Bachelor of Science Degree in Education
Elementary Education

I.   Course Prefix, Title, Credits, Description:

Department:	Education
Program:	Elementary
Course Number:	**RED 3309 Fall A 2010**
Faculty:	Dr. Donald May, Associate Professor
Office Hours:	Monday & Wednesday 1-4 PM
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Email:	mayd@DaytonaState.edu (When sending emails, please type your name and course (RED 3309) in the subject heading.
Course Title:	**Early and Emergent Reading K-2**
Course Credit:	3 hours
Course Description:	Increase the understanding of early literacy development and the conditions which promote total literacy from birth through lower elementary grades.
Prerequisites:	Admission to teacher education program.
Policies:	2 missed (unexcused) absences will result in a meeting regarding all coursework missed and review of reasons for missing class. Two or more absences in a 7-week term will also be discussed with academic advisor and/or Department Chairperson.

II. Required Text and Materials:

- Morrow, L. M. (2009). *Literacy development in the early years: Helping children read and write* (6th ed.). Boston: Pearson.
- **Download and Print:** National Institute for Literacy's Archived Content the (2006) *Put reading first: The research building blocks for teaching children to read.* http://www.nifl.gov/partnershipforreading/publications/PFRbookletBW.pdf
- **Download and Print:** Guidelines for Examining Phonics and Word Recognition – (http://searchlight.utexas.org/content/serp-elementary/materials/s1010075.pdf).

You will also need to purchase one pack of index cards (4"X6") to be used in class.
Please bring your Morrow text and index cards to each class session.

Suggested Texts:

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2008). *Words Their Way (4th edition).* Columbus, OH: Merrill Prentice Hall.

Fountas, I., & Pinnell, G.S. (1996). *Guided reading: Good first teaching for all children.* Portsmouth, NH: Heinemann Educational.

Publication Manual of the American Psychological Association (5th ed.). (2001). Washington, D.C.: American Psychological Association.

III. Course Objectives and Major Learning Outcomes:

Standards Key:
> FEAP - Florida Educator Accomplished Practices (* Indicates core / critical assignment(s) to be placed in professional portfolio by level: I=Initial, R=Reinforcement, P=Proficient)
> PEC – Florida Professional Education Competencies
> ESOL - English for Speakers of Other Languages
> FSAC- EE –Florida Subject Area Competencies—Elementary Education
> RC - Reading Competencies

At the completion of the course, Students will be able to:	FEAPs /PECs	ESOL	RC	FSAC -EE	Activities/Tasks Related to Objectives
1. Demonstrate an understanding of foundations of literacy including writing development and developmental stages of reading.	FEAP/ PEC 8	2	1A1, 1A2 1C1, 4.1, 4.2		Task A: Readings, learning log, group discussions, tests Task B: Annotated Bibliography Task H: Literacy Notebook
2. Identify factors that affect literacy acquisition and ways these factors impact children's language and literacy development (e.g. oral language development, phonological awareness, alphabetic knowledge, decoding, concepts of print, fluency, motivation, text structures, written language development).	FEAP /PEC 5,6,7,8	2,3,4,8 10,16	1A1, 1A2, 1B1, 1B2, 1C1, 1C2, 1D1, 1D2, 1F3, 1F4, , 4.1, 4.2, 4.3, 4.4, 4.5	1	Task A: Readings, learning log, group discussions Task B: Annotated Bibliography Task H: Literacy Notebook
3. Demonstrate an understanding of the relationship between language and literacy development comparing and contrasting first and second language learners and apply this to instructional practices for all students.	FEAP /PEC 3, 7, 8, 10 PEC 14	5, 6, 8, 9, 11	1C1, 4.1, 4.2, 4.3, 4.4, 5.1,	1	Task B: Annotated Bibliography Task E: Lesson Plans
4. Identify learning theories, models of the reading process and the essential reading components which are recognized best practices based on	FEAP /PEC 7, 8	5,8,9, 12	1F3 1F4		Task A: Readings, Learning log, discussions. Task B: Annotated

