



Lenoir-Rhyne University  
Course Syllabus

COURSE: EDU 322.35 /Foundations of Reading (Intermediate)

CREDIT HOURS: 3

TERM/YEAR: Mini II, Spring 2019

INSTRUCTOR: Monica L. Campbell, Ph.D.

EMAIL ADDRESS: [monica.campbell@lr.edu](mailto:monica.campbell@lr.edu)

PHONE: 828.328.7907

OFFICE: Rhyne 121

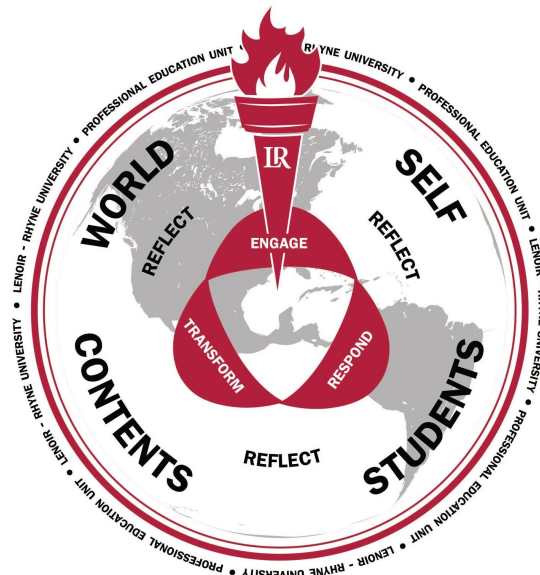
OFFICE HOURS: Wednesdays 10:00 am-12:30 pm  
Tuesdays & Thursdays 1:00-2:00 pm

**COURSE DESCRIPTION:** Study of effective theories and principles for teaching reading in the five big ideas of the reading process to students in grades 3-6 —phonemic awareness, phonics, fluency, vocabulary, and comprehension—and to apply the most effective instructional plans, methods and resources in their practice. Focuses on diagnostic methods for assessing reading progress in individuals and groups and ideas for differentiating instruction for diverse learners. Three credits

**REQUIRED TEXTBOOK:** Honig, B., Diamon, L., & Gutlohn, L. (2013). *Teaching reading sourcebook*. Navato, CA: Arena Press.

**TECHNICAL SUPPORT:** For IT Contact the Help Desk [helpdesk@lr.edu](mailto:helpdesk@lr.edu) or phone 828-328-7350. The Help Desk is open Monday-Friday, 8:30 a.m.-5 p.m. Canvas also has tutorials located on the dashboard.

**ARTICULATION WITH THE L-R TEACHER EDUCATION CONCEPTUAL FRAMEWORK:** This course supports the conceptual framework of the “Reflective Practitioner” through its focus on developmentally responsive curriculum, teaching, and advocacy for young adolescents. Such responsiveness is a result of ongoing reflection and transformative change both within the teacher and in collaboration with the students and broader community. We believe that ... **Reflective Practitioners intentionally engage in transformative cycles of learning about themselves, their content, their students, and the world.**



## STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

- Administer and interpret reading assessments.
- Use assessment data to determine appropriate instructional reading interventions.
- Develop and carry out plans, procedures, and materials for the teaching of reading, which provide for children's individual differences and the development of positive attitudes.
- Become familiar with and use the Common Core Standards in planning.
- Utilize literature in a balanced program, thereby increasing knowledge of children's literature and incorporating a print-rich environment.
- Collaborate with in-service reading teachers.
- Describe the five "big ideas" in reading and teaching strategies for each.
- Demonstrate an understanding and knowledge of the phonological and morphological structure of the English language.
- Demonstrate an understanding of how culture, language, and disability influence reading achievement.
- Evaluate commercial materials reading program as an effective program for teaching students with and without reading difficulties.

School of Education Outcomes included in this course:

- Justify instructional decisions in research-based practice.
- Understand and apply academic language in professional writing and speaking.
- Analyze teaching practice in relation to established educational theorists.
- Exhibit professional behaviors in a variety of settings
- Establish and utilize a digital resource of research-based teaching practice in reading instruction.

