



MISSISSIPPI STATE UNIVERSITY™

COLLEGE OF EDUCATION

Department of Curriculum, Instruction, and Special Education Course Syllabus

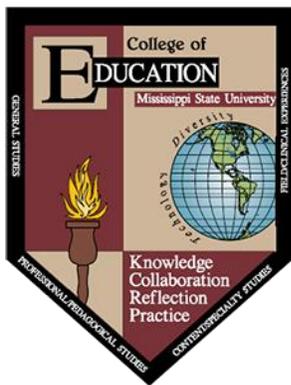
RDG 3113 Early Literacy Instruction I

Credit Hours: Three (3) credit hours

Method of Instruction: C = Lecture

Course Description: Prerequisite: Admission to Teacher Education. Co-requisite: RDG 3113 and EDE 3123. Three hours lecture. Field experience. Concepts, materials, and teaching strategies for oral language development and early systematic reading and writing instruction specific to vocabulary, fluency and comprehension. 3 semester hours.

College of Education Conceptual Framework



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>.

Course Objectives

1. Understand reading and writing as integrated processes that result in comprehension and communication. (INTASC 4, CAEP 2.a, CFPO 3)
2. Become familiar with and apply the research base for effective literacy instruction principles, techniques, theories, philosophies, and historical bases. (INTASC 4, CAEP 2.a, CFPO 3, 7)
3. Understand and promote oral and written language development and recognize how cultural and language differences may affect that development. (INTASC 1, CAEP 1.b, 2.a, 3.d, CFPO 2, 3, 8, CRT 1.1, 8.1)
4. Be able to formally and informally assess and analyze young children's knowledge of written language so that appropriate instruction may be developed for each child's learning needs. (INTASC 6, CAEP 2.a, 3.a, CFPO 3, 4, 8, CRT 13.1)
5. Become familiar with and be able to plan instruction aligned with state competencies for literacy development (INTASC 7, CAEP 2.a, 3.b, 4.c, 4.d, 4.g, CFPO 5, 9, CCRS)
6. Learn various early literacy assessments on Concepts about Print, phonemic awareness,

- phonics, fluency, spelling, comprehension, and writing. Learn to use the assessment results to guide their literacy instruction (INTASC 6, CAEP 2.a, 3.a, 3.b, CFPO 4)
7. Learn to become reflective practitioners (INTASC 9, CAEP 5.b, CFPO 8)
 8. Develop an in-depth knowledge of components of the English language system: phonological, semantic, syntactic, and pragmatic systems. (INTASC 4, CAEP 2.a, CFPO 3)
 9. Understand how concepts about print, phonological and orthographic awareness, and phonics principles are learned by children and why they are important to the reading and writing principles. (INTASC 4, 1, CAEP 2.a, CFPO3)
 10. Be knowledgeable about and be able to apply a wide variety of systematic instructional strategies for developing young children's understandings of written language including, but not limited to, the relationship between oral and written language, concepts about print, phonological and orthographic awareness (INTASC 5, CAEP 1.a, 2.a, 4.a, 4.c, CFPO 3, 7, 10)
 11. Become familiar with appropriate materials for fostering early literacy development and primary grade literacy instruction, including children's literature, other print text, visual information, electronic texts, technology, etc. (INTASC 5, CAEP 1.a, 2.a, 4.a, CFPO 3, 7, 10)
 12. Understand how to plan and manage a literacy-rich environment that supports and motivates oral and written language development. (INTASC 3, CAEP 2.a, 3.d, 3.f, CFPO 5, 6)
 13. Understand how to plan and manage literacy instruction based on diverse students' interests, strengths, needs, and background knowledge. (INTASC 2, CAEP 1.a, 1.b, 3.b, 3.c, 3.d, 4.c, 4.d, 4.g, CFPO 2, 5, 6, 8, CRT 1.1)
 14. Become familiar with guidelines for developmentally appropriate instruction for young children as specified by the IRA/NAEYC position statement. (INTASC 7, CAEP 1.a, CFPO 9)
 15. Engage children in activities that promote intrinsic motivation to read for pleasure and information and that promote lifelong readers and writers. (INTASC 3, CAEP 3.f, 4.a, CFPO 7, CRT 8.1)
 16. Become familiar with various literacy-related professional organizations such as IRA and NCTE and the professional development opportunities they provide. (INTASC 9, CAEP 5.c, CFPO 1, 9)
 17. Be able to communicate effectively with parents (and/or other appropriate individuals) the results of formal, informal, and ongoing assessments of literacy development. (INTASC 10, CAEP 1.c, 5.a, CFPO 9, CRT 13.1)

