B.4, 4B.5, 4B.6, 4B.7, 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4C.6, 4C.7, 4C.8, 4D.1, 4D.2, 4D.3, 4D.4, 4G.3
Reading Ready Tutoring: All fieldwork students will take part in tutoring a striving reader(s) in a local school. Students with their own classroom also have the opportunity to participate in this experience, as well, with a student. As part of this experience, students will take the Reading Ready training (10 points), turn in a fieldwork form (5 points), and submit their tutee's pre- and post-tests (10 points each). Each tutoring session takes about 20 minutes and tutors should plan on tutoring their student at	35	4.02(5), 4.02(5)(a), 4.02(5)(g), 4.02(8), 4.02(8)(a), 4.02(8)(d), 4.02(8)(e), 4.02(9), 4.02(9)(b), 4.02(9)(c), 4.02(9)(d), 4.02(9)(e), 4.02(10), 4.02(10)(a), 4.02(10)(b), 4.02(10)(c), 4.02(10)(d), 4.02(10)(e), 4.02(10)(f), 4.02(10)(g), 5.11(1)	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 2.4 3.8 4A.1, 4A.2, 4A.3, 4B.1, 4B.2, 4B.3, 4B.4, 4B.5, 4B.6, 4B.7, 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4C.6, 4C.7, 4C.8, 4D.1, 4D.2, 4D.3, 4D.4, 4G.35.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10

least twice a week. This experience is part of the fieldwork hours required.			
Podcast Chats: Students will be placed in book study groups. Each member will be responsible for listening to the required podcast, filling out the podcast chat form, and participating fully in a podcast chat. Each podcast chat is worth 20 points (10 points per sheet; 10 points per self/peer evaluation). There are five total podcast chat sessions.	100	4.02(5)(c), 4.01(5)(e), 4.02(5)(g), 4.02(8)(e), 4.02(9)(b), 4.02(10)(a), 4.02(10)(b)	2.1, 2.2, 2.3, 2.4 2.5 4G.3
Word Identification Lesson Planning Sheet: Students will utilize the word identification lesson planning sheet to pre-plan their whole group lesson, ensuring that all required elements of the lesson are present.	25	4.02(5), 4.02(5)(a), 4.02(5)(g), 4.02(8), 4.02(8)(a), 4.02(9), 4.02(9)(b), 4.02(9)(d), 4.02(10), 4.02(10)(d), 4.02(10)(f), 5.11(1)	1.2, 1.9 4A.1, 4A.2, 4A.3, 4B.1, 4B.2, 4B.3, 4B.4, 4B.5, 4B.6, 4B.7, 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4C.6, 4C.7, 4C.8, 4D.1, 4D.2, 4D.3, 4D.4, 4G.3
Word Identification Lesson Plan: Students will write a word identification lesson plan for either a small group lesson or a whole group lesson. Students will utilize the word identification lesson planning sheet and the lesson plan template provided to them in the course to write the lesson.	25	4.02(5), 4.02(5)(a), 4.02(5)(g), 4.02(8), 4.02(8)(a), 4.02(8)(d), 4.02(8)(e), 4.02(9), 4.02(9)(b), 4.02(9)(c), 4.02(9)(d), 4.02(9)(e), 4.02(10), 4.02(10)(a), 4.02(10)(b), 4.02(10)(c), 4.02(10)(d), 4.02(10)(e), 4.02(10)(f), 4.02(10)(g), 5.11(1)	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 2.4 3.8 4A.1, 4A.2, 4A.3, 4B.1, 4B.2, 4B.3, 4B.4, 4B.5, 4B.6, 4B.7, 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4C.6, 4C.7, 4C.8, 4D.1, 4D.2, 4D.3, 4D.4, 4G.3
Lesson Reflection: Students will be responsible for teaching a lesson. Students will then turn in a self-reflection and alignment sheet (30 points) and a cooperating teacher's reflection (20 points) of each lesson. Each set of reflections is worth 50 points. (*Note: RDG 510 students with their classrooms are not required to have a cooperating teacher's reflection, but will be required to do self-reflection and an alignment sheet of lessons taught.)	30-50	4.02(5), 4.02(5)(a), 4.02(5)(g), 4.02(8), 4.02(8)(a), 4.02(8)(d), 4.02(8)(e), 4.02(9), 4.02(9)(b), 4.02(9)(c), 4.02(9)(d), 4.02(9)(e), 4.02(10), 4.02(10)(a), 4.02(10)(b), 4.02(10)(c), 4.02(10)(d), 4.02(10)(e), 4.02(10)(f), 4.02(10)(g)	1.2 3.8 4A.1, 4A.3, 4B.1, 4B.2, 4B.3, 4B.4, 4B.5, 4B.6, 4B.7, 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4C.6, 4C.7, 4C.8, 4D.1, 4D.2, 4D.3, 4D.4, 4G.3 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10
Assessments Administration & Summary Reports: Students will administer four reading assessments—PAST, CORE Phonics Screener, LETRS Spelling Screener, MASi-R Oral Reading Fluency. Students will write up a summary sheet that reports their student's	125	4.02(5), 4.02(5)(a), 4.02(5)(d), 4.02(7), 4.02(7)(a), 4.02(7)(b), 4.02(7)(c), 4.02(7)(d), 4.02(7)(e), 4.02(9), 4.02(9)(a), 4.02(9)(e), 4.02(10), 4.02(10)(a), 4.02(10)(b), 4.02(10)(c), 4.02(10)(d), 4.02(10)(e), 4.02(10)(h), 4.02(13), 4.02(13)(b), 4.02(13)(b)(ii)	3.4, 3.6, 3.8 4B.1, 4B.2, 4B.3, 4B.4, 4B.5, 4B.6, 4B.7, 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4C.6, 4C.7, 4C.8, 4D.1, 4D.2, 4D.3, 4D.4, 4G.3

