



## **RDG 322 & SPE 325 - Language & Literacy I**

# 13403 & #16272      Room ED 230    Tuesday & Thursday    12:00-1:15 pm  
Tempe Campus    Spring 2022    3 Credit Hours

### **Instructor Information:**

**Dates of classes:**      January 10, 2022 – April 29, 2022  
**Instructor Name:**      Mark Pfister-Angulo  
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**Office Hours:**          Available upon request

### **Course Information:**

#### **Catalog Description**

Theoretical knowledge and pedagogical skills for implementing a high-quality reading program. Course objectives and topics are aligned to standards for reading and research from the International Literacy Association (ILA), Arizona College and Career Ready Standards (ACCRS), Interstate Teacher Assessment and Support Consortium (InTASC) standards, International Dyslexia Association, and the National Reading Panel Report (2000). Focuses on emergent literacy, phonemic awareness, phonics, fluency, vocabulary and comprehension. Presents strategies and assessments to support students of a variety of ability levels and cultural backgrounds with a specific focus on the struggling readers and English language learners. For education majors only.

#### **Course Overview**

Phonological awareness, letter knowledge, and an understanding of speech–sound correspondences are essential for all children to learn how to become readers and writers. However, it is also critical for children to learn how to use these tools to better their thinking and reasoning. In this course, students will develop and demonstrate knowledge of the science of reading, the challenge to read, structural literacy, the stages and impact of oral language development, assessments, best teaching strategies for each of the stages of reading and orthography throughout literacy development in reading, speaking, and listening (K-8).

#### **Course Objectives**

Students will preview, read, and investigate materials for the weekly topics, create a notebook, participate in discussions, learn the structure of the English language including English phonemes and their graphemes, explicit and systematic instruction through modeled best practices including manipulatives and guided practice.

#### **Enrollment Requirements**

Prerequisite: admission to the Professional Program; Credit is allowed only for education majors.

## Course Format

ASU Sync/Lecture/Discussion/In-Class Work/Outside Preparation

This class is scheduled as an ASU Sync/in-person class and, as the instructor of record, I will be teaching from our scheduled classroom. Some of you will attend class in person and some will want or need to attend remotely. This class will meet at the scheduled time, and the room assigned will be open and available to you to attend in person throughout the semester.

ASU Sync is designed to provide students synchronous learning experiences whether they attend classes in person or remotely through Zoom. You can find out more information about ASU Sync for students on the [Provost's website](#).

To access live sessions of this class go to myASU and click the Attend via Sync button next to this class on your schedule.

Need help? The [ASU Experience Center](#) (help desk) is a one-stop number to call with ASU Sync questions and troubleshooting assistance and can be reached at 855-278-5080 or via live chat.

## ASU Sync Technology Requirements

ASU Sync classes can be live streamed anywhere with the proper technology. We encourage you to use a laptop or desktop equipped with a built-in or standalone webcam (although a webcam is not required to attend via Sync). You will need an internet connection that can effectively stream live broadcasts. It is recommended that your internet download speed is at least 5.0 mbps. You can use this [tool to test your current connection](#). See options below for connecting via phone.

We do not recommend the use of iPads or Chromebooks for ASU Sync as these devices do not work for class exams that may be proctored remotely.

If you are not able to personally finance the equipment you need to attend class via ASU Sync, ASU has a laptop and WiFi hotspot checkout program available through the ASU Library. Eligibility and details are available on the [ASU Libraries website](#).

This course requires the following technologies:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Microphone and speaker or headset/earbuds, Webcam (recommended). See options below in Learning with Zoom for tips on connecting via phone.
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.
- You can [join a Zoom meeting via phone](#). This is useful when:
  - You do not have a microphone or speaker on your PC/MAC
  - You do not have a smartphone
  - You cannot connect to a network for video and VoIP (computer audio)

## Learning with Zoom

[Learning with Zoom: A Student Guide](#)

You can [join a Zoom meeting via phone](#). This is useful when:

- You do not have a microphone or speaker on your PC/MAC
- You do not have a smartphone
- You cannot connect to a network for video and VoIP (computer audio)

The following commands can be entered using your phone's dial pad while in a Zoom meeting:

- \*6 - Toggle mute/unmute
- \*9 - Raise hand

## Zoom Etiquette

Whether you are attending class, office hours, meeting with classmates to work together, or even presenting a thesis or project, there are some basic Zoom guidelines we can follow to make it an engaging and productive experience:

- Arrive on time, dress appropriately, participate actively as instructors describe, and be respectful of everyone else in the class or meeting as outlined in the [ASU Student Code of Conduct](#)
- Mute your **microphone** when you are not contributing
- Ask questions in the zoom group **chat**, unless the instructor or the presenter asks otherwise
- **Avoid** multitasking while attending class since this may be distracting to your learning
- You are responsible for reasonable control of the **background of your Zoom**. Be mindful of what appears in your background if you have the camera on and do not choose to use a [virtual background](#)

As always, you are expected to be professional, courteous, and respectful of yourself and everyone else in the class as described in the [ASU Student Code of Conduct](#). Together we can make this a great success!

This class will be conducted as an interactive seminar where class members (1) Read, critically analyze, and discuss the required course materials, (2) Generate meaningful questions concerning the purpose, content, methods, and assessment of writing and (3) Participate in course activities both in class and online through the course website.

## Required Course Texts, Materials and Resources:

### Required Text

- Beck, L. L., Beck, M. E., (2013). *Making sense of phonics: The hows and the whys*. (2<sup>nd</sup> edition). NY, NY: The Guilford Press.

### Supplemental Text (not required)

- Reutzel, D. & Cooter, R. (2019). *Teaching children to read: The teacher makes the difference* (8<sup>th</sup> ed.). Boston, MA: Pearson Education, Inc.

### Additional Required Readings provided in Canvas

- AZ ELA Standards – <https://www.azed.gov/standards-practices/k-12standards/english-language-arts-standards/>
- Moats, L., Tolman, C., (2019). *Language essentials for teachers of reading and spelling*. (3<sup>rd</sup> edition). Dallas, TX. Voyager Sopris Learning, Inc.
- Exceptional Children. *High Leverage Practices*. <https://highleveragepractices.org/about-hlps>
- Adapted from Hasbrouk, J., & Parker, R. (2001). *Quick phonics screener*. College Station, TX: Texas A&M University.

- Hines, T. (2018). *Anatomy of the Brain*. Mayfield Clinic. Cincinnati, Ohio, <https://mayfieldclinic.com/pe-anatbrain.htm>
- Bear, D., Invernizzi, M., Templeton, S., & Johnston, F.R. (2019) *Words their way*. (7<sup>th</sup> edition). Pearson.
- Hoisington, B. (2015). Literacy Minnesota. *Multisensory activities to teach reading skills*. [https://www.literacymn.org/sites/default/files/multisensory\\_techniques\\_to\\_teach\\_reading\\_skills.pdf](https://www.literacymn.org/sites/default/files/multisensory_techniques_to_teach_reading_skills.pdf)
- Spalding, R.B. (2003). *The writing road to reading*. (5<sup>th</sup> edition). HarperCollins.
- Jager Adams, M., Foorman, B., Lundberg, I., Beeler, T. Reading Rockets. *Phonemic activities for the preschool or elementary classroom*. <https://www.readingrockets.org/article/phonemic-activities-preschool-or-elementary-classroom>
- Warren, Sandefur, Gamble, and Hicks. *Resources for early educator learning, project REEL* (2006).
- Sousa, David A. *How the brain learns to read*. (2nd ed., 2014). Thousand Oaks, CA. Corwin.
- Reading Rockets, *Introduction: How Children Learn to Read: Typical development in reading*. <https://www.readingrockets.org/teaching/reading101-course/introduction-how-children-learn-read>
- Ardrian ID. *Five stages of literacy development*. Excerpted from The Literacy Bug. *Proust and the squid notes* - <http://ardian.id/five-stages-of-reading-development/>
- How Children Learn to Read. Reading Rockets - <https://www.readingrockets.org/teaching/reading101-course/introduction-how-children-learn-read>
- Literacy Development, Literacy for Children with Combined Vision and Hearing Loss <http://literacy.nationaldb.org/index.php/literacy-development-continuum/>
- The Path to Fluent Reading: A Developmental Timeline, EdWeek - <https://www.edweek.org/ew/section/multimedia/the-path-to-fluent-reading-a-developmental.html>
- Colorín Colorado. (2007). *Capitalizing on similarities and differences between spanish and English*. <https://www.colorincolorado.org/article/capitalizing-similarities-and-differences-between-spanish-and-english>
- Bottari, M. (2020). Reading Rockets. *Transitioning from word walls to sound walls*. <https://www.readingrockets.org/article/transitioning-word-walls-sound-walls>
- Schwartz, S. (2020, March 13). Education Week. 'Decodable' books: Boring, useful, or both? <https://www.edweek.org/teaching-learning/decodable-books-boring-useful-or-both/2020/03>
- What Teachers Should Know About the Science of Reading. <https://www.youtube.com/watch?v=1HGS9EG0HgU>
- International Dyslexia Association. IDA Dyslexia Handbook: *What every family should know*. <https://dyslexiaida.org/ida-dyslexia-handbook/>
- Cloy, M. YouTube. *Vowel intensive og*. <https://www.youtube.com/watch?v=2lmF-xjMPXc>
- Harris, K. R., Graham, S., Aitken, A.A., Barkel, J.H., Ray, A. (2017, March-April). TEACHING Exceptional Children. *Teaching spelling, writing, and reading for writing powerful evidence-based practices*. Sage Journals.
- Reading Rockets. *Looking at interventions: Reading multisyllabic words with xavier, third grader*. <https://www.readingrockets.org/shows/reading-interventions/reading-multisyllable-words-with-xavier-third-grade>
- Bhattacharya, A. (2020, March/April). Syllabic versus morphemic analyses: Teaching multisyllabic word reading to older struggling readers. *Journal of Adolescent & Adult Literacy*: 63 (5), 491-497. International Literacy Association. <https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/jaal.984>

