


Literacy Bin



unlocking the power of literacy

Literacy Bin Course Syllabus

Course Title: The Basics of Teaching Reading

Course Options: 45 CEUs / 1 graduate credit / 3 graduate credits

Class Type: Accelerated Fully Online

COURSE DESCRIPTION:

Learn the fundamentals of teaching reading and how to translate this into an easily applicable design for best practice, research-based instruction. By learning about the Four Part Processor, participants will understand how the human brain learns to read. Participants will learn how this knowledge along with an understanding of the Stages of Reading impacts the way we teach reading as well as be able to identify the early warning signs of struggling readers. The role of Oral Language in learning to read will be explored along with theories of the four major conceptual models of reading (5 Components of Reading, Simple View of Reading, Scarborough's Reading Rope, and the Four Part Processor of Word Recognition). Participants will learn the teaching principles of research-based instruction and be given the tools, such as the Gradual Release of Responsibility strategy, they need to support the on-going design and implementation of targeted Structured Literacy lessons for positive student outcomes.

Course Prerequisites: None

LEARNING GOALS:

GLOBAL GOALS OF THE COURSE:

1. Discuss, evaluate, and apply theories of teaching students to read, grounded in research
2. Discuss, evaluate, and apply research-based theories of teaching students to read in the school setting
3. Examine and apply research-based theories of how the human brain learns to read

INSTRUCTIONAL OBJECTIVES:

1. Discuss, evaluate, and apply theories of research-based instruction for teaching reading to children
2. Apply understandings of how the human brain learns to read to design research-based instruction for teaching reading
3. Execute techniques to design and implement research-based instruction for teaching reading to children.
4. Examine components of stages of reading development for application in a school setting
5. Identify early warning signs of struggling readers
6. Discuss, evaluate, and apply understandings of the role oral language plays in learning to read.
7. Apply understandings of the principles of teaching reading to design structured literacy lessons

TEACHING/LEARNING ACTIVITIES:

Video clips, digital presentations, readings, graphic organizers, resource links, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

CEU - REQUIRED READING:

The Basics of Teaching Reading Weekly Lecture (10-20 pages each week)

1 Graduate Credit - REQUIRED READINGS:

Linnea C. Ehri (2014) Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary Learning, *Scientific Studies of Reading*, 18:1, 5-21 (17 pages)

The Basics of Teaching Reading Weekly Lecture (10-20 pages each week)

3 Graduate Credits - REQUIRED READINGS:

Kilpatrick, David. (2020). PLL 2020 Kilpatrick-How the Phonology of Speech Is Foundational for Instant Word Recognition. 46. 11-15. (5 pages)

Linnea C. Ehri (2014) Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary Learning, *Scientific Studies of Reading*, 18:1, 5-21 (17 pages)

Moats, L.C. (Summer, 2019). Teaching spelling: An opportunity to unveil the logic of language. *Perspectives on Language and Literacy*, 45(3),17–20. (4 pages)

The Basics of Teaching Reading Weekly Lecture (10-20 pages each week)

CEU- EVALUATION METHODS:

1. **CEU Reflection Assignment:** For the CEU Reflection assignment participants are asked to write a written reflection. The CEU Reflection assignment should demonstrate a reflection upon their professional accomplishment and growth resulting from participation in this course. Reflections should include the integration of course topics and materials. This assignment is due at the end of week 6 / the close of the course.

Criteria	Met	Unmet
Written Reflection: response includes educator's professional accomplishment resulting from participation in the course		
Written Reflection: response includes educator's growth resulting from participation in the course		
Assignment Requirement: reflection includes the integration of course topics and materials		
	Pass:	Fail:

2. **End of Course Assessment:** An End of Course Assessment will cover all course topics. This is an untimed test consisting of five multiple choice questions.

GRADING:

- 75% Discussion Board Reflection
- 25% End of Course Assessment

Grading Scale:

Pass/Fail

1 Graduate Credit - EVALUATION METHODS:

1. **Discussion Board Reflection:** For the **Discussion Board Reflection** assignment participants are asked to post a written reflection on the Course Discussion Board. The **Discussion Board Reflection** assignment should demonstrate a reflection upon their professional accomplishment and growth resulting from participation in this course. Reflections should include the integration of course topics and materials.

Criteria	Points
Written Reflection: response includes educator's professional accomplishment resulting from participation in the course	___ / 40
Written Reflection: response includes educator's growth resulting from participation in the course	___ / 40
Assignment Requirement: reflection includes the integration of course topics and materials	___ / 20
___ /100	

2. **End of Course Assessment:** An End of Course Assessment will cover all course topics. This is an untimed test consisting of five multiple choice questions.

3. **Structured Literacy Lesson Plan Final Assignment:** For the final assignment, participants will design a Structured Literacy Lesson Plan using a given lesson plan template. Participants' lesson plans should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.