<p>score(s), discusses the results, and suggests instructional practices for the students based on the results. At the end of the semester, students will compile all assessment data into a final case study file. Each assessment administration and summary report and the final case study final are worth 25 points.</p>		
<p>Phonemes Recording: Students will record a video of themselves enunciating each English phoneme correctly.</p>	25	<p>4.02(6), 4.02(6)(a), 4.02(6)(a)(i)</p>
<p>Dyslexia Paper: Students will read the Colorado Dyslexia Handbook and a Dyslexia Handbook from another state. Students will summarize both handbooks and compare and contrast the two states' handbooks.</p>	25	<p>4.02(5), 4.02(5)(a), 4.02(5)(b), 4.02(5)(c), 4.02(5)(f), 4.02(5)(g), 4.02(7), 4.02(7)(a), 4.02(7)(c), 4.02(7)(d), 4.02(7)(e), 4.02(8), 4.02(8)(e), 4.02(9), 4.02(9)(b), 4.02(10), 4.02(10)(a), 4.02(10)(b), 4.02(10)(g)</p>
<p>Fieldwork Form: Students will turn in a copy of their signed fieldwork form. (*Note: RDG 510 students with their classrooms are not required to do fieldwork hours).</p>	5	<p>4.02(5), 4.02(5)(g), 4.02(9)(d)</p>
<p>Field Experience Logs: Students must have 20 hours of fieldwork in this course. Fieldwork hours will be checked at midterm and the end of the semester. Each checkpoint is worth 10 points. (*Note: RDG 510 students with their classrooms are not required to do fieldwork hours).</p>	20	<p>4.02(5), 4.02(5)(g), 4.02(9)(d)</p>
<p>Parent Night Presentations: Students will design a presentation for parents that will detail elements of structured literacy instruction and assessment in their classroom and how parents can support their children at home by supporting their children's literacy using structured literacy techniques. (*Note: This assignment is for RDG 510 students only)</p>	100	<p>4.02(5), 4.02(5)(a), 4.02(5)(c), 4.02(5)(e), 4.02(5)(f), 4.02(7), 4.02(7)(a), 4.02(7)(b), 4.02(7)(c), 4.02(7)(d), 4.02(8), 4.02(8)(a), 4.02(8)(d), 4.02(8)(e), 4.02(9), 4.02(9)(b), 4.02(9)(c), 4.02(9)(d), 4.02(10), 4.02(10)(a), 4.02(10)(b), 4.02(10)(c), 4.02(10)(d), 4.02(10)(e), 4.02(13), 4.02(13)(b)</p>
<p>Final Project: Students will demonstrate their knowledge of the course's content by completing a comprehensive, multigenre project. More details will be given towards the end of the semester.</p>	100	<p>4.02(5), 4.02(5)(b), 4.02(5)(d), 4.02(5)(f), 4.02(7)(a), 4.02(8), 4.02(8)(e), 4.02(9), 4.02(9)(b), 4.02(10), 4.02(10)(h)</p>