scientific research.					Bibliography Task D: Basal Reader Evaluation Task H: Literacy Notebook
5. Identify and apply research-based strategies to explicitly and systematically teach: concepts of print, phonemic awareness, phonics, decoding and encoding skills, ==fluency,== vocabulary, comprehension, and age-appropriate critical thinking skills to all students ==including ESOL and ESE students.==	FEAP /PEC 4, 8 PEC 14	5, 6, 8, 9, 11	1A1, 1A2, 1B1, 1B2, 1C1, 1D1, 1D2, 1E3, 2A, 2B, 2C, 2D, 2F.1, 2F.2, 4.6, 5.1, 5.2, 5.3, 5.4	2	Task A: Readings, Learning log, discussions Task B: Annotated Bibliography Task C: Strategy Presentation Task E: Lesson Plans
6. Apply the use of instructional strategies that support language development and the interdependence of the reading components to enhance comprehension for all learners.	FEAP /PEC 2,3,4,10	6,7,8, 9,11, 15,16	1E1, 1E2, 1F4 , 2D, 2E, 4.8 ,	2	Task C: Strategy Demonstration Task E: Lesson Plans
7. Apply the use of instructional strategies that support the acquisition of word recognition skills and reading ==fluency== for ==all students including ESE and first and second language learners.==	FEAP /PEC 1,7,8,11 PEC 14	10,13, 14,15, 16,19, 20	1C1, 1C2, 1F3, 2C		Task C: Strategy Presentation
8. Demonstrate the ability in matching and adapting materials for students having various levels of proficiency in reading, ==including materials for ESOL students.==	FEAP /PEC 6, 10; PEC 14	11,12, 17,19	2F4, 4.9	2	Task A: Readings, Learning log, discussions. Task D: Basal Reader Evaluation Task E: Lesson Plans
9. Demonstrate knowledge in organizing the primary classroom to support the literacy learning of all students including students with exceptionalities, ==first and second language learners== (e.g., grouping strategies, 90 minute block).	FEAP /PEC 3, 9	11,17, 18	1F5 , 2F3, 3.8, 4.7	2. 6	Task A: Readings, Learning log, and discussions.
10. Understand the ethical practices of differentiated grouping, modifications, accommodations, and the process of RTI including the use of technology for students with disabilities in the area of literacy.	FEAP /PEC 6		4.7		Task A: Readings, Learning log, and discussions.

IV. Outline of Topics

1. Literacy Instruction – theoretical foundations
   a. Theories of literacy acquisition
   b. Emergent literacy
   c. The Reading Process/Basic Reading Components

d. Balanced reading instruction
e. Reader response theory
f. Stages of language and literacy development including characteristics of ESOL students at different stages of second language acquisition and ESE students.

2. Literacy Instruction – learning and instruction
a. Phonemic awareness
b. Instruction of phonics
c. Vocabulary development in instruction with modifications for ESOL students
d. Comprehension and instruction
e. Fluency --Oral and silent reading
f. Guided reading
g. Directed reading lessons with trade book
h. Organizing and grouping for reading instruction
i. Differentiated instruction
l. Strategies to accommodate ESOL and ESE students.
m. 90 minute block procedures

3. Literacy Instruction: Materials
a. Role of basal readers in instruction
b. Use of technology
c. Selecting evaluating materials—readability and Lexile levels

4. Literacy Instruction and assessment
a. The role of formal assessment in literacy instruction
b. Informal assessments in literacy instruction
c. Incorporating assessments, curriculum, diversity into the planning of authentic literacy events

5. Literacy Instruction and diversity of learners
a. Instructional beliefs and practices for diverse learners
b. Influences of home and community
c. Cultural diversity
d. Linguistic diversity
e. Academic and cognitive diversity

V. Teaching Strategies

Lecture	X
Small/large group discussion	X
Cooperative Learning	X
Modeling	X
Independent Study/Project	X
Microteaching	X
Field-experience Application	X
Web-based/Internet	X

VI. Activities to Demonstrate Competencies and Skills (Tasks):

Note: *ALL* tasks must be uploaded into **LiveText.** Critical tasks (marked *) must also be uploaded as a part of the Professional Portfolio in LiveText.