Detailed Course Outline/Topics Covered in the Course

1. History of Reading Instruction (1 hrs)
2. Theories of Reading Instruction (2 hrs)
3. Standards-Based Instruction for Reading Foundational Skills (2 hrs)
4. Phonological Awareness Continuum (3 hrs)
5. Levels of Phonemic Awareness (3 hrs)
6. Concepts of Print, Environmental Print and Logographic Reading (2 hrs)
7. Assessment of Emergent Literacy (3 hrs)
8. Alphabetic Principle (1 hr)
9. Teaching Alphabet Knowledge (3 hrs)
10. Teaching Introductory Phonics Concepts (3 hrs)
11. Teaching Advanced Phonics Concepts (3 hrs)
12. Assessment of Word Recognition (2 hrs)
13. Developmental Spelling Continuum (1 hrs)
14. Assessment of Spelling (1 hrs)
15. Using Assessment Data to Inform Instruction (3 hrs)
16. Gradual Release of Responsibility (2 hrs)

17. Literacy Lesson Planning (3 hrs)
18. Dyslexia in the Classroom (2 hrs)
19. Teaching Diverse Learners (3 hrs)
20. Appropriate Technology Use (2 hrs)
21. Working with Families (1 hr)

Text(s)/Course Materials

Required Texts:

Bear, D., Invernizzi, M., Templeton, S. & Johnston, F. (2016). *Words Their Way: Word Study for Phonics, Vocabulary, & Spelling Instruction* (6th Ed.) Pearson: New York.

Henry, Marcia. (2010). *Unlocking Literacy: Effective Decoding and Spelling Instruction*. Brookes Publishing

Leslie, L., & Caldwell, J. (2017). *Qualitative Reading Inventory-6*. Allyn & Bacon: Prentice Hall, NJ.

Recommended Texts:

Bishop, Margaret (1986). *The ABC's and All Their Tricks*. Mott Media: Grand Rapids, MI.

Eide, Denise (2012). *The Logic of English*. Rochester, MN.

Description of Instruction

Lecture. This course is delivered using a variety of instructional approaches including interactive lecture, class discussion, small group inquiry, cooperative learning, peer teaching, guest lectures, and field experiences.

Mississippi State University Honor Code

“As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information visit: <http://students.msstate.edu/honorcode>.

Technology

This course requires a subscription to *Watermark*, an online portfolio used for course assignments and assessment purposes. Assignments required in *Watermark* must be submitted for successful completion of the course. If you do not have a subscription, please call the OCFBI office to obtain a key code. You will also need access to MSU Canvas website, an active msstate.edu email account, and a reliable internet connection capable of accessing video, audio, and materials for download.

Diversity

Enrollment in this course carries the understanding that all students, faculty and course visitors are considered part of an inclusive learning environment where individual beliefs, backgrounds and experiences are respected, and recognized from a strengths-based perspective. Educational research has shown that heterogeneous groupings often lead to stronger learning outcomes for all involved and to that end, all students in this course are encouraged to engage with one another in productive

scholarship. In this course, student diversity is addressed through a mixture of course readings, class discussions, and guest lectures.

Accommodations for Students with Disabilities

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall, (662) 325-3335 (phone), and <http://www.sss.msstate.edu> (web address).

Field Component

Teacher candidates will complete 10 hours of fieldwork in an assigned literacy-focused setting in the early grades (K-3rd). Professional reflection on each experience will provide the opportunity to demonstrate learning and apply new knowledge and/or skills. Guidelines and expectations for real-world observations will be provided, and violations of these guidelines and expectations can lead to being written up based on the College of Education dispositions form. *All field hours must be satisfactorily completed to pass this course.*

Evaluation of Student Progress

Student Assignments/Assessments:

Reading Quizzes are checks for understanding of the assigned course readings. These quizzes address Course Objectives 1, 2, 3, 8, 9, 10, 11, and 14.

Class activities will involve small group discussions, reading responses, and daily homework practice with phonemic awareness, phonics, and spelling principles covered during lectures. Students are expected to come to class with homework completed and to participate fully during class time. These activities address Course Objectives 1, 2, 3, 8, 9, 10, 11, and 14.