			4A.1, 4A.2, 4A.3, 4B.1, 4B.2, 4B.3, 4B.4, 4B.5, 4B.6, 4B.7, 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4C.6, 4C.7, 4C.8, 4D.1, 4D.2, 4D.3, 4D.4, 4G.3
Participation & Attendance: Attend and participate in every class. Each is worth 32 points for the semester.	64	4.02(5)(b), 4.02(5)(c), 4.02(5)(d), 4.02(5)(e), 4.02(6)(b)(ii), 4.02(6)(b)(iii), 4.02(6)(b)(v), 4.02(6)(e)(i), 4.02(6)(f)(i), 4.02(6)(f)(iii), 4.02(7)(c), 4.02(7)(d), 4.02(7)(f), 4.02(8), 4.02(8)(b), 4.02(8)(d), 4.02(8)(e), 4.02(9), 4.02(9)(a), 4.02(9)(e), 4.02(10), 4.02(10)(b), 4.02(10)(c), 4.02(10)(e), 4.02(10)(f), 4.02(10)(g), 4.02(13)(b)(ii), 5.11(1)	3.4, 3.6, 3.8 4B.4, 4B.5, 4B.6, 4B.7, 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4C.6, 4C.7, 4C.8, 4D.1, 4D.2, 4D.3, 4D.4, 4G.3

KPS Statement: The International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework is aligned with the IDA's Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outline the knowledge and skill that all teachers of reading should possess. Standard 1 addresses foundational concepts, derived from interdisciplinary research, about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Standard 4 addresses Structured Literacy™ teaching, offering detailed guidance with regard to the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in field work or practicum (e.g., in interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth). Standard 5 delineates ethical standards for the profession. A copy of the KPS can be found here: <https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5yt1wk/>

Attendance/Participation: All students are responsible for attending class and for completing the weekly assignments. Much of the class time will be spent in collaborative activities and discussions, and your absence will affect your learning and that of your classmates. Each class period will contain activities that reflect upon the week's readings and the course material. Because of this, it is expected that each student comes to class fully prepared, having read all the required readings and completing assigned homework. Bring your textbooks, class materials, and other materials from your classrooms to work on during the class period.

Each unexcused absence will result in a loss of 2 points, and students entering class late will lose 1 point. An *excused absence* is one in which an unforeseen and unpredicted emergency results in absence or lateness. Attendance is a professional responsibility, and excused absences will be treated much as they would be for educators in public schools. Illness (with verification), deaths in the family, and transportation problems (a car accident or car breakdown on the way to class) may be examples. Because the professor does not like to be placed in the position of judging the veracity of an excuse, independent, objective evidence should be submitted. To be an excused absence/tardy, the student must call and leave a message about the absence on the professor's voicemail as soon as possible (before class) so that the impact of the absence on class activities can be minimized. Excessive absences, whether excused or unexcused, will result in a meeting with the professor and, if the professor believes that sufficient content has been missed so that the student cannot master course objectives, the student will be asked to drop the course. It is always the responsibility of the student to gain information about content, assignments, etc. that she/he missed. This includes checking Blackboard and completing ALL assignments that were missed in class.