- Reading Simplified. *San diego quick assessment*. <https://readingsimplified.com/wp-content/uploads/2017/08/San-Diego-Quick-Assessment.pdf>
- Gustofson, J. (2019). Achieve the Core. *Robust vocabulary instruction, part 1: Bringing knowledge-rich curricula to life*. <https://achievethecore.org/peersandpedagogy/robust-vocabulary-instruction/>
- Stewart, L. *The Science of Reading*. Zaner-Bloser. [https://www.zaner-bloser.com/reading/superkids-reading-program/pdfs/Whitepaper\\_TheScienceofReading.pdf](https://www.zaner-bloser.com/reading/superkids-reading-program/pdfs/Whitepaper_TheScienceofReading.pdf)
- Texas Education Agency. Print awareness: An introduction. Reading rockets. <https://www.readingrockets.org/article/print-awareness-introduction>
- Guidelines for Instruction/Assessment - <https://www.readingrockets.org/article/print-awareness-guidelines-instruction>
- Print Awareness During Read Alouds - <https://www.readingrockets.org/article/print-awareness-during-read-alouds>
- Achieve the core. Decodable reader protocol. <https://achievethecore.org/page/3281/decodable-reader-protocol>
- Words Their Way. ELL Toolkit. [http://www.elltoolbox.com/words-their-way.html#.X\\_dfj9hKhgt](http://www.elltoolbox.com/words-their-way.html#.X_dfj9hKhgt)
- Shanahan, T. (2018). Reading Rockets. *Should we test reading or DIBELS?* <https://www.readingrockets.org/blogs/shanahan-literacy/should-we-test-reading-or-dibels>
- Archer, A. (2014). YouTube. *Vocabulary instruction*. <https://www.youtube.com/watch?v=DCOHNtvxuRg>
- YouTube. 2<sup>nd</sup> grade vocabulary lesson., <https://www.youtube.com/watch?v=8R1hy3uHds0>
- Parrish, N., *5 ways to support students who struggle with reading comprehension*., <https://www.edutopia.org/article/5-ways-support-students-who-struggle-reading-comprehension>
- San Bernardino Unified School District. Using reciprocal teaching. <https://www.youtube.com/watch?v=tC032EkLC3A>
- Momenta Best Practices: Second Grade Reciprocal Teaching. Mulcahey School, Taunton, MA. <https://vimeo.com/98048993>
- Kruse, M., Classroom setup ideas for secondary. <https://www.readingandwritinghaven.com/classroom-setup-ideas-for-secondary/>
- Flawed Idea Is Teaching Millions of to Be Poor Readers - <https://www.apmreports.org/episode/2019/08/22/whats-wrong-how-schools-teach-reading>

### Required Materials

- 1) Laptop/computer and access to printer
- 2) 80-page college-ruled composition notebook with supplies (i.e., scissors, tape/glue, colored pens/markers/pencils)
- 3) Velcro dots (see email sent prior to class)
- 4) Free Phonogram Sounds App - <https://www.allaboutlearningpress.com/phonogram-sounds-app/>
- 5) Optional: Purchase Letter Tiles: Letter Tiles \$11.95 - <https://www.allaboutlearningpress.com/letter-tiles/> plus tax and shipping
- 6) Optional: magnets for letter tiles \$5.95 - <https://www.allaboutlearningpress.com/magnets/>, plus tax and shipping

