


Literacy Bin



unlocking the power of literacy

Literacy Bin Course Syllabus

Course Title: Teaching Phonics

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

Class Type: Accelerated Fully Online

COURSE DESCRIPTION:

Teaching Phonics provides educators with an in-depth exploration of phonics instruction and equips them with the knowledge and skills to effectively teach phonics to students. Participants will delve into the fundamental concepts of phonics, including the pre-requisite skills necessary for acquiring phonics skills, the role of phonological awareness in phonics instruction, the significance of orthographic mapping in phonics skill development, and the distinction between sight words and high-frequency words. Participants will gain proficiency in phonics assessments and learn how to implement a comprehensive phonics scope and sequence, covering essential topics such as letter recognition, letter-sound correspondence, word blending and segmenting, word families and word chains, syllable types and division, prefixes, suffixes, and the schwa sound. Clear goals for phonics instruction will be established, aligning with research-based best practices and providing educators with effective strategies and methodologies for teaching phonics, emphasizing the use of texts, including decodables and non-controlled texts. Through the integration of theoretical knowledge, practical application, and collaboration, educators will possess a deep understanding of phonics instruction and be equipped with the necessary tools and techniques to design and deliver effective phonics lessons, teaching students to become proficient readers.

Course Prerequisites: None

LEARNING GOALS:

GLOBAL GOALS OF THE COURSE:

1. Discuss, evaluate, and apply research-based theories of phonics instruction.
2. Examine and apply research-based theories of how the human brain learns to read through the lens of phonics instruction.

INSTRUCTIONAL OBJECTIVES:

1. Discuss, evaluate, and apply theories of research-based instruction for teaching phonics to students.
2. Apply understandings of how the human brain learns to read to design research-based phonics instruction.
3. Discuss, evaluate, and apply theories of the role of orthographic mapping on learning to read.
4. Execute techniques to design and implement research-based instruction for teaching phonics to students.
5. Examine components of expected skill development in phonics.
6. Apply understanding of the components of expected phonics skill development to design instruction.
7. Identify early warning signs of atypical phonics development and/or acquisition.
8. Implement assessment techniques in phonics with students.
9. Apply results of students' phonics assessments to designing instruction and interventions.

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:

Teaching Phonics Weekly Lecture (10-20 pages each week)

1 Graduate Credit - REQUIRED READINGS:

Ehri, L. C., Nunes, S. R., Stahl, S. A., & Willows, D. M. (2001). Systematic Phonics Instruction Helps Students Learn to Read: Evidence from the National Reading Panel's Meta-Analysis. *Review of Educational Research*, 71(3), 393–447. <https://doi.org/10.3102/00346543071003393> (46 pages)

Teaching Phonics Weekly Lecture (10-20 pages each week)

3 Graduate Credits - REQUIRED READINGS:

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

Ehri, L. C., Nunes, S. R., Stahl, S. A., & Willows, D. M. (2001). Systematic Phonics Instruction Helps Students Learn to Read: Evidence from the National Reading Panel's Meta-Analysis. *Review of Educational Research*, 71(3), 393–447. <https://doi.org/10.3102/00346543071003393> (46 pages)

National Reading Panel (U.S.) & National Institute of Child Health and Human Development (U.S.). (2000). Report of the National Reading Panel: Teaching children to read : an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. U.S. Dept. of Health and Human Services, Public Health Service, National

Institutes of Health, National Institute of Child Health and Human Development. Part II: Phonics Instruction. (84 pages)

Teaching Phonics 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. **Phonological Awareness Instruction Final Assignment:** For the final assignment, participants will be provided with the results of a Phonics assessment by a fictitious student. Participants are expected to write an analysis of the assessment results and design 3 activities targeting the lagging skills identified in the assessment. Participants are encouraged to choose activities that complement the Phonics Routine Lesson Plan shared in the course. Participants' activities 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 Rubric:

Criteria	Points
Analysis of assessment results demonstrates an understanding of phonics skills and expected skill development.	___ / 25
All 3 activities are aligned with assessment results.	___ / 25
All 3 activities demonstrate an understanding of information gained from course content, materials, and discussion.	___ / 25
All 3 activities reflect research-based instruction.	___ / 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: How does explicit phonics instruction contribute to the development of foundational reading skills and instruction in the classroom? Discuss practical strategies and considerations for implementing explicit phonics instruction in the classroom, taking into account the needs of diverse learners and addressing potential challenges that may arise.

The provided prompt is designed to encourage participants to critically analyze the assigned readings, synthesize key concepts, and reflect on the practical implications of integrating phonics instruction and activities. Participants will be able to demonstrate their understanding of the material, engage in higher-level thinking, and showcase their

ability to connect research-based evidence while considering practical strategies for effective implementation in diverse and real-world teaching classroom contexts.

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. **Phonics Routine Lesson Plan Final Assignment:** For the final assignment, participants will administer an assessment of Phonics, write an analysis of the assessment results, and design a Phonics Routine Lesson Plan using a provided Phonics Routine Lesson Plan template. Participants' activities should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.
 *If participants are unable to administer the Phonics they can request a completed assessment from the instructor.

Final Assignment Rubric:

Criteria	Points
Analysis of assessment results demonstrates an understanding of phonics skills and expected skill development.	__ / 25
All activities included in the lesson plan are aligned with assessment results.	__ / 25
Lesson plan activities demonstrate an understanding of information gained from course content, materials, and discussion.	__ / 25
Lesson Plan includes research-based instructional activities.	__ / 25

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)
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C+ = 2.3 (77-79)	F = 0.0 (Below 60)
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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:
 - What is Phonics?
 - Pre-requisite skills required for Phonics skill acquisition
 - Phonological Awareness and Phonics
 - Why do we teach Phonics?

Week Two

- Topic(s) Covered:
 - The role of orthographic mapping in Phonics
 - Sight words versus high frequency words

Week Three

- Topic(s) Covered:
 - Phonics assessments

Week Four

- Topic(s) Covered:
 - Phonics scope and sequence
 - Letter recognition - naming
 - Letter-sound correspondence
 - Words: blending and segmenting
 - Word families/word chains
 - Syllable types/division
 - Prefixes, suffixes, and schwa

Week Five

- Topic(s) Covered:
 - Goals of Phonics instruction
 - How to teach Phonics
 - Reading connected texts
 - Role of texts in phonics instruction (decodables and non-controlled texts)
 - Letter recognition - naming
 - Letter-sound correspondence
 - Words: blending and segmenting
 - Word families/word chains
 - Syllable types/division
 - Prefixes, suffixes, and schwa

Week Six

- Topic(s) Covered:
 - Lesson Planning for Phonics Routines