

Dr. Monica Campbell - *Professor of Education and Coordinator of the Elementary Education Program*

The following is information on the Literacy courses in the Elementary Teacher Education program at Lenoir-Rhyne University in Hickory, North Carolina:

At Lenoir-Rhyne University, teacher candidates complete six hours of instruction in foundations of reading coursework while simultaneously completing a one-hour corequisite lab. They receive reading instruction grounded in converging evidence in the science of reading. During site-based labs, teacher candidates apply the knowledge acquired in class to tutor striving readers by using data from a variety of sources to design and implement responsive individualized lessons. The instructor provides real-time coaching by offering immediate feedback, modeling evidence-based practices, and assisting with data analysis. In addition, Lenoir-Rhyne University values and nurtures its reciprocal partnerships with local public schools to produce highly qualified reading teachers. Hickory Public Schools provides classroom space for all reading courses and labs. Furthermore, school personnel are instrumental in identifying striving readers, providing valuable assessment information, and including teacher candidates in faculty development opportunities.

One challenge to providing excellent reading instruction is helping teacher candidates understand the vast complexities involved in teaching reading. Many preservice teachers learned to read without experiencing significant difficulties, so they incorrectly assume that teaching reading will be a simple task. They quickly realize, however, that Ehri's theory of orthographic mapping (1992) can be overwhelming and confusing. Thus, the instructor relies on the professional resources and videos provided by [The Reading League](https://www.thereadingleague.org/) (<https://www.thereadingleague.org/>) as supplemental course materials. If teacher candidates struggle with important terminology (e.g., phonemic and phonological awareness), they are encouraged to consult the explanations and detailed examples provided by [Reading Rockets](http://www.readingrockets.org) (www.readingrockets.org). Mastery of the big ideas in beginning reading instruction and acquisition of pedagogical skills demonstrated by effective reading teachers requires candidates to invest considerable effort and time preparing for classes by delving into the text and course materials, intentionally engaging throughout class sessions, and utilizing additional resources outside of class.

The National Council on Teacher Quality evaluates required reading coursework for elementary teacher candidates using the rubric below. Programs are scored based on their coverage of the five components of reading instruction - phonemic awareness, phonics, vocabulary, comprehension, and fluency.

As an A+ program for early reading, Lenoir-Rhyne University earned a total of 45 points (9 points for coverage of each of the five components of reading instruction).

Category	Component	0 points	1 point	2 points	3 points
Support of Understanding (Maximum points: 3)	Textbook Coverage	None of the required textbooks provide acceptable coverage of component			At least one of the required textbooks provides acceptable coverage of component
Instruction (Maximum points: 3)	Dedicated Lectures <i>"Intensive" refers to class sessions of 2.5 hours or more</i>	No portion of any course meeting adequately addresses component	Part of one course meeting adequately addresses component <i>Intensive:</i> Less than half of one course meeting adequately addresses component	At least one, but less than two course meetings adequately address component <i>Intensive:</i> At least half, but less than one course meeting adequately addresses component	Two or more course meetings adequately address component <i>Intensive:</i> One or more course meeting adequately addresses component
Demonstration of Knowledge (Maximum points: 3)	Quizzes, Tests, and Exams	Not required to demonstrate knowledge of component			Required to demonstrate knowledge of component
	Writing Assignments	No graded writing assignments address component	Part of one graded writing assignment addresses component	One graded writing assignment addresses component	More than one graded writing assignment addresses component
	Instructional Practice	No instructional practice is dedicated to component	Part of one instructional practice session dedicated to component	One instructional practice session dedicated to component	More than one instructional practice session dedicated to component



COURSE: EDU 312.30 /Foundations of Reading (Primary)
CREDIT HOURS: 3

TERM/YEAR: Mini I, Spring 2019

INSTRUCTOR: Monica L. Campbell, Ph.D.

EMAIL ADDRESS: monica.campbell@lr.edu

COURSE DESCRIPTION: Study of effective theories and principles for teaching reading in the five big ideas of the reading process to students in grades K-2 —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.

STUDENT LEARNING OUTCOMES:

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

- Describe and critique major approaches to the teaching of reading.
- 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.
- Demonstrate an understanding and knowledge of the phonological structure of the English language.
- Demonstrate an understanding of how culture, language, and disability influence reading achievement.