### Provided Materials

- ASU Canvas Course Management Website at <http://myasucourses.asu.edu> (All ASU students have FREE access to this web resource)

## Student Learning Outcomes

Upon completion of this course the student should be able to:

Student Learning Outcomes	InTASC Standard	HLP*	IDA	CEC	ISTE	ILA
<b>Course Objective 1:</b> Demonstrate knowledge of the major components of reading ( <i>phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation</i> ) and how they are integrated in fluent reading.	4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. 4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches. 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.			3.1, 2.1	1c	1: Foundational Knowledge
<b>Course Objective 2:</b> Apply the elements of systematic phonics-based instruction within a balanced approach to teaching reading based on the four cueing systems: semantics, syntax, graphophonemics, and pragmatic.	4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding. 8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances. 8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	HLP16* Use Explicit Instruction		2.1, 3.2, 5.3	1c	2: Curriculum and Instruction
<b>Course Objective 3:</b> Create a literate environment that fosters reading and writing, and use a wide range of instructional practices, approaches, materials, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds including struggling readers and ELL.	2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency. * 3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning. 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. * 7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. * 7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction. *	HLP13* Adapt curriculum tasks and materials for specific learning goals.  HLP17* Use flexible grouping.		1.3, 2.2, 2.3, 5.2, 5.4, 6.1, 6.2	3, 5	5: Learners and the Literacy Environment 4: Diversity and Equity 2: Curriculum and Instruction
<b>Course Objective 4:</b> Use a wide range of individual and group assessment tools (e.g., formative, summative, and standardized) and practices to guide instruction and meet the needs of all	6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.			1.1, 1.2, 3.2, 4.1, 4.3, 5.1, 5.5, 5.6	7c, 3d	3: Assessment and Evaluation

students, particularly ELL and struggling readers.	<p>6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.</p> <p>6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.</p> <p>7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p> <p>8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p>					
<b>Course Objective 5:</b> Display positive dispositions related to reading and the teaching of reading and model reading as a valued lifelong activity.	<p>5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.</p> <p>9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.</p>			5.2		6: Professional Learning and Leadership

- InTASC Standards: [https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)
- High Leverage Practices in Special Education: <https://cedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf>
- Council for Exceptional Children (CEC):  
<https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Explanation.pdf>
- ISTE Standards (EdTech): <https://www.iste.org/standards/for-educators>.
- PSA - Professional Standards Assessed may include (according to course content):
  - o International Reading Association (IRA): <https://www.literacyworldwide.org/get-resources/standards/standards-2017>



## RDG 322 / SPE 325 - Tentative Course Calendar

Note: The teacher reserves the right to adjust the course calendar, assignments and rubrics to meet the needs of students.

Module	Topics	Assignments Due
Week 1  1/11/22 & 1/13/22	<b>Welcome and Course Introduction</b>  <b>The Science of Reading &amp; Organize Letter Tiles</b>	
Week 2  1/18/22 & 1/20/22	<b>The Science of Reading and The Reading Brain</b>  <b>What Skills Support Proficient Reading?</b>	Semester Goals with notebook page 5 The Science of Reading with notebook pages 15-19
Week 3  1/25/22 & 1/27/22	<b>Major Types of Reading Difficulties, Stages of Development, and Assessments</b> <b>Assessment Types</b>	Chapter 1, The Reading Brain, Four-Part Processing Systems, Scarborough's Rope with notebook pages 20-25 Erhi's Phases, Types of Reading Difficulties, Assessments for Prevention-Early Intervention-Instruction with notebook pages 26-33
Week 4  2/1/22 & 2/3/22	<b>Multisensory Instruction and Explicit Instruction with Handwriting</b>  <b>Structured Literacy</b>	Assessments with notebook pages 34-38 Multisensory Instruction with notebook pages 47-48 Phonograms Quiz 1
Week 5  2/8/22 & 2/10/22	<b>Phonological Awareness</b>  <b>Spanish and Dialects</b>	Structured Literacy, Explicit Instruction, Handwriting with notebook pages 39-46 Chapter 3 and Phonological Awareness with notebook pages 49-54
Week 6  2/15/22 & 2/17/22	<b>Allophonic Variations, Scenarios, Phonemic Awareness Practice</b>  <b>Concepts of Print</b>	Spanish Phonemes and Dialects with notebook pages 55 and 57-58 Allophonic Variations with notebook pages 56 and 60-62



