Southern Methodist University
Annette Caldwell Simmons School of Education and Human Development
Department of Teaching and Learning
EDU 6340
Literacy Acquisition

SYLLABUS FALL 2013

Instructor:	Dr. Caroline I. Kethley		
Office:	3101 University Boulevard, Suite 345, Rm. 333	**Hours**:	Thursday: 1:00-4:00 p.m. Before and after class; Skype or other virtual meeting place; By appointment
e-mail:	ckethley@smu.edu	**Phone**:	(214) 768-3862 (Office) (214) 499-1777 (cell/text)
Day/Time:	Tuesday/5:00-7:50 p.m.		
Location:	Simmons #218	**Credit**:	3 Hours

Course Description:

EDU6340/Literacy Acquisition is about designing and delivering reading and writing instruction that is based on the most current scientific evidence and that is provided within a tiered-model of reading instruction. Specifically, the class will focus on Tier 1 and Tier 2 reading and writing instruction for students in early childhood through Grade 2, including students who have reading disabilities or dyslexia or are English learners (ELs), and/or advanced learners.

Principal Text:

O'Connor, R. E. (2006). *Teaching word recognition: Effective strategies for students with learning difficulties.* NY: Guilford. ISBN: ISBN 978-1-59385-364-8 (Paperback)

Required Readings (Peer-Reviewed Journal Articles)

A list of required readings is attached to this syllabus and may also be found in the General Information Folder under Course ASSIGNMENTS on Blackboard (Bb). See Course Calendar for readings by topic area.

Course Objectives

The objectives of this class have been organized to conform to the requirements of the Reading Specialist and Master Reading Teacher (see Bb/Standards for complete listing) and to align with the Department of Teaching Learning *Conceptual Framework* (see below). The content of this class is relevant to any teacher who is interested in becoming a better teacher of reading with younger children (K-3). The course objectives of EDU6340 are integrally related to those of EDU6141, the practicum associated with this class.

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

§ Identify and describe the components and features of evidence-based reading instruction for all students, including English learners and those with reading difficulties

§ Implement evidence-based instruction that addresses the essential components of reading, including phonological awareness, phonics, decoding, and word study; vocabulary; fluency; and reading comprehension

§ Implement evidence-based instruction that addresses the essential components of early writing including handwriting, writing fluency, writing process, and structured planning

§ Apply the features of effective instruction while tutoring a student

§ Conduct tutoring sessions for students with reading difficulties

§ Write a tutoring report about a student with reading difficulties, including goals and objectives, performance outcomes, instructional practices implemented, adaptations to instruction, and recommendations for future instruction in both classroom and Tier II settings

§ Identify, implement, adapt, and evaluate effective instructional interventions

§ Implement progress-monitoring assessments and use the data to design instruction

§ Discuss the rationale for using response to intervention for intervention instruction and identification of students with learning disabilities in reading

§ Describe the 3-Tier Reading Model of providing instruction and intervention for students

§ Evaluate instruction and instructional materials

For each component of reading instruction, we will consider the following "big idea" questions:

§ What is it? Why is it important? What does the research say?
§ What should students know and be able to do at specific grade levels?
§ How do we assess what students know and how much they are learning?
§ How do we teach it effectively and efficiently?
§ How do we develop instructional plans that incorporate standards, assessment data, and evidence-based strategies?

Simmons School of Education and Human Development

Department of Teaching and Learning
Conceptual Framework

The Department of Teaching and Learning includes educators dedicated to ongoing, rigorous scholarship across a variety of disciplines. Our faculty is committed to educating undergraduates and graduate students to become scholars and leaders. Our teaching and research are grounded in multiple perspectives that encompass behaviorist, cognitivist, social-constructivist, and sociocultural theories of scholarship. We prepare educators who are:

CF-a.   Scholars and Leaders in Professionalism
CF-b.   Educators Committed to High-Quality Teaching
CF-c.   Leaders in Translating Evidence-Based Research into the Classroom
CF-d.   Experts in Differentiated Instruction

Assignments

Below is a brief summary of each assignment. The full description of requirements for each assignment will be provided on the first day and are to be found under the ASSIGNMENT heading on Bb. The rubric for grading is also located there. Due dates are on the Course Calendar. <u>Please NOTE: Minor adjustments or additions may be made to this list. You will be provided adequate time to prepare</u>.