Grading:

At the end of the course, all points will be summed, and grades assigned according to the following:

Percentage	Grade Level	GPA
100% to 94%	A	4.0
93% to 90%	A-	3.7
89% to 87%	B+	3.3
86% to 84%	B	3.0
83% to 80%	B-	2.7
79% to 77%	C+	2.3
76% to 70%	C	2.0
69% to 67%	D+	1.3
66% to 64%	D	1.0
63% to 60%	D-	0.7
59% and below	F	0.0

For a minimum grade of "C" in the course, all of the requirements included above must be completed and turned in for a grade.

AI Usage: Generally speaking, you are not authorized to use artificial intelligence engines, software, or artwork-generating programs (or similar) to produce work for this class EXCEPT on assignments that I have identified and for which you will have received significant guidance on the appropriate use of such technologies. I will provide more information about the specific assignment when the time is appropriate in the course. You may not, however, construe this limited use as permission to use these technologies in any other facet of this course.

Late Work: An assignment is late if it is not turned in at the place, date, and time established by the professor. All assignments turned in late will reduce 10% of possible points for each day late. The professor understands that at times there are extraordinary circumstances that occur and should be taken into consideration. These circumstances must be shared with the professor before the due date (and not the night before) for any extension to be given.

Field Experience: Students are required to complete field experience for this course. If students are employed by a school and have their own classroom (e.g. alternative licensure student or TEE candidate), that will typically be acceptable for the placement. Students must confirm this with their instructor, though, to be sure. All other students must go through the approved process for placements. Trying to set up your own placements is not allowed and risks damaging our relationship with our partner districts.

The number of field experience hours required for this course depends on students' catalog years and individual long-term plans developed in consultation with their advisor. Students MUST consult their Education advisor to make sure they complete the right number of field experience hours for licensure.

Students are expected to read and understand all of the information contained in the Field Experience Expectations & Policies document. Students will be asked to leave their field experience and this course if they are not progressing with course requirements as expected by the cooperating teacher, principal, and/or the instructor. Common infractions include not showing up for fieldwork, being late to fieldwork, failure to be prepared enough to impact student learning, failure to prepare and fulfill the requirements of teaching demands, relationship conflicts with the field experience teacher, lying, cheating, plagiarism, and other unprofessional behavior as noted in the School of Education's Program Dispositions. If a problem is brought to the attention of the instructor, the student will be placed on a formal support plan for one week. If progress is not made within 1 week, the student will be removed from field experience. Students cannot complete the course if they have been asked by the cooperating teacher, school, or university instructor to leave the field experience placement. Students may withdraw from the course if the timing of the dismissal allows it. However, if the dismissal happens after the withdrawal date, students will earn a failing grade (F).

Incomplete Grades: A grade of “Incomplete” will only be assigned if a student and the professor have agreed upon the grade before the end of the last week of classes and will not be assigned merely because work may be incomplete. Extraordinary circumstances such as excused illness or death in the family must have occurred for an incomplete to be considered. In all cases, if an incomplete is granted, it is the responsibility of the student to submit a timeline of due dates for all incomplete assignments. Failing to meet such timelines will result in grades of “0” on those assignments.

Faculty Initiated Student Withdrawal: Students who are enrolled for this course but do not meet prerequisite requirements (such as being admitted to the School of Education, having a high enough GPA, submitting background checks to the office, etc.) will be asked to drop the course before the end of the drop period. Students will be notified of this in writing. If a student drops the course before the end of the drop period, it will be removed from his/her transcript and no grade will be issued. However, if the student does not drop the course by the end of the drop period, the instructor will initiate a withdrawal (see university catalog regarding Faculty Initiated Student Withdrawal). The instructor will notify the student of this action in class and/or by contacting them using the email or phone number on file with the School of Education. If the attempts to contact the student are unsuccessful after one week, the instructor will take the withdrawal form to the department chair for signing. The student will receive a grade of W on his/her transcript for the course.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at CSU-Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations: <https://www.csupueblo.edu/disability-resource-and-support-center/faculty-staff-resources.html>. If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see Disability Resources as soon as possible to arrange services. Disability Resources is located in OSC 104 and can be reached by phone (719-549-2648) and email (csup_dro@csupueblo.edu).