Week 7 2/22/22 & 2/24/22	<b>Present Case Study and Write Up in Class</b>  <b>Alphabetic Principle</b>	Concepts of Print with notebook pages 63-66 Case Study Part 1 Phonograms Quiz 2
Week 8 3/1/22 & 3/3	<b>Transition to Sound Walls vs Word Walls</b>  <b>Teaching Children the Sounds that Letters Make, Blending, Word Building, Choosing Words to Teach</b>	Case Study Part 2 Chapter 2 Alphabetic Principle and Phonics with notebook page 67-68 Transitioning to a Sound Wall with notebook page 69 Chapter 5 Teaching Children the Sounds that Letters make with notebook pages 70-73
<b>Spring Break</b>		
Week 9 3/15/22 & 3/17/22	<b>Decodable Books, Model Phonics Lesson</b>  <b>Teaching Spelling</b>	Professionalism Midterm Chapters 6 and 7 on Successive blending, word blending, and decodable texts with notebook pages 74-83
Week 10 3/22/22 & 3/24	<b>6 Syllable Types</b>  <b>Reading Multisyllabic Words</b>	Chapter 11 on Sight words, orthography and phoneme mapping with notebook pages 84-89 Multisyllabic Words, Video, Chapters 9 and 10 with notebook pages 93-96
Week 11 3/29/22 & 3/31/22	<b>Morphology Part 1</b>  <b>Morphology Part 2</b>	Six Syllable Types (CLOVER) with notebook pages 96-101 Peer Review of Phonics Lesson Plan Chapter 4 and Morphology Part 1 with notebook pages 102-104 Phonograms Quiz 3
Week 12 4/5/22 & 4/7/22	<b>Phonics Assessments</b>  <b>Fluency Analysis</b>	Morphology Part 2 with notebook pages 105-108 Chapter 11 on Automaticity and Fluency with notebook pages 112-113

Week 13 4/12/22 & 4/14	<b>Teach Phonics Lesson</b>  <b>Vocabulary</b>	Phonics Assessments and accented syllables with notebook pages 109-111 Phonics Lesson Plan with Sound Card Vocabulary with notebook pages 118-119
Week 14 4/19/22 & 4/21/22	<b>Comprehension</b>  <b>Bringing It All Together in the Classroom &amp; Study for Test</b>	Vocabulary and cognates with notebook completed pages 118 and 120 Phonics Lesson Reflection Phonograms Quiz 4 Comprehension with notebook pages 121-122
Week 15 4/26/22 & 4/28/22	<b>Phonics Test</b>	Fluency in Class with notebook pages 114-117 Classroom Set up with video on the science of reading with notebook page 124 Professionalism Final Foundational Skills Quiz

## Course Assignments

Assignment and Description	Due Date	Indicators	Score/Points
<b>Introducing and Reinforcing Standards</b>			
<b>A. Professionalism – 12%</b> Professionalism pertains to a pre-service teachers professional learning and ethical practices. It requires one to be continuously seeking opportunities to use educational policy and research as a source of information to inform one's practice. As a teacher candidate, you are expected to show leadership in your professional learning. This involves engaging in meaningful and appropriate professional learning experiences including completing reading and viewing material before the assigned date, engaging fully in class learning experiences, using strong communication and problem-solving skills, and attending all classes. You are also expected to uphold the high standards of ethics, the professional standards of practice, and the policies of this course, the MLFTC, and of your field experience classroom. Ethical practices include the respectful interaction with fellow colleagues, instructors and one's mentor teacher and students. (See Professionalism Policy for more details.)	1/16 3/14 4/27	InTasc: Standard 9: Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. Standard 10: Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	<b>50 pts.</b>  25 pts. each

