



RED 6657
Language and Cognitive Foundations for Reading
Summer B, 2022

Course Syllabus

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Required Text(s)/Resources

- Beck, I. & Beck, M. (2013). *Making Sense of Phonics: The Hows and Whys*. New York, NY: Guildford Press. (2nd edition)
- Cunningham, P. & Allington, R. (2003). *Classrooms that work: They Can All Read and Write*. Boston, MA: Allyn and Bacon. (6th edition)

Course Description

RED 6657 examines the theories and instructional practice of early literacy instruction from birth to grade 2. The primary focus of this course is to develop a deep understanding of the oral language and reading acquisition skills, assessments, and related instruction that are prevalent at the primary level, Kindergarten through second grade. Initial coursework focuses on early childhood language development and early literacy assessments for phonological and phonemic awareness, and then moves on to early reading skills including phonics, fluency, vocabulary and comprehension. Students will leave this course with both the knowledge of early reading acquisition and how to support the development of such skills through small and whole group classroom instruction. Consistent attention will be given throughout the course to the role student engagement plays in student learning and how instruction should be influenced by individual differences including English language ability.

Course Goals

By completing the activities and assignments in this course, you will develop your ability to:

1. Describe how phonological and phonemic awareness provide a foundation for decoding and reading acquisition
2. Administer a range of early literacy assessments (including assessments for phonemic awareness and concepts of print)
3. Identify and describe various methods and instructional strategies for supporting specific skills within phonological and phonemic awareness

4. Demonstrate an ability to take a running record of oral reading including determining reading and accuracy rate, and whether a text is at an appropriate reading level (Independent, Instructional, or Frustration).
5. Classify different characteristics of literacy assessments (reliability, validity, norm-reference, criterion-referenced)
6. Identify and describe various methods and instructional strategies for supporting students' development in phonics, decoding strategies, and fluency.
7. Identify and describe various methods for supporting primary students' reading comprehension development through read alouds, guided reading, and literacy centers.
8. Identify characteristics that affect text complexity when choosing texts for readers.
9. Design a guided reading lesson based on various reading needs.
10. Explain how writing can be used as a vehicle for phonics instruction and story comprehension.

The following is a general schedule for the course. Additional reading, articles and/or Power point presentations will be part of every module as well as related quizzes, reading responses or other tasks. Assignments listed here are the more formal written assignments and readings from the required texts only. Details for all other assignments will be listed in the modules each week.

Course Schedule

Module	Date Posted	TOPICS	Assigned Textbook Readings	Due Date
1	Monday, June 27	<p>ORAL LANGUAGE</p> <p>Course Introduction</p> <p>Oral Language Acquisition</p> <p>Phonology of Language</p> <p>First Language Acquisition</p> <p>Phonological Awareness in Language</p>	<p>Beck & Beck, Chapter 1: Situating Phonics Instruction, p. 1-13</p> <p>Cunningham & Allington, Chapter 1: Creating Classrooms that Work, p. 3-7 and p. 9-12</p> <p>Assignment: Personal History of Literacy</p>	Sunday, July 3
2	Monday, July 4	<p>PHONEMIC AWARENESS & EARLY LITERACY</p> <p>Phonemic Awareness Instruction and Assessments</p> <p>Relationship between Oral Language Awareness and Early Reading</p> <p>The Alphabetic Principal</p> <p>Early Literacy Assessments</p>	<p>Beck & Beck, Chapter 3: Phonemic Awareness, p. 28-38; Chapter 4: The Phonics Landscape, p. 39-52, Chapter 11: Orthography, p. 122-132</p> <p>Cunningham & Allington, Chapter 3: Building the Literacy Foundation, p. 2844</p>	Sunday, July 10

		Writing Acquisition		
3	Monday, July 11	<p>PHONICS & FLUENCY</p> <p>Decoding and the Cueing Systems of Reading</p> <p>Introduction to Running Records</p> <p>The Role of Writing in Phonics Acquisition</p> <p>Spelling Patterns and Structural Analysis</p> <p>Characteristics and Measurements of Fluency</p> <p>Literacy Centers</p>	<p>Beck & Beck, Chapter 5: Teaching Children the Sounds that Letters Represent, p. 53-69; Chapter 8: Assessment, p. 90-99</p> <p>Cunningham & Allington, Chapter 4: Fluency, p. 45-57; Chapter 5: Teaching Phonics and Spelling Patterns</p> <p>Literacy Center Assignment</p>	Sunday, July 17
4	Monday, July 18	<p>COMPREHENSION</p> <p>Fluency</p> <p>Comprehension Levels and Questions</p> <p>Theories and Models of Reading</p> <p>Metacognition and Comprehension Monitoring</p> <p>Guided Reading and Read Alouds</p>	<p>Beck & Beck, Chapter 12: Automaticity, p. 133-146.</p> <p>Cunningham & Allington, Chapter 11: Assessment; Chapter 7: Comprehension, p. 101-119</p> <p>Guided Reading Assignment</p>	Sunday, July 24
5	Monday, July 25	<p>VOCABULARY AND TEXT COMPLEXITY</p> <p>Genre and its Impact on Comprehension</p> <p>Text Complexity and Academic Language</p> <p>Vocabulary Acquisition</p> <p>Morphological Analysis</p> <p>Culturally Relevant Texts</p>	<p>Beck & Beck, Chapter 9: Multisyllabic Words, p. 100-110</p> <p>Cunningham & Allington, Chapter 6: Meaning Vocabulary, p. 82-100; Chapter 8: Reading Informational Text, p. 120-147</p>	Sunday, July 31
6	Monday, August 1	<p>INTEGRATION OF READING COMPONENTS</p> <p>Building a Literacy Block</p>	<p>Cunningham & Allington, Chapter 2: Creating Independent Readers, p. 13-27; Chapter 12: Differentiation and Interventions for Struggling Readers, p. 204-226</p>	Sunday, August 7