Writing Assignments: Teachers with masters' degrees are expected to be able to read, evaluate, and organize information effectively at a high analytical level and produce writing that is crisp, clear, and succinct. The Department of Teaching and Learning expects students in masters' programs to be able to write in various genres such as the justification paper and the annotated bibliography.

1. **Annotated Bibliography** [5 points].

    For this assignment, the **<u>class</u>** will develop an annotated bibliography or *structured notes* on a collection of articles read throughout this semester. This will be discussed further on the first night of class.

    This assignment relates directly to CF- a: Scholars and Leaders in Professionalism and CF-c: Leaders in Translating Evidence-Based Research into the Classroom

2. **Justification Paper** [50 points]

    In EDU For this assignment, each student will **<u>individually</u>** research and write a brief essay that presents and argues for a particular thesis.

    This assignment relates directly to CF- a: Scholars and Leaders in Professionalism and CF-c: Leaders in Translating Evidence-Based Research into the Classroom

Instructional Competencies

3. **Lesson Study Report and Evaluation** [100 points]

    An important element of your learning in EDU 6340, Literacy Acquisition is the related tutoring experience you will have in EDU 6141, Literacy Practicum. This experience will allow you to take what you have learned about evidence-based practices in Literacy Acquisition and use that knowledge to tutor young children in a school setting. The purpose of the Lesson Study Report and Evaluation is for you to document and reflect upon your preparation, growth and the time you spend in the tutoring experience through the Literacy Practicum so that you can develop your knowledge and skills as a teacher of young children.

    This assignment relates directly to CF- a: Scholars and Leaders in Professionalism; CF-c: Leaders in Translating Evidence-Based Research into the Classroom; and CF-d: Experts in Differentiated Instruction

4. **Poster Presentation: Factors Influencing Literacy** [15 points].

    Teachers with masters' degrees are expected to know factors that present barriers to achievement of the students in their own classrooms and to be able to share that information with others on their grade level teams or campuses. Students in 6340 will select, research, develop and present a e-poster presentation on a *factor*

influencing literacy. This assignment will be discussed further on the first night of class.

This assignment directly relates to CF-b: Educators Committed to High-Quality Teaching; CF-c: Leaders in Translating Evidence-Based Research into the Classroom; and to CF-d: Experts in Differentiated Instruction.

5. **Content-Related Online Tasks** [80 points]
Across the semester you will have online tasks that relate to content to be covered in class. You will access all online tasks on Blackboard. Online tasks will include readings and activities to be completed prior to coming to class and may include an assessment (test) or a product for you to make and share with the class.
6. **Midterm** [40 points]
The Midterm will be an ONLINE exam, which you will take on Blackboard.
7. **Final Exam** [100 points]
The final exam will be an IN-CLASS exam. See Course Calendar for dates.

Course Grading:

Grade	Percent		Description	Points
A	94-100%		1. Lesson Study Report and Evaluation	100
A-	90-93%		2. Annotated Bibliography	5
B+	87-89%		3. Justification Paper	50
B	83-86%		4. Poster Presentation	40
B-	80-82%		5. Content-Related Online Tasks	65
C+	79%		6. Midterm Exam	40
C	77-78%		7. Final Exam	100
C-	75-76%		**TOTAL Points**	**400**
D+	74%			
D	72-73%			
D-	70-71%			
F	Below 70%			

Course Policies and Professional Courtesy

Eligibility for the Reading Specialist Certification Test

In addition to maintaining an overall 3.0 GPA for the M.Ed., students who have initial Texas Certification plus 2 years of teaching experience may be recommended to take the Reading Specialist exam only after having satisfactorily completed **all reading courses with a grade of B or better in each course, including MRT Sequence and Dyslexia Sequence**. Students receiving a C or lower in any of these courses will need to repeat the course and earn a B or better in order to be eligible for the Reading Specialist exam. See *Masters' Degree Handbook* for general grade guidelines.