<p><b>B. Micro-Teach – 16%</b></p> <p>Students will select a reading foundational standard to match explicit instruction of a phonics skill/sound card. The lesson will begin with a phonemic awareness activity that will use some of the targeted phoneme. The rest of the lesson will continually build to reading a decodable text of the targeted skill.</p> <p>Apprentice teachers will teach their lesson in triads, students will rotate being the teacher, student, and observer getting experience in giving and receiving feedback. Following, the apprentice teacher will write a formal essay reflecting on the planning and delivering of instruction process.</p>	<p>3/27 4/10 4/17</p>	<p>InTasc - Standard 7: Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p><b>65 points</b></p>
<p><b>C. Case Study – 5%</b></p> <p>The purpose of this assignment is to use diagnostic assessment tools to inform instructional decision-making. Apprentice teachers will engage in <u>one</u> case study of a student who is a struggling reader. For the case study, apprentice teachers will observe the student during reading, choose two assessments that will gain insight into the student’s strengths and areas to remediate, state the reasoning why the particular assessments were chosen, analyze and report the findings, and recommend evidence-based strategies and approaches that include modifications/accommodations to address any physical, mental, social, cultural, and community differences.</p>	<p>3/27</p>	<p>InTasc - Standard 1: Learner Development—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>InTasc - Standard 6: Assessment—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p>	<p><b>20 points</b></p>
<p><b>D. Notebook Preparation &amp; PLC Participation – 40% or approx. 2 pts. per notebook page</b></p> <p>Since this class is conducted as a workshop, you will preview presentations prior to class. You will read articles, chapters, watch videos, and keep a reading notebook to contain all concepts relating to research-based systematic phonics, including language and literacy development; research-based instructional strategies for delivering differentiated reading instruction, assessment, intervention and remediation to support readers of varying ages and ability levels, including students with dyslexia.</p>	<p>Weekly</p>	<p>InTasc- Standard 4: Content Knowledge—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>InTasc- Standard 8: Instructional Strategies—The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p><b>165 points</b></p>

<p><b>E. Phonics/Word Study Test - 15%</b></p> <ul style="list-style-type: none"> <li>Phonics/Word Study Post-test</li> </ul> <p>Teacher candidates are required to learn research-based word-level instruction which includes the study of oral language development, phonology, phonetics, morphology, orthography, semantics, and syntax and text structure. This includes all the important vocabulary and teaching strategies needed to support all learners in grades K-8, particularly struggling readers and ELLs. *Pretest</p> <p><b>Week 15:</b> Complete Phonics / Word Study Post-test</p>	<p>Ongoing</p> <p>Post-test 4/26</p>	<p>InTasc - Standard 4: Content Knowledge—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p><b>60 points</b></p>
<p><b>F. Quizzes – 12%</b></p> <p>Approximately every other week, for four weeks total, students will take a brief quiz to assess their knowledge of the letter tiles’ sounds/phonograms. Each quiz can be retaken.</p>	<p>Ongoing &amp; Quizzes 13 pts. each #1 – 2/1 #2 – 2/22 #3 – 3/29 #4 – 4/19</p>	<p>Standard 4: Content Knowledge—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p><b>52 points</b></p>
<p><b>Total Points</b></p>			<p><b>412</b></p>

## Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changes but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.

## Grading Scale

A+	100% to 97%	C	< 77% to 70%
A	< 97% to 90%	D	< 70% to 60%
B+	< 90% to 87%	E	< 60% to 0%
B	< 87% to 80%	EN	Failed, Never participated
C+	< 80% to 77%	EU	Failed, Did not complete

## **COURSE/INSTRUCTOR EVALUATION**

Course/instructor evaluations are conducted online during the 14 days prior to the last official day of classes each session. Watch for an email to your official ASU email address, with "ASU Course/Instructor Evaluation" in the subject heading. Please be certain to complete the evaluation for your assigned instructor/academic associate.

Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is important and appreciated. The evaluations are used to: (1) help faculty improve their instruction; (2) help administrators evaluate instructional quality; (3) ensure high standards of teaching; and (4) ultimately improve instruction and student learning over time.

Responses to the course/instructor evaluation are anonymous and will not be returned to your instructor until after grades have been submitted. You can check this online at the following URL: <http://www.asu.edu/emailsignup>.

## **UNIVERSITY/MARY LOU FULTON TEACHERS COLLEGE POLICIES**

### **ACADEMIC INTEGRITY/PLAGIARISM**

Students are expected to act with honesty and adhere to the university's [Student Academic Integrity Policy](#). Failure to do so may result in sanctions, such as grade penalties, suspension, or expulsion from the university. Violations of academic integrity include, but are not limited to, such actions as cheating; plagiarizing; fabricating or falsifying information; or assisting with such activities.