		Differentiation for All Learners Matching Texts to Readers Classroom Libraries Final Assignment	Final Assignment: Literacy Block Plan and Analysis	
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GRADING

All written assignments are worth 10 points each, unless otherwise specified, and should be submitted in the designate page on Canvas. Points for quizzes will vary according to the number of questions on each quiz. Assignments are worth different percentages toward your overall grade as follows:

Reading Responses 35%

Quizzes 25%

Formal Written Assignments 25%

Discussion Groups 15%

Details about each assignment will be given in the modules.

CLASS AND ASSIGNMENT EXPECTATIONS

The purpose of the reading responses and quizzes is to support you in synthesizing the material. Quizzes and reading responses may be in relation to a reading, a video a Power point presentation or a combination of these mediums

Although this is an online class you are expected to follow the modules in a timely matter. Modules are posted each Monday with work due the following Sunday. Should any extenuating circumstances keep you from completing assignments please email me and let me know. Points will be deducted for unexcused late assignments: 1 point for a day late and 2 points after that. Anything after a week late will be deducted 3 points.

All written assignments should be in 12-point font (Times, Times New Roman, or Garamond) and should be single-spaced. The final written assignment should conform to APA standards, including in-text citations and reference list. Students unfamiliar with APA style should use the APA Publication Guide (6th Edition) as a reference and/or visit [APA Style, The Owl at Purdue University](#).

ALL written assignments, reading responses included, are expected to be of high quality. Written assignments will be judged on coherence, adherence to the assignment, clarity of ideas, as well as proper grammar and spelling. Be sure to reread your work before turning it in. Any written assignment with more than one or two spelling or grammar errors will be returned to be revised and resubmitted.

University-Based Policies

Academic Integrity & Student Conduct

All work turned in for a grade should be original and should cite appropriate sources. Failure to adhere to University or course standards may be grounds for remediation, failure of the assignment, failure for the course, or dismissal from the University. Throughout the course, in class and in group work outside of class, students are expected to behave in a professional manner consistent with what would be expected of them as teachers. Inappropriate behavior (including but not limited to sexual harassment, racism, sexism, showing disrespect to fellow students or the instructor, cheating, breaking any legal, moral, or ethical standards of the Duval County School System or breaking any laws or University policies) will result in sanctions up to and including failure of the course in addition to University sanctions.

Diversity Considerations

The content and activities found in this course are greatly influenced by current research and empirical findings generated by the curriculum, instruction, diversity, multicultural education, sociology, psychology, sociolinguistics, and psycholinguistics. The course, therefore, places significant emphasis on the increasing need for special attention to ESOL (English for Speakers of Other Languages) students, LEP (Low English Proficiency Students), and other students from diverse cultural and linguistic environments. Learning experience for the course are designed so that students will develop a desire to use the English language arts curriculum to help people and cultures and recognize and believe that all students can learn and are, indeed, worth of a teacher's attention in the English language arts classroom.

Accessibility Considerations

Students who seek reasonable accommodations in the classroom or other aspects of performing their coursework must first register with the UNF Student Accessibility Services (SAS) located in Building 57, Room 1500. SAS staff members work with students to obtain required documentation of disability and to identify appropriate accommodations as required by applicable disability laws including the Americans with Disabilities Act (ADA). After receiving all necessary documentation, the SAS staff determines whether a student qualifies for services with the SAS and if so, the accommodations the student requires will be provided. SAS staff then prepares a letter for the student to provide faculty advising them of approved accommodations. For further information, contact the SAS by phone (904) 620-2769, email SASCenter@unf.edu or visit the SAS website <https://www.unf.edu/sas/>

Technology Considerations

RED 6657 course participants are expected to know and be able to use common computer/communications software. This course utilizes Canvas; course participants should thus be familiar with the most recent editions of Canvas and able to use its various tools/functions. If you do not know how to use Bb, you must get training from UNF resources at the Thomas Carpenter Library or the computer labs in Buildings 14, 15, or 57 on our campus.

Some assignments require use of basic computer software programs (specifically using the Readability Statistics function in *Microsoft Word*, creating simple graphs in *Microsoft Excel*, and using *Microsoft PowerPoint* to present information). Students are discouraged from using other, similar programs due to software compatibility issues (it is the student's responsibility to ensure that whatever program they use for assignments can be opened by the course instructor).

Course participants must maintain and routinely check their official university email accounts. Course notices, changes to the syllabus, etc. will be announced via the university email system (which is populated in Canvas). The instructor is not responsible for sending messages to non-university email accounts.