## EVALUATION/ASSIGNMENTS:

The evaluations for the course include quizzes, a final exam, a case study, and additional written and performance assessments. It is divided into the following components:

1. **Quizzes:** You will be given quizzes (2) on your weekly reading assignments.
2. **Case Study Part II:** You will continue working with the student identified in EDU 312 to complete the following:
  1. **Lesson Plan II:** Based on the formative assessment data collected in Lesson Plan 1, use the LR School of Education lesson plan template to develop and conduct a second lesson plan in the teaching sequence.
  2. **Teacher Observation:** Record the teaching a minimum of 1 lesson with the case study student reflect on how well you engaged students, promoted thinking, and met student's learning needs.
  3. **Post-Assessment:** Administer the reading assessment again. Summarize the student's present level of performance and your instructional recommendations.
  4. **Case Study Summary:** Summarize the case study experience. State the academic needs of the student prior to the the intervention (pre-assessment data), the intervention (lesson plans), and the results of your intervention (post-assessment data). Also, summarize the feedback you received from your observation.

3. **Evaluation of Commercial Reading Program:** Work with a partner to select and evaluate a commercial reading program used in a local school system. Follow guidelines provided in class.
4. **Final Exam:** Your final exam will contain information from your textbook, classroom discussions and presentations. The format will be similar to that of the North Carolina Reading Foundations exam.

**GRADING:**

Assignment	Points
Quizzes	10
Case Study Lesson Plan II	10
Observation & Reflection	5
Case Study Post-Assessment	10
Case Study Summary	10
Commercial Reading Program Evaluation	5
Exam	50

A= 93-100	B+=87-89	C+=77-79	D= 60=69
A-=90-92	B=83-86	C=73-76	F= 0-59
	B-=80-82	C-=70-72	

**COURSE OUTLINE:**

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Due</b>
3/05	<ul style="list-style-type: none"> <li>◆ Course orientation, assignments, and syllabus</li> <li>◆ Reading Assessments</li> <li>◆ History of the English Language</li> <li>◆ Decoding Multisyllabic Words (Syllable types)</li> </ul>	Chapter 8	
3/07	<ul style="list-style-type: none"> <li>◆ Decoding Multisyllabic Words (Syllable Division Rules)</li> </ul>		
3/12	◆ <b>SPRING BREAK</b>		
3/14	◆ <b>SPRING BREAK</b>		
3/19	<ul style="list-style-type: none"> <li>◆ Vocabulary</li> </ul>	Chapter 11	
3/21	<ul style="list-style-type: none"> <li>◆ Activities for Teaching Vocabulary</li> </ul>	Chapter 12	<b>LESSON PLAN</b>
3/26	<ul style="list-style-type: none"> <li>◆ Fluency</li> </ul>	Chapter 9	
3/28	<ul style="list-style-type: none"> <li>◆ Activities to Improve Fluency</li> </ul>	Chapter 10	
4/02	<ul style="list-style-type: none"> <li>◆ <b>NO LAB: SCHOOL ON BREAK</b></li> <li>◆ Comprehension</li> </ul>	PP. 607-631	
4/04	<ul style="list-style-type: none"> <li>◆ <b>NO LAB: SCHOOL ON BREAK</b></li> <li>◆ Comprehension Strategies</li> </ul>		
4/9	<ul style="list-style-type: none"> <li>◆ Literary Text</li> </ul>	Chapter 14	
4/11	<ul style="list-style-type: none"> <li>◆ Informational Text</li> </ul>	Chapter 15	
4/16	<ul style="list-style-type: none"> <li>◆ Evaluating Commercial Programs</li> </ul>		<b>OBSERVATION &amp; REFLECTION</b>
4/18	<ul style="list-style-type: none"> <li>◆ Evaluating Commercial Programs</li> </ul>		
4/23	◆ <b>NO CLASS or LAB: ASSESSMENT DAY &amp; UNIVERSITY RESEARCH</b>		
4/25	<ul style="list-style-type: none"> <li>◆ Documentary: <i>A Tale of Two Schools</i></li> </ul>		<b>POST-ASSESSMENT</b>
4/30	<ul style="list-style-type: none"> <li>◆ Putting It All Together</li> <li>◆ Preparing for the MTEL</li> </ul>		<b>SUMMARY &amp; EVAL OF READING PROGRAM</b>
5/06	◆ <b>Final Exam (9:00 am)</b>		<b>FINAL EXAM</b>