Final Assignment Required Elements and Rubric:

Criteria	Points
Lesson demonstrates an understanding of information gained from course content, materials, and discussion.	___ / 35
Lesson includes all required elements as outlined on provided template	___ / 15
Elements of lesson plan demonstrate alignment to develop a higher understanding of one reading skill.	___ / 25
Lesson plan reflects research-based decisions for all included instructional components	___ / 25
___ /100	

TESTING AND GRADING:

- 20% Discussion Board Reflection
- 30% End of Course Assessment
- 50% Final Assignment

Final Grading:

A = 4.0 (93-100)	C = 2.0 (73-76)
A- = 3.7 (90-92)	C- = 1.7 (70-72)
B+ = 3.3 (87-89)	D+ = 1.3 (67-69)
B = 3.0 (83-86)	D = 1.0 (63-66)
B- = 2.7 (80-82)	D- = 0.7 (60-62)
C+ = 2.3 (77-79)	F = 0.0 (Below 60)
	IN = Incomplete

3 Graduate Credits - EVALUATION METHODS:

1. **Discussion Board Reflection:** For the **Discussion Board Reflection** assignment participants are asked to post a written reflection on the Course Discussion Board. The **Discussion Board Reflection** assignment should demonstrate a reflection upon their professional accomplishment and growth resulting from participation in this course. Reflections should include the integration of course topics and materials.

Criteria	Points
Written Reflection: response includes educator's professional accomplishment resulting from participation in the course	___ / 40
Written Reflection: response includes educator's growth resulting from participation in the course	___ / 40
Assignment Requirement: reflection includes the integration of course topics and materials	___ / 20
___ / 100	

2. **Required Reading Prompt Response:** Participants will be provided required readings. After reading the assigned articles, participants will be asked to respond to a given related prompt. Participants should write a one to three page response to the given prompt.

Assignment Prompt: What role does Orthographic Mapping play in your teaching, and in what ways, can you support the role of Orthographic Mapping when teaching reading to your students?

The response must include...	
An Answer to the Given Prompt that is thoughtful, insightful, and analytical	___ / 40
Required Reading Content incorporated and cited into the written response	___ / 20
Integration of Course Concepts	___ / 20
A Description of Course Content's Application to the participant's professional practice	___ / 10
Assignment Requirements: 1-3 page written response, 12 pt Times New Roman, double spaced	___ / 10
Total: ___ / 100	

3. **End of Course Assessment:** An End of Course Assessment will cover all course topics. This is an untimed test consisting of ten multiple choice questions.

4. **Structured Literacy Lesson Plan Final Assignment:** For the final assignment, participants will design a Structured Literacy Lesson Plan using a given lesson plan template. Participants' lesson plans should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.

Final Assignment Required Elements and Rubric:

Criteria	Points
Lesson demonstrates an understanding of information gained from course content, materials, and discussion.	___ / 35
Lesson includes all required elements as outlined on provided template	___ / 15
Elements of lesson plan demonstrate alignment to develop a higher understanding of one reading skill.	___ / 25
Lesson plan reflects research-based decisions for all included instructional components	___ / 25
___ /100	

TESTING AND GRADING:

- 10% Discussion Board Reflection
- 25% Required Reading Prompt Response
- 25% End of Course Assessment
- 40% Final Assignment

Final Grading:

A = 4.0 (93-100)	C = 2.0 (73-76)
A- = 3.7 (90-92)	C- = 1.7 (70-72)
B+ = 3.3 (87-89)	D+ = 1.3 (67-69)
B = 3.0 (83-86)	D = 1.0 (63-66)
B- = 2.7 (80-82)	D- = 0.7 (60-62)
C+ = 2.3 (77-79)	F = 0.0 (Below 60)
	IN = Incomplete

ADA Policy

If you, as a student, believe that you qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to notify Literacy Bin, LLC.

Academic Integrity Statement

Students are required to abide by the Academic Integrity Policy of Literacy Bin, LLC.

TOPICAL TIMELINE

Week One

- Topic(s) Covered:
 - How Do Students Learn to Read?
 - The Four Part Processor

Week Two

- Topic(s) Covered:
 - What are the Stages of Reading Development?
 - Early Warning Signs of a Struggling Reader

Week Three

- Topic(s) Covered:
 - What Role Does Oral Language Play in Learning to Read?
 - Ways to support oral language

Week Four

- Topic(s) Covered:
 - What Research Do We Need to Know to be Able to Teach How Students Learn?
 - 4 Conceptual Models: 5 Components of Reading, Simple View of Reading, Scarborough's Reading Rope, 4-Part Processor of Word Recognition

Week Five

- Topic(s) Covered:
 - What are the Teaching Principles of Research-Based Instruction?
 - Structured Literacy
 - Gradual Release of Responsibility in Reading

Week Six

- Topic(s) Covered:
 - How Can Teachers Implement Research-Based Instruction?
 - Reading Scope and Sequence