Eligibility for the Master Reading Teacher Certification Test

In addition to successfully completing **all reading courses in the MRT Sequence with a grade of B or better,** students who have initial Texas Certification plus 3 years of teaching experience and have passed the SMU MRT Qualifier may be recommended to take the Master Reading Teacher exam. Students receiving a C or lower in any of these courses will need to repeat the course and earn a B or better in order to be eligible for the MRT certification test. See *Masters' Degree Handbook* for general grade guidelines.

Technology Requirements

§ **SMU currently uses Microsoft Office 2011 for PC and Microsoft Office 2011 for MAC**. These are available in campus computer labs. SMU students may purchase these programs at reduced prices. See the IT website for information regarding purchase (http://www.smu.edu/OIT/Services/Applications.aspx). It is expected that you have access to standard programs in use for this course including: PowerPoint, Excel, and Word from the current Office Suites.

§ **Blackboard/E-mail**: You will be required to check your SMU e-mail and Blackboard (http://courses.smu.edu/) at least once per week or as frequently as requested by the instructor. If you have problems logging in, click on "How to Log On." Course readings and lecture notes, as well as other information will be posted on Blackboard. You may choose to direct Blackboard e-mail to an alternate account, but university policy requires that you check your SMU account as well.

§ **Video Taping Equipment**: Projects in the course require videotaping of you and your students. Therefore, you will need to have available a video camera and a method of transferring the pictures to CD or DVD.

Attendance and Participation

Students are expected to attend all classes, arriving on time and staying until dismissed. You are also expected to be prepared for class (with required readings or other assignments completed) and participate actively in all class discussions and activities. Points will be deducted for absences, tardiness, leaving early, lack of preparation or lack of participation.

If you need to be absent because of an illness, an emergency, or to attend to "school business," contact the instructor (e-mail or voice mail) PRIOR to class and consult a colleague to determine what you missed and to get class notes. It is not the instructor's responsibility to reteach information missed, although the instructor will be available, as always, to answer specific questions about course content.

Missing more than 3 classes (20% of the total classes) will result in automatic failure, unless there is a documented, valid medical reason or emergency.

Documentation must be presented to the instructor. Additionally, the instructor may require an extra assignment to make up for classes missed.

Late assignments

Assignments shall be turned in before class (5 p.m.) on the date they are due (see Course Calendar). Most assignments are to be turned in electronically via Blackboard. **Late assignments will receive a 10% grade point reduction per day**.

Disability Accommodations

Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp <http://www.smu.edu/alec/dass.asp> to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities

Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

Honor Code

The honor code of Southern Methodist University governs all work in this course. Students should review their student handbook of the code. Cheating will result in automatic failure of the class.

Withdrawing from class

It is your responsibility to check the SMU website (academic calendar) for add/drop and withdraw dates.

Cell Phones/Internet Use

Please do not make or receive calls or text messages in class. If you have a cell phone, put it on silent mode. If, because of an emergency, you feel you must take a call, please let me know ahead of time. If you forget to turn your phone off and it rings, please stop the ringing as quickly as possible. Under no circumstances should you begin a conversation in the classroom. You may use a laptop for writing notes during instruction, however, please refrain from using the Internet during class. This may be distracting to your instructor and colleagues.

Classroom Discussions

During class, avoid "side" conversations. These are distracting to the instructor and your colleagues.

Obtaining Assistance:

I am very committed to your progress! I am available to provide you with the assistance you need to demonstrate proficiency with course content. It is your responsibility to seek assistance with course projects and assignments in a timely fashion.

