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| **PROFESSOR:** | **PHONE NUMBER:** |
| **OFFICE LOCATION:** | **E-MAIL:** |
| **OFFICE HOURS:** | **SEMESTER:** |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**RED 4012 FOUNDATIONS OF LITERACY (3 CREDITS)**

This course will prepare teacher candidates to be effective elementary reading teachers for a diverse population of students. Teacher candidates will develop a substantive knowledge of the structure and function of language for each of the five major components of the reading process: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teacher candidates will evaluate the major reading philosophies and research-based strategies for teaching reading. Teacher candidates will also apply the research-based reading strategies to create literacy experiences for elementary students that engage them in critical thinking and constructivist principles. The teacher candidates will also learn how to differentiate reading instruction for English Language Learners (ELLs) and students with exceptionalities. This course requires fifteen hours of field experience in a K-5 classroom setting.

1. **PREREQUISITES FOR THIS COURSE:**

**Admission into the Bachelor of Science in program in Education or special permission from the Dean of School of Education; Prior to enrolling in any upper level course (course number beginning with a 3 or 4), students must complete the following courses with a grade of “C” or better: ENC 1101 English Composition I, ENC 1102 English Composition II, and three semester hours of college level mathematics; or permission from the appropriate academic dean.**

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

• Six major reading components: phonemic awareness, phonics, fluency, oral language development, vocabulary, comprehension

• Integration of the major reading components

• Constructivist principles in reading

• Integration of the language arts strands

• Differentiation of reading instruction

• Explicit reading instruction

• Whole language principles

• Balanced literacy instruction

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **Communicate**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The teacher candidate will analyze the connection between listening, speaking, reading and writing; and apply that understanding to create meaningful literacy experiences for students.
* The teacher candidate will apply the principles of morphology, semantics and syntax as they relate to language acquisition and reading development.
* The teacher candidate will design literacy experiences that promote comprehension and critical thinking skills for a diverse population of students

**B.** **Other Course Objectives/Standards**

* The teacher candidate will apply effective strategies for differentiating reading instruction for a diverse population of students.
* The teacher candidate will evaluate the role of phonology, phonemic awareness, and phonics as they relate to language development and reading.
* The teacher candidate will differentiate between informal language and academic language and understand the implications for reading instruction.
* The teacher candidate will analyze the interdependence between each of the major reading components and their effect upon fluency and comprehension in the reading process.
* The teacher candidate will compare and contrast explicit reading instruction, whole language principles, and balanced literacy approaches.
* The teacher candidate will classify characteristics of language acquisition and reading development of learners from mainstream, exceptional needs, and ELL populations.
* The teacher candidate will create lessons that engender a love of reading among a diverse population of students.

**SPECIFIC COURSE COMPETENCIES:**

**Critical Task Assignments and/or Assessments**

At the conclusion of this course, teacher candidates will demonstrate competency in the following Preprofessional Florida Educator Accomplished Practices (FEAPs), Sunshine State Standards, Professional and Subject Area Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

**FSAC - Florida Subject Area Competencies and Skills**

**FEAP - Florida Educator Accomplished Practices**

**PEC - Professional Education Competencies**

**ESOL T.S. - Florida Teacher Standards for ESOL Endorsement**

**ESOL K-12 - English Speakers of Other Languages K-12 Competencies**

***\**** *The numbers and letters in the graph below correspond to the standards, indicators and competencies found above.*

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| **RED 4012** Foundations of Reading & Literacy Development | EE 1.1-  EE1.4  EE2.1-  EE2.11  EE4.2  EE4.3  EE4.4 | 4.c  4.d  10.a  10.c  10.d | 2.A,2.C,2.D,2.E, 2.F.1,2.F.2,2.F.3,2.F.4,6.12 | 2.1.a, 2.1.b, 2.1.c, 2.3.a, 2.3.b, 2.3.a3.1.b, 3.2.a, 3.2.d, 3.2.e, 3.2.i, 3.2.k | 1,2,6,8 |
| 4.a  4.b  10.a  10.b  10.c  10.d | 2.F.1,2.F.2,2.F.3,2.F.4,5.1,5.2,5.4,5.5,5.6,5.7,5.8,5.9,6.1,6.10 | 2.1.a, 2.1.b, 2.1.c, 2.3.a, 2.3.b, 2.3.a3.1.b, 3.2.a, 3.2.d, 3.2.e, 3.2.i, 3.2.k | 1,3,6 |
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|  |  |  |  |
|  | 1.A.1,1.A.2,1.B.1,1.B.2,1.C.1,1.C.2,1.D.1,1.D.2,1.E.1,1.E.2,1.E.3,1.E.4,1.F.1,1.F.2,1.F.3,1.F.4,1.F.5,3.10 | 2.1.a, 2.1.b, 2.1.c, 2.3.a, 2.3.b, 2.3.a3.1.b, 3.2.a, 3.2.d, 3.2.e, 3.2.i, 3.2.k | 6 |
| 1.E.4 |  |  |  |
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**Relationship of course to Program Goals and National Specialized Program Association Standards:**