**ATTENDANCE POLICY:** As noted in the Lenoir-Rhyne catalog, instructors expect students to attend class, to be responsible for the academic consequences of absence, and to fulfill all course requirements regardless of absences. Attendance at every session is expected. You are allowed one absence without penalty; however, each subsequent absence will result in the loss of 5 points from your final grade. If you encounter an emergency and cannot attend, make arrangements to have any assignments due turned in by that session (e.g., email or fax). Obtain information and handouts covered in the missed session from a classmate, as you will be held responsible for all material covered each class meeting. If you withdraw from the course it must be done formally through the registrar's office to avoid receiving an F.

**ACADEMIC INTEGRITY POLICY:**

**THE LENOIR-RHYNE STUDENT HONOR COMMITMENT AND STATEMENT OF ACADEMIC INTEGRITY**

*A fundamental purpose of a liberal education is its attempt to cultivate in the student a sense of honor and high principles pertaining especially to academics, but extending to all areas of life. An inherent feature of Lenoir-Rhyne is its commitment to an atmosphere of integrity and ethical conduct. As a student of Lenoir-Rhyne, I accept as my personal responsibility the vigorous maintenance of honesty, truth, fairness, civility, and concern for others.*

*My devotion to integrity demands that I will not cheat in academic work and that I adhere to the established and required community code of conduct. I accept the responsibility for upholding the established standards against those who would violate them. And I understand and accept the consequences of infracting upon or assisting others in infracting upon this code. In addition to and beyond the requirements of any code of law, I affirm my own commitment to personal honor and integrity in all matters large and small. Even though the ideal of honor is an abstract one, by implementing this ideal, I join the men and women of Lenoir-Rhyne in making the concept of honor a reality.*

**PROFESSIONAL QUALITY:** All work should be completed neatly and of professional quality. Ten percent of the total points possible will be deducted if there are more than two errors (i.e., in grammar, spelling, or uncorrected typos). Directions should be carefully followed. If you do not understand the requirements of an assignment it is your responsibility to contact me for additional help prior to the session in which the assignment is due.

**ACCOMMODATION for DISABILITIES:** Lenoir-Rhyne University does not discriminate on the basis of physical or mental disability in admission, treatment, and access to any educational programs and activities. Any student with a disability who is eligible for, or has questions regarding accommodations, should contact Sherry Proctor, Director of Disability Services/Section 504 & Title III Coordinator - Cornerstone House; (828) 328-7296; [Sherry.Proctor@lr.edu](mailto:Sherry.Proctor@lr.edu).

**USE of STUDENT WORK:** The instructor reserves the right to make copies of any student work to keep as archival materials for accreditation purposes. You must submit any objections to this policy in writing to the instructor.

**PROFESSIONAL QUALITY:** All work should be completed neatly and of professional quality. Twenty percent of the total points possible will be deducted if there are more than two errors (i.e., in grammar, spelling, or uncorrected typos). Directions should be carefully followed. If you do not understand the requirements of an assignment it is your responsibility to contact me for additional help prior to the session in which the assignment is due.

**TARDY/LEAVING EARLY:** Students are expected to be on time and remain the entire class period. At the discretion of your instructor, two tardies and/or early departures can count as one absence.

**LATE ASSIGNMENTS:** Any assignment that is submitted on time may be revised and resubmitted, based on instructor feedback, to improve the grade. Revised work must be submitted within one week of receiving instructor feedback. Any work that is submitted late will not receive instructor feedback and may not be revised and resubmitted. Assignments that are submitted late will not receive full credit unless the student has communicated with the instructor regarding an extenuating circumstance. Late work will only be accepted if submitted within one week of the original due date. No late work will be accepted after the last day of class. For work that is submitted after the due date, one letter grade will be deducted from the assignment grade for each day. Any assignment submitted more than seven days after the due date will receive a grade of 0.