### **SELF-PLAGIARISM**

Self-plagiarism is defined as the reuse of one's identical or nearly identical section or subsection of work without prior permission granted by the course professor of record and any coauthor with whom a prior work may have been written, and without explicit acknowledgement (e.g., a citation of the original work). Self-plagiarism is strictly prohibited and will be treated as a violation of the university's Student Academic Integrity Policy. Please see the Academic Integrity/Plagiarism section for more information.

### **Copyright Notice**

Copyright law may protect some course materials available through the Learning Management System. This material is only for the use of students enrolled in the specific course(s) and must be used in accordance with the United States Copyright Act, Title 17 of the U.S. Code. Protected materials on the course site may not be retained on the student's computer or other electronic storage device for longer than the duration of the specific class for which they are assigned, nor further disseminated by the student to any other persons. Furthermore, a student must refrain from uploading to any course site, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless first complying with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

### **ACCOMMODATION FOR RELIGIOUS PRACTICES**

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or

obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

#### **ATTENDANCE AND PARTICIPATION**

Students are expected to attend and participate in course meetings and activities. Full participation is defined as attending class on time and for the duration of the class, arriving to class prepared, and being an active contributor to class discussions and activities. If individual circumstances arise, advance communication with the instructor is expected, if at all possible. Attendance and participation points are earned for in class activities. Make-up work may be allowed at the discretion of the instructor for special circumstances. The penalty for missing classes may be loss of participation points or deduction of grade depending on instructor discretion. Instructor may also communicate with the Office of Student Services about absences and continued enrollment in the course through Notice of Concern / Academic Status Report.

#### **CELL PHONE POLICY**

Students are expected to demonstrate professionalism and maturity in the use of technology during class. Student use of technology during class time is for activities directly related to the instructional process, class activities, and discussions only. Use of technology during class should be for course activities only, including note-taking, research, and drafting lesson plans or personal writing pieces. Technology is not to be used to check emails and/or websites that are not appropriate and/or related to the course.

Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (<http://www.asu.edu/aad/manuals/usi/usi104-01.html>) and in the University's Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>).

#### **GRADE APPEALS**

The official ASU grade record resides in My ASU, not on the course site. At the culmination of each course, you should verify your current student record and final course grades through My ASU. If you see a discrepancy between the grade posted on the course site and in My ASU, please notify your instructor immediately so that the discrepancy can be addressed in your official record.

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth for the undergraduate and graduate programs are available at <https://education.asu.edu/student-forms-policies>

#### **HANDLING DISRUPTIVE, THREATENING, OR VIOLENT INDIVIDUALS ON CAMPUS**

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of

Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

#### **PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND RETALIATION**

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information. Inappropriate conduct need not rise to the level of a violation of federal or state law to constitute a violation of this policy and to warrant disciplinary action/sanctions. All individuals identified in the Applicability section of this policy are responsible for participating in and assisting with creating and maintaining an environment at ASU free from all forms of prohibited discrimination, including harassment and retaliation. All individuals identified in the Applicability section of this policy are required to cooperate with any investigation of allegations of violations of this policy. Providing false or misleading information or failure to cooperate may result in disciplinary action. <https://www.asu.edu/aad/manuals/acd/acd401.html>

#### **LATE AND MISSING ASSIGNMENTS**

Students are encouraged to begin assignments early and can submit them prior to the due date, if needed. Assignments are due on the dates listed in the syllabus and/or Canvas. Students should strive to submit all coursework on time, but late work will be accepted. **Canvas will automatically deduct 5% of the points for each day late with a maximum deduction of 50% after 10 calendar days from the assignment due date.** All late assignments must be submitted prior to Sunday, December 5. Missing assignments will receive a zero. If you have extenuating or unforeseen circumstances and you contact your instructor prior to the due date, the late penalty may be waived at the instructor's discretion.

#### **MILITARY PERSONNEL STATEMENT**

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request a complete or partial administrative unrestricted withdrawal or incomplete depending on the timing of the activation. For further information, please visit ASU's policy on [Military Activation of Students](#).

#### **MISSED CLASSES DUE TO UNIVERSITY-SANCTIONED ACTIVITIES**

Students who participate in university-sanctioned activities that require classes to be missed, shall be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity. Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any academic unit or college requirements, which may apply. For further information, please visit ASU's policy on [Missed Classes Due to University-Sanctioned Activities](#).