This course is part of the Florida SouthWestern State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6, Secondary Biology or Mathematics. This program Complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Sunshine State Standards, Professional and Subject Area Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

National Curriculum Standards will also be introduced and referred to in this course. Standards for Elementary Education are based on the Association of Children’s Education International. Standards for the English Language Arts are based on the National Council of Teachers of English. Principles and Standards for School Mathematics (Standards 2000 Project) are based on the National Council of Teachers of Mathematics. The Physical Education Content Standards are based on the National Association for Sport and Physical Education. The National Health Education Standards (2007) are based on the American Cancer Society and Project 2061 is based on the American Association for the Advancement of Science. The Standards and Position Statement on Social Studies is based on the National Council for the Social Studies.

1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at [equity@fsw.edu](mailto:equity@fsw.edu).  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

**Guided Reading Journal**

The purpose of this assignment is for teacher candidates to reflect on the literacy practices and theories discussed in this course, the course texts, videos, and additional class activities. It is also an opportunity for teacher candidates to explore literacy strategies for teaching a diverse population of students including English Language Learners (ELLs), and students with exceptionalities. The teacher candidates will keep an electronic journal using the required format.

**Small Group Simulated Teaching Activities**

The purpose of this assignment is to offer teacher candidates opportunities to explore the internet and find websites with free resources to enhance planning, implementation, and assessment of research-based practices for teaching the Fab 6 plus. Teacher candidates will print webpages addressing some aspect of teaching and learning oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension, the reading/writing connection in addition to other literacy topics. Teacher candidates will plan for and teach the activities to small groups of peers, designating a specific grade level. Reflections will follow required format. See Assignment Guidelines.

**Literature Circles**

The purpose of this assignment is for teacher candidates to engage in enjoyable reading experiences so that they may engender a love of reading with their future students. It is also an opportunity for teacher candidates to develop key reading strategies (i.e. critical thinking, making predictions, using questioning, appreciating the ideas of others, summarizing, understanding style, building background knowledge, clarifying, visualizing, self-monitoring, synthesizing, writing, vocabulary development, and fluency) that will help them become better readers and better reading teachers. Twice during the semester, the teacher candidates will form groups with other teacher candidates, and engage in Literature Circle discussions using role sheets to guide discussions (scheduled during class time). Each literature circle critical task must include the he following as required elements:

Literature Circle Planning Guide

Role Sheets

Reflections including all required elements

Self and peer evaluation of participation in literature circles

**Field Experience Showcase**

The purpose of this assignment is to give teacher candidates practical experience teaching literacy lessons focused on the Fab 6 Plus Scientifically Based Reading Research (SBRR), in classroom settings. Teacher candidates will choose **five** activities from a list of research-based literacy practices provided by the instructor. Lesson activities will be planned, and implemented in small groups during the 15 hours of foundational field experiences. The teacher candidate should use informed judgment to modify the activity to fit the needs of the setting while maintaining the integrity of the assignment. For each field experience showcase activity the teacher candidates will complete the following:

Required planning guide

Artifacts of student work (low achieving and high achieving, ELL, and ESE)

If no artifacts the teacher candidate will submit photographs of students engaging in the activity

With a description of how student participation differed during the activity

Method for assessing student ability to meet the learning goal(s)

Reflection including all required elements

A final reflection (1 or 2 pages) about how the field experience impacted your knowledge, skills, and dispositions toward teaching language and literacy in elementary classroom settings will be included.

A final presentation of the field experience showcase activities will include all required elements.

**Lesson Plans**

The purpose of this assignment is for teacher candidates to demonstrate versatility in planning literacy lessons for a variety of different purposes with attention to addressing the needs of all students by providing research-based learning opportunities. Teacher candidates will use all required elements for planning 5 different types of lesson plans as follows:

Integrated content /language arts lesson plan using the Question / Answer Relationship to plan for questions at 4 different levels of cognitive processing

Guided reading lesson

Multi-genre lesson plan (multiple texts)

Vocabulary Lesson Plan

Comprehension Lesson Plan (Gradual Release of Responsibility Model)

1. **ATTENDANCE POLICY:**

After missing three hours of class, teacher candidates will not be admitted to class without completing the School of Education Attendance Contract, which should be submitted to the professor. Each absence thereafter will result in a 10% reduction of the overall grade.  Issues of appeal will be reviewed by the administrative office in the School of Education.