Starfish Performance Notifications: Starfish notifications inform you and your academic success team of your performance in this class. Reading these emails and/or texts and taking the suggested actions is highly encouraged for your success. Please access Starfish through PAWS to view your kudos or flags. You may also access Tutoring and request assistance from many other services through Starfish.

Course Evaluations: Faculty are required to set aside time during a class period for student course evaluation. The evaluation period will take place during the last three weeks of the course. Please be prepared to complete your course evaluation digitally during class in Week 15.

References:

Archer, A.L. & Hughes, C.A. (2011). *Explicit instruction: Effective and efficient teaching*. The Guilford Press.

Beers, K. (2003). *When kids can't read: What teachers can do*. Heinemann.

Birsh, J. R. (2018). Multisensory teaching of basic language skills (4th ed.). Brookes Publishing.

Blevins, W. (2017). *Phonics from a to z: A practical guide*. Scholastic.

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Course Schedule:

Week	Topic	Reading Required	Assignments
1 (August 27th)	Reading Assessment	Sourcebook, "MTSS for Reading Success" Assessment Text: "Introduction to Assessing Reading"	Fieldwork Forms Syllabus Quiz
2 (September 3rd)	Reading Instruction	Sourcebook, "The Big Picture" Reading Go Training	Chapter Notes: Assessment & Instruction
3 (September 10th)	Science of Reading	Podcast, "Hard to Read" Reading Go Training (Fieldwork only)	Podcast Chat #1 Quiz: Assessment & Instruction Reading Ready Training
4 (September 17th)	Early Literacy/Reading Development	Sourcebook, Decoding & Word Recognition Introduction (pp. 161-168) & Chap. 5	Quiz: Science of Reading Chapter Notes: Reading Development & Phonological Awareness Reading Ready Pre-Assessment
5 (September 24th)	Phonemic Awareness	Sourcebook, Chap. 1-2	Chapter Notes: Structure of English & Spanish
6 (October 1st)	Phonemic Awareness Instruction & Assessment	Podcast, "Hard Words"	Podcast Chat #2
7 (October 8th)	Beginning Word Study, Phonics	Sourcebook, Chap. 6	Quiz: Phonemic Awareness Phonemes Recording
8 (October 15th)	Advanced Word Study, Phonics	Sourcebook, Chap. 7-8	Field Experience Logs-Due Friday @ 5:00 PAST Assessment & Summary Report Reading Ready Midterm Assessment
9 (October 22nd)	Phonics Instruction & Assessment	Podcast, "At a Loss for Words"	Podcast Chat #3 Chapter Notes: Phonics In-class Word Identification Lesson
10 (October 29th)	Spelling	Podcast, "What the Words Say"	Quiz: Phonics Podcast Chat #4 Word Identification Lesson Planning Sheet
11 (November 5th)	Spelling Instruction & Assessment	Podcast, Melissa & Lori Love Literacy-Ep. 96: "What about Spelling?" by Richard Gentry	Podcast Chat #5 CORE Phonics Survey Assessment & Summary Report
12 (November 12th)	Fluency	Sourcebook, Fluency Introduction (pp. 321-326); Chap. 10	Word Identification Lesson Plan Quiz: Spelling
13 (November 19th)	Fluency Instruction & Assessment	Sourcebook, Chap. 9	Chapter Notes: Fluency LETRS Spelling Screener Assessment & Summary Report
14 (December 3rd)	Dyslexia	Dyslexia CO Handbook & Another State's Dyslexia Handbook	Quiz: Fluency Dyslexia Paper
15 (December 10th)	Word Identification Case Studies	Re-read: Sourcebook, "MTSS for Reading Success"	MASI-R Oral Reading Fluency Assessment & Summary Report Field Experience Logs-Due Friday @ 5:00 Word Identification Lesson Reflection Reading Ready Post-Assessment Final Case Study
16 (December 17th @ 6:00 p.m.)	Final		Final Project Graduate Family Night Presentations