Midpoint Review

Faculty in the Department of T&L are required to complete a mid-semester Dispositions Checklist on each student in master's level courses. For more information about Dispositions, please see the Master's Degree Handbook

Quality of Work

All written work must be typed and must meet the high quality standards expected of a classroom teacher. Present your assignments as if they were to be reviewed by a future administrator, member of the school board, or parents of prospective students. Having someone proofread your written work is <u>always</u> a good idea.

Substitution of Assignments

You will learn about aspects of *differentiation of instruction* during this course. If any student believes that completing one or more assignment(s) will not benefit her or him, the student can negotiate substitution (i.e., differentiation) of another assignment of equal depth and investment of time. Both the instructor and student must agree upon the replacement of the assignment at least one week <u>prior</u> to the due date.

Request for Help with Assignments

Students should feel free to call, text, or email either of your professors about any assignment. However, the student must make an effort to begin the assignment before

asking for help. Emailing or calling the night before a major assignment is due is not the optimal time to ask for help.

Revision of Assignments

If your professors ask that an assignment be revised because it is unsatisfactory, the highest grade that can be earned is 80% of the total points for that assignment. Revisions are due by the next class period unless otherwise specified.

Requests for Grades of Incomplete

Instructors in this department rarely grant such requests. For more information about Grading Policies and Grades of Incomplete, please see the Master's Degree Handbook

Final Exams: Final course examinations shall be given in all courses where they are appropriate, and some form of final assessment is essential. Final exams or final assessments must be administered as specified in the official examination schedule, and shall not be administered during the last week of classes or during the Reading Period.

Article Reading List

1. Moats, L. C., & American Federation of Teachers, W. C. (1999). *Teaching Reading Is Rocket Science: What Expert Teachers of Reading Should Know and Be Able To Do*.

   http://www.louisamoats.com/Policy_papers.php

   The first paper is the one to read online or download as a pdf.

2. Coyne, M. D., Zipoli, R. P., & Ruby, M. F. (2006). Beginning Reading Instruction for Students at Risk for Reading Disabilities: What, How, and When. *Intervention In School & Clinic*, *41*(3), 161-168.

   http://proxy.libraries.smu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=19121503&site=ehost-live&scope=site

3. Flynn, K. S. (2011). Developing Children's Oral Language Skills Through Dialogic Reading. *Teaching Exceptional Children*, *44*(2), 8-16.

   http://proxy.libraries.smu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=67310790&site=ehost-live&scope=site

4. Chard, D. J., & Dickson, S. V. (1999). Phonological awareness: instructional and assessment guidelines. *Intervention In School & Clinic*, *34*(5), 261.

   http://proxy.libraries.smu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=1818406&site=ehost-live&scope=site

5. Santoro, L., Chard, D. J., Howard, L., & Baker, S. K. (2008). Making the Very Most of Classroom Read-Alouds to Promote Comprehension and Vocabulary. *Reading Teacher*, *61*(5), 396-408.

   http://proxy.libraries.smu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=29407413&site=ehost-live&scope=site

6. Zucker, T. A., Ward, A. E., & Justice, L. M. (2009). Print referencing during read-alouds: A technique for increasing emergent readers' print knowledge. *Reading Teacher*, *63*(1), 62-72.

   http://proxy.libraries.smu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=44054587&site=ehost-live&scope=site

7. Chard, D. J., & Osborn, J. (1999). Word recognition instruction: Paving the road to successful reading. *Intervention In School & Clinic*, *34*(5), 271.

   http://proxy.libraries.smu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=3344328&site=ehost-live&scope=site

8. Bear, D. R., & Templeton, S. (1998). Explorations in developmental spelling: Foundations for learning and teaching phonics, spelling.. *Reading Teacher*, *52*(3), 222.

   http://proxy.libraries.smu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=1275340&site=ehost-live&scope=site

9. Pikulski, J. J., & Chard, D. J. (2005). Fluency: Bridge between decoding and reading comprehension. *Reading Teacher*, *58*(6), 510-519.