Teacher candidates are expected to be in class on time. Each tardy will be counted as 30 minutes toward an absence.

1. Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

**Academic Integrity**

Cheating/Plagiarism is defined as the intentional misrepresentation of another person's work as one's own work. Academic Dishonesty includes, but is not limited to, cheating, plagiarism, and fabrication of information. Teacher candidates should refer to the policies of the college in the handbook for further information.

**A.** **Cheating** – The improper taking or tendering of any information or material, which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student, working together with another individual(s) on a take home test or homework when not specifically permitted by the professor; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after having taken an exam' giving or selling a term paper or other written materials to another student, sharing information on a graded assignment.

**B. Plagiarism** – The attempt to represent the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation or with improper citation on an exam, term paper, homework, or other written materials or oral presentations. Plagiarism also includes submitting all or part of a previous assignment without documenting it is original work from another course, semester, or assignment, even if it is one’s own work.

The FSW State College academic integrity policy procedures in the student handbook (<http://www.fsw.edu/academics/catalog1516>) will be followed in the event of academic dishonesty.

**APA 6th Edition:**  All teacher candidates will be expected to follow the guidelines delineated in the American Psychological Association (APA) Publication Manual (6th Edition) when completing writing tasks. Although not required, it is strongly suggested that candidates have a copy of the manual on hand for reference when writing. Numerous resources are available online. Resources will also be provided by the professor. Points will be deducted for incorrect APA 6th formatting for critical tasks.

**Course Participation:** This course requires active participation. Teacher candidates should be prepared to participate during all class activities and complete quizzes/writing assignments based on weekly readings. Participation points will reflect the quality of weekly participation and quizzes/writing assignments.

**Course Technology:** The FSW Canvas portal is an integral part of the curriculum. Teacher candidates will find course content and information, assignment submission links and grades, and other critical information. All online communication should take place within the portal. If the portal is unfamiliar it would be beneficial to work through the Canvas Student Orientation activities. A link can be found on the course welcome page.

In this day of technology, technical issues are not an excuse for late or lost work. Teacher candidates are encouraged to submit their work prior to deadlines to allow for scheduled technical upgrades, weather problems, or personal technology issues. Back up work to a USB Drive or external hard drive so it can be uploaded from any computer even if primary technology develops a virus, crashes, or other issue. If an assignment needs to be submitted via Livetext and/or Canvas and they not available for some reason, the assignment may be emailed to the professor’s school email so that it is date and time stamped then keep trying to submit via the required portal.

**Critical Task Revision Policy:** Any Critical Task receiving a grade less than 75% must be resubmitted to the professor. ***The Critical Task must be revised and resubmitted within two weeks of the Critical Task being returned to the teacher candidate***.  For example, if a Critical Task is returned by the professor to the teacher candidate on October 15th, the Critical Task must be resubmitted by October 29th. Failure to receive a 75% or higher on all assigned Critical Tasks will result in a failing grade for the course regardless of the overall course average. If the two-week revision window expires after the last day of final exams, the professor will issue a grade of “Incomplete” for the course. ***If the Critical Task is not resubmitted within the two-week window, or does not receive a 75% or higher, it will result in a failing grade for the course regardless of the overall course average***. Revising a Critical Task may not necessarily result in a change in the overall course average.

**Field Experience:** Field experience is ***active field experience participation*** (not observation). Teacher candidates will work with the Field Experience Coordinator for placement with a mentor teacher. Mentor teachers will complete an ungraded mid-semester checkpoint as well as a final evaluation. It is strongly suggested that the hours be spread throughout the semester so that mentor teachers can more accurately assess a teacher candidate’s strengths/needs prior to completing the final evaluation. For more information regarding field experience, including the evaluation rubric, please refer to FSW’s field experience handbook.

**Late Assignment Policy:** The penalties for late critical task assignments are as follows:

1 day late = 10% grade reduction of task

2-6 days late = 20% grade reduction of task

7+ days late = zero points earned towards course grade

The critical task must still be completed according to the critical task revision policy.

Non-critical tasks will not be accepted late. If a teacher candidate misses the deadline for a non-critical task, zero points will be awarded for the task.

**Personal Technology:** All personal communication technology should be turned off or silenced during instructional time unless it is being used for a class activity or to access course resources. If a teacher candidate must take/make a call during class, please try to minimize disruption as much as possible by stepping outside until business is finished. There should be no text messaging during instructional time within the classroom setting. Some course activities require technology with Flash capability, notice will be given in advance so teacher candidates may come prepared on those days.