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 (5) on weekly reading assignments and class discussions. Quizzes will follow each respective big idea.
2. **Reading Autobiography:** Write your personal reading autobiography and list of reading values. Reflect on how you learned to read and the reading instruction you received throughout elementary school. If possible, try to contact family members who may remember more about your early reading. What books do you remember? Identify the top three things that influenced your learning to read. (Limit: 2 pages)
3. **Sounds Check-Out:** Before beginning the assessment of student/s, you must demonstrate mastery of letter sounds ("sounds check out"). You will have an additional opportunity to demonstrate mastery of these sounds if you are not satisfied with your first attempt. *Demonstrating a mastery of the sounds is a prerequisite for tutoring.
4. **Case Study Part I:** In collaboration with your cooperating teacher, you will work with a student who is considered a struggling reader. You will meet the case study requirements by working with the student to complete the following:
 1. **Pre-Assessment:** Administer an informal reading assessment. Describe the student (grade level, gender). Summarize the student's present level of performance and describe your instructional recommendations.
 2. **Lesson Plan I:** Based on the pre-assessment data, develop and conduct a lesson plan using the LR School of Education lesson plan template.

GRADING:

Assignment	Points
Quizzes	25
Autobiography	15
Sounds Check-Out ***must be mastered prior to submitting case study assignments***	20
Case Study Pre-Assessment	20
Case Study Lesson Plan I	20

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:

<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Due</u>
1/08	Course orientation, assignments, and syllabus North Carolina Read to Achieve SOUNDS		
1/10	History of Reading Instruction National Reading Panel Report Big Ideas	Intro: The Big Picture	
1/15	Reading Process & Structure of English	Chapter 1	
1/17	Emergent and Developing Literacy Letter Knowledge	Chapter 3 Chapter 4	READING AUTOBIOGRAPHY
1/22	Phonemic Awareness Defined Phonemic Awareness Strategies	Chapter 5	SOUNDS CHECK-OUT
1/24	Phonemic Awareness Assessment		
1/29	DIBELS & mClass		
1/31	Word Recognition: Alphabetic Principle	Chapter 6	
2/05	Word Recognition: Alphabetic Principle		
2/07	Word Recognition: Alphabetic Principle		
2/12	Alphabetic Principle Assessment		
2/14	Word Recognition: Irregular Words & Sight Words	Chapter 7	
2/19	Word Reading Assessments		
2/21	Reading Assessments		
2/26	Lesson Planning		CASE STUDY: PRE-ASSESSMENT
2/28	Lesson Planning Continued		LESSON PLAN 1



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

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.

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.

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:
 - **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.

- **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.
- **Post-Assessment:** Administer the reading assessment again. Summarize the student's present level of performance and your instructional recommendations.
- **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:

Date	Topic	Reading	Due
3/05	Course orientation, assignments, and syllabus Reading Assessments History of the English Language Decoding Multisyllabic Words (Syllable types)	Chapter 8	
3/07	Decoding Multisyllabic Words (Syllable Division Rules)		
3/12	SPRING BREAK		
3/14	SPRING BREAK		
3/19	Vocabulary	Chapter 11	
3/21	Activities for Teaching Vocabulary	Chapter 12	LESSON PLAN
3/26	Fluency	Chapter 9	
3/28	Activities to Improve Fluency	Chapter 10	
4/02	NO LAB: SCHOOL ON BREAK Comprehension	PP. 607-631	
4/04	NO LAB: SCHOOL ON BREAK Comprehension Strategies		
4/9	Literary Text	Chapter 14	
4/11	Informational Text	Chapter 15	
4/16	Evaluating Commercial Programs		OBSERVATION & REFLECTION
4/18	Evaluating Commercial Programs		
4/23	NO CLASS or LAB: ASSESSMENT DAY & UNIVERSITY RESEARCH		
4/25	Documentary: <i>A Tale of Two Schools</i>		POST-ASSESSMENT
4/30	Putting It All Together Preparing for the MTEL		SUMMARY & EVAL OF READING PROGRAM
5/06	Final Exam (9:00 am)		FINAL EXAM