   http://proxy.libraries.smu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=16402260&site=ehost-live&scope=site

10. Gersten, R., & Geva, E. (2003). Teaching Reading to Early Language Learners. *Educational Leadership*, *60*(7), 44.

    http://proxy.libraries.smu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=9490625&site=ehost-live&scope=site

11. Hudson, R. F., High, L., & Al Otaiba, S. (2007). Dyslexia and the brain: What does current research tell us?. *Reading Teacher*, *60*(6), 506-515. doi:10.1598/RT.60.6.1

    http://proxy.libraries.smu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=24286603&site=ehost-live&scope=site

NOTE: There may be changes to the calendar. You will be given sufficient time to prepare.

Week	Date	Discussion Topics	Read or Do/Due Before Class
1	8/27	Topic: Course overview; Q&A: Annotated Bibliography	None
2	9/3	Topic: Preparing for Tutoring - Assessing	§ Online Task 1 § Read G1 and G2 Checklists § Article: Chard & Dickson (1999)
3	9/10	Topic: Preparing for Tutoring - Teaching	§ Online Task 2 § Article: Stop-and Go Game § **Annotated Bibliography DUE**
4	9/17	Topics: Research Base of Reading: What to teach and how to teach it effectively? Q&A: Justification Paper	§ Online Task 3 § Article: Coyne et al. (2006) § Article: Moats (1999) § **Begin Tutoring**
5	9/24	Topic: Oral Language: Read Alouds § Dialogic Reading § Text Talk § Listening Comprehension	§ Online Task 4 § Textbook: CH1 § Article: Flynn (2011) § Article: Santoro, Chard, Howard, & Baker (2008) § Bring assessments to class for discussion
6	10/1	Topic: Phonological/ Phonemic Awareness	§ Online Task 5 § Textbook: O'Connor CH2 § Article: Review Chard & Dickson (1999) §
7	10/8	Topic: Print Awareness; concepts of print; environmental print; letter recognition/naming;	§ Online Task 6 § Article: Zucker, Ward, & Justice, (2009
8	10/15	No Class – FALL BREAK	§
9	10/22	Topic: Alphabetic Principle/Decoding	§ Online Task #7 § Textbook: O'Connor CH3; CH4 § **Justification Paper DUE**
10	10/29	Topic: Word Patterns; multisyllables	§ Online Task #8 § O'Connor CH5; CH7 §

Week	Date	Discussion Topics	Read or Do/Due Before Class
		(word sorts, word hunts, making words) Q&A: Poster Presentation	
11	11/5	Topic: Developmental Writing/spelling; Sight Words	§ Online Task #9 § Textbook: O'Connor CH6 § Article: Bear & Templeton (1998) § Take ONLINE Midterm Exam this week[1]
12	11/12	Topic: Reading Words Fluently	§ Online Task #10 § Textbook: O'Connor CH8 § Article: Pikulski & Chard (2005)
13	11/19	Topic: Reading Comprehension	§ Online Task #11 § Article: Gough & Tunmer (1986) § DUE In-Class: Poster Presentations
14	11/26	Location: ONLINE Class Topics: Response to Intervention and the 3-Tier Model	§ Online Task #12: RTI Pt.1 [Overview] from the IRIS Center at Vanderbilt University http://iris.peabody.vanderbilt.edu/resources.html
15	12/3	Topic: § Diversity – ELLs and Children with Reading Disabilities § Tying Up Loose Ends § Q&A for your Final Exam § What do you really know about teaching reading?	§ Online Task #13 § Article: Gersten & Geva (2003) § Article: Hudson, High, & Al Otaiba (2007
T	12/10	No Class – READING DAY	§ Lesson Study Report Due on 12/9/2013
T	12/17	Final Exam – In Class	§

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[1] November 8 = last day to drop a course. Your exam will be available on Bb 10/29 – 11/5.