Field experience consists of three components: attendance, mentor teacher evaluation, and reflective journaling. Students are expected to be fully engaged in the field setting and to attend for the entire required time. Mentor teachers will provide mid-semester feedback on performance and evaluate students at the end of the semester on their professionalism, knowledge, and level of engagement. Additionally, students will complete 5 reflective journal entries to record their experiences and reflect on their own professional development. This assignment targets Course Objectives 1, 2, 5, 8, 10, 12, 13, 14, and 15.

Individual lesson plans will utilize the assessment data collected during the field experience to create a grade-appropriate phonemic awareness or phonics lesson and teach it in a one-to-one setting with an assigned focus child. This assignment targets Course Objectives 1, 2, 5, 8, 10, 12, 13, 14, and 15.

Phonics Midterm will cover all phonemic awareness and phonics material covered in the course through readings, lectures, class activities, and teaching videos used up to that point in the semester. The midterm is a closed book exam completed during class time. This midterm addresses Course Objectives 1, 3, 8, 9, 10, and 14.

Phonics Final Exam will be a cumulative exam which covers all of the phonemic awareness, phonics and spelling material covered throughout the semester through readings, lectures, class activities, and teaching videos. This final exam is a closed book exam completed during class time. This final exam addresses Course Objectives 1, 3, 8, 9, 10, and 14.

Child Literacy Report is a semester-long project that begins with administering key literacy assessments to an assigned focus child and then interpreting those results to identify the child's areas of strength and

needs for growth. The report will also chronicle the pre-service teacher's efforts to support the child in the identified areas across the length of the field experience and provide recommendations for the next steps in instruction across multiple literacy domains. This assignment targets Course Objectives 1, 2, 5, 8, 10, 12, 13, 14, and 15.

Course Assignments/Assessments and Point Values:

Reading Quizzes (10 pts per quiz)	50 points
Class Activities (10 pts per week)	150 points
Field Experience	100 points
Reflective Journaling (50 points)	
Mentor Teacher Evaluation (25 points)	
Timesheet (25 points)	
Focus Child Lesson Plan	50 points
Phonics Midterm	50 points
Phonics Final Exam	200 points
Focus Child Literacy Report	150 points
Total Points	750 points

Grading Scale

Final course grades are earned based on the following 10-point scale. However, no course grade above B can be earned if an entire assignment is missing.

A = 675-750 points

B = 600-674 points

C = 525-599 points

D = 450-524 points

F = 449 points or less

You must earn a 'C' or better in both RDG 3113 and RDG 3123 in order to register the following semester for any Middle Level Literacy course. If your final grade falls below this level in either one of these courses, you must re-enroll in the course for which you received the non-satisfactory grade. Due to the nature of course assignments in both courses, you must also complete a new PreK-3rd field experience during the retake semester.

Attendance Policy

In accordance with university policy (AOP 12.09), students are expected to attend all scheduled sessions of class. The instructor of this course also expects students to be on time, remain in attendance throughout the entire class session, and participate actively in all class activities as assigned, thus fulfilling the class participation requirement for this course. Be prepared to start class on time. *Students who arrive more than 15 minutes late or leave before the end of class without prior permission will be counted as absent.* If you have *more than 2 unexcused absences*, the final course grade will be lowered by 1 grade step, except in the case of excused absences as defined by the university's absence policy. AOP 12.09 also defines what is an excused absence. When an absence from class is essential, the student must inform the instructor in advance and provide appropriate documentation with 48 hours of returning to class.

Title IX Policy

MSU is committed to complying with Title IX, a federal law that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities

must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX/EEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security>, or at <http://students.msstate.edu/sexualmisconduct/>.

University Safety Statement

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at (662) 325-2121 or, in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

Mississippi Educator Code of Ethics

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety, and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline, and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4 of the Mississippi Educator Code of Ethics). Additional information on all 10 Standards of the Mississippi Educator Code of Ethics is available at https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf.

The field experience component of this course carries the expectation that students enrolled in this course will adhere to and uphold these 10 standards in classrooms at school district partner sites as well as the Mississippi State University campus.

Mississippi College and Career-Readiness Standards

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

All student assignments submitted for this course should evidence a clear understanding how content standards are connected to lesson plans, evaluation of student data, and instructional decision-making on the part of the classroom teacher.

Bibliography

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