#### **STUDENT CONDUCT and PROFESSIONAL BEHAVIOR**

Appropriate behavior is defined by the instructor and includes all in-person and electronic communication in the course. It is expected that students exhibit professional behavior in all settings, including clinical placements and working with other students. If at any time a student's behavior does not meet the standards delineated in the class syllabus, [Mary Lou Fulton Satisfactory Academic Progress and Professional Conduct Policy](#), or university policies, the instructor may refer the student for academic probation or to the ASU Dean of Students.

If at any time your behavior is 'unprofessional', the instructor may refer the student to the Office of Student Services (OSS) for the development of a Professional Improvement Plan (PIP). <https://education.asu.edu/student-forms-policies>.



## **TITLE IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any educational program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex are prohibited. An individual who believes that he or she has been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or has been sexually assaulted, you can find information and resources at [Sexual Violence Awareness and Response](#).

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. [ASU Counseling Services](#) is available if you wish to discuss any concerns confidentially and privately.

## **UNIVERSITY AND COLLEGE SERVICES**

### **DISABILITY ACCOMMODATIONS FOR STUDENTS**

Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the Student Accessibility and Inclusive Learning Services (SAILS) <http://eoss.asu.edu/drc>. The Mary Lou Fulton Teachers College encourages admitted students with disabilities or disabling health conditions who believe that they may need an accommodation to register with SAILS prior to enrolling in the program. That way, all reasonable accommodations can be in place at the beginning of the program. Students who are registered with SAILS will be key participants in establishing reasonable and appropriate accommodations with course instructors.

### **SI (SUPPLEMENTAL INSTRUCTION)**

SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Canvas under the SI Study Group. Students can receive tutoring for various courses through [University Academic Success Programs \(UASP\)](#). For additional information see <https://tutoring.asu.edu/student-services/studygroups>

### **TECHNOLOGICAL SERVICES AND SUPPORT**

The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some school sites. The following support services are available to support student-computing needs.

#### **Student Purchases:**

Discounted pricing for students purchasing laptop or desktop computers is available through the ASU bookstore or online. <https://www.bkstr.com/arizonastatestore>

#### **ASU Campus Classroom Connectivity:**

In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites.

#### **Hardware and Software Support:**

ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software, operating systems, security, networking, etc. <https://uto.asu.edu/services/campus-it-resources/techstudio>

## ACADEMIC COACHING

The MLFTC academic coach is here to help you reach your full potential as a student. The academic coach provides students with advice and strategies in a number of areas, including: academic writing, APA, time management, study strategies, and test taking skills. For more information and to schedule an appointment, please visit: <https://education.asu.edu/student-life/success-coaching/academic-support>

## TUTORING

Tutoring is available on all ASU campuses and Online for a variety of courses in small groups on a walk-in/drop-in basis. Appointments are not taken. For a full list of sites and courses, visit <https://tutoring.asu.edu>.

[MyApps](#) provides free software tools including free virus scan software, online applications, and information about discounted software for purchase.

MLFTC also has its own dedicated math mentors. Our math mentors are here to support you with a range of courses, including: MAT 117, 142 and MTE 280, 281, 301 and more. To schedule a one-to-one appointment, please visit: [links.asu.edu/mlftcmathmentoring](https://links.asu.edu/mlftcmathmentoring). Questions about math mentoring can be directed to: [mlftcmath@asu.edu](mailto:mlftcmath@asu.edu).

## WRITING CENTERS

One Center, Many Places: The Writing Center, located on all four ASU campuses and online, offers free tutoring for all enrolled students. All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

For more information about ASU's Writing Centers, including how to make an appointment, please visit our website at <https://tutoring.asu.edu/student-services/writing-centers>.

Writing Mentoring: Our dedicated MLFTC writing mentor is here to help you succeed in your academic work. The writing mentor can support you with a number of areas, including: planning and developing ideas, structuring and organizing your work, ensuring that you answer the prompt, and APA citations and referencing. You can schedule an appointment with the writing mentor here: <https://calendly.com/mlftcwrittingmentor>. You may also upload your work to our Dropbox service for feedback on your writing before submission: [links.asu.edu/MLFTCWritingDropbox](https://links.asu.edu/MLFTCWritingDropbox)

This syllabus is subject to change at the discretion of the instructor and/or college. Every effort will be made to avoid changes to the syllabus or course schedule, but the possibility exists that unforeseen events will make modifications necessary. If so, changes will be communicated via ASU email and/or the course site.

Continued enrollment in this course assumes that you have read and understand the information outlined in the syllabus.