Syllabus Reference Sheet

Managing Life Challenges and Getting Support

College should be challenging, not overwhelming. Let us help. We understand that life occurs beyond the classroom. Should you or someone you know encounter an unexpected crisis (securing food or housing, managing a financial crisis, drastic changes in mood or behavior, missing school due to an emergency, loss of a loved one, etc..) please submit a Pack CARES referral to be connected with advocacy and support, free of charge: <http://bit.ly/packcares>

The Wolfpack [Counseling Center](#): Here to Listen. Here to Help.

We are open Monday through Friday from 8am to 5pm. Appointments are preferred, but walk-ins are welcomed and this is a free service to students. We now offer CRISIS/Emergency intervention during off hours. Just call our number and a therapist will be available from our answering service to talk with you then, and we will follow up with you the next morning.

Call us at 719-549-2838 or stop in at the CIHHI building Room 174.

Course Concerns? We Want to Know.

Our goal at CSU Pueblo is to provide the best possible experience for students. Your first contact for any course concern is your instructor. If your concern requires further attention, please contact the department chair for that course. The full resolution process for Academic Course-Related and other concerns is detailed in the Student Complaint Resolution Process found [here](#).

Questions on Financial Aid or FAFSA?

Please contact [Student Financial Services](#) for information or Counselor assistance. Call 719-549-2753 or csup_financialaid@csupueblo.edu

Academic Misconduct

Academic misconduct is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic misconduct, the instructor will follow protocol as identified by their department. Academic misconduct is grounds for disciplinary action by both the instructor and the [Office of Student Conduct and Community Standards](#). Any student found to have engaged in academic misconduct may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic misconduct, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible, as described in the [Catalog](#).

Academic misconduct is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University conduct process as defined in the

CSU Pueblo [Student Code of Conduct](#). Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct. For assistance call 719-549-2067 or contact the [Office of Student Conduct and Community Standards](#)

Civil Rights Compliance & Title IX

CSU Pueblo is committed to equal educational and employment opportunities and to the elimination of all forms of Discrimination, Protected Class Harassment, and Retaliation. Furthermore, CSU Pueblo is committed to maintaining respectful, safe, and non-threatening educational, working, and living environments. The Policy on Discrimination, Protected Class Harassment, and Retaliation addresses the types of conduct which are prohibited by CSU Pueblo in order to maintain its longstanding commitment to a campus environment free from Discrimination, Protected Class Harassment, and Retaliation, as well as compliance with applicable legal requirements. Further, CSU Pueblo is committed to an environment which is equitable to all parties through the application of Title IX of the Federal Education Amendments. The law states “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance”. CSU Pueblo addresses this law through the Policy on Title IX, Sexual Harassment, and Gender Discrimination.

Any campus community member in need of support, resources, or guidance is welcome to contact the Office of Institutional Equity and Title IX via email at csup_crc@csupueblo.edu or by phone at 719 549-2210. University employees are required to promptly report any violations of the abovenamed policies to the Office of Civil Rights Compliance & Title IX.

PACK Ready

The CSU Pueblo Bookstore is managed by Barnes and Noble, including our PACK Ready program for course materials access on first day of class, or for individual purchases. Bookstore website found [here](#). You should have received an email from the bookstore confirming materials provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery) If you haven't done so already, please confirm your fulfillment preference so the bookstore can prepare your materials. Students may also choose to opt out. See <https://www.csupueblo.edu/pack-ready/> for FAQs.