A. Reading Assignments, Learning Logs, Class Discussions, and Quizzes
(FEAP: 5.1, 5.2, 5.3, 5.6, 5.7, 7.1, 7.2, 7.3, 7.4, 7.6, 8.1, 8.2, 8.3, 8.5, 8.6; PEC 5, 7, 8, 14; RC: 1A1, 1A2, 1B1, 1B2, 1C1, 1C2, 1D1, 1D2, 1F3, 1F4, 2A, 2B, 2C, 2D, 2E, 2F1, 3.2, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.12; ESOL 2,3,4,8, 10,11, 13, 16, 17, 18; FSAC-EE: 1, 2, 6)

There will be a series of learning logs and quizzes based on lectures, readings, small group and class discussions in which students will demonstrate understanding of definitions, theories, strategies and other information about topics covered in the course. **Learning Logs need to be uploaded into LiveText.** Questions for the quizzes will be collaboratively developed and reviewed in each class session.

See handout provided in class, posted on D2L and listed on LiveText regarding the Learning Log topics for this class.

B. Annotated Bibliography
(**FEAP** 3.1, 3.2, 4.1, 4.2, .4, 4.8, 4.9, 5.2, 5.3, 5.7, 7.2, 7.6, 8.1, 8.3, 8.5, 10.8, 10.16, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.9, 12.10, 12.11; **PEC** 1, 2, 3, 4, 5, 7, 8, 10, 12, 13, 14; **ESOL** 5, 6, 7, 8, 9, 15, 17; **FSAC-EE** 1, 2, 3, 4, 5, 6)

Students will compile an annotated bibliography of all research articles and resources used to create the Strategy Presentation and Lesson Plans assignments (a minimum of five references required). Template (guideline) provided on D2L. For each reference, students must record:
1. Correct APA citation,
2. Brief summary of article / resource,
3. Description of how resource was useful – what assignment was reference used for; what was the most important knowledge gained, etc.,
4. Quotation (must include page #) – most important quote that may be cited for Learning Logs and/or papers at a later date.

This assignment will be a valuable resource to compile for use in other classes and on other assignments.

C. Strategy Research Report and Presentations
(FEAP 1, 1.1, 1.2, 1.4, 1.5, 2, 2.3, 2.4, 2.7, 2.8, 2.9, 2.10, 2.11, 3, 3.1, 3.2, 3.9, 4, 4.1, 4.2, 4.3, 4.4, 5, 5.1, 5.3, 5.7, 7, 7.1, 7.2, 7.3, 7.4, 7.6, 8, 8.1, 8.2, 8.3, 8.4, 8.5, 10, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10, 10.12, 10.13, 10.14, 10.15, 10.16; PEC 1, 2, 3, 4, 5, 7, 8, 10, 14; RC: 1A1, 1A2, 1B1, 1B2, 1C1, 1C2, 1D1, 1D2, 1,E3, 1F3, 1F4, 2A, 2B, 2C, 2D, 2E, 2F1, 2F2, 3.2, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4 5.5, 5.6, 5.9, 5.12, 6.1, 6.7; ESOL 2, 4, 5, 6, 7, 8, 9, 10,11, 12, 13, 15, 16, 17, 18; FSAC-EE: 1, 2, 6)

Students will research strategies for teaching **each of the nine topics** below. With the help of your Directing Teacher, select one of the nine strategies to make a 10-15 minute presentation (mini-lesson) to an entire class of students (18-22 children). Your presentation needs to be for elementary students in a K-2 classroom (you may need to coordinate with another teacher at your field experience school site). Make sure to collaborate with your Directing Teacher to determine

which strategy is most appropriate for the needs of the students. The strategy should be something to enhance the instruction that is already taking place in the classroom. You must prepare all materials necessary for the students to practice this strategy within the appropriate context. Suggest use of Bear et. al. as resource.

Topics and suggested strategies:
1. **Concepts about Print** – Shared book experience, Context Clues
2. **Phonemic Awareness** – Elkonin Boxes for Segmenting, Blending Activity, Rhyming Activity, Beginning Consonant Sounds,
3. **Alphabet Knowledge** – Alphabet Activity, Alphabet Guessing Game
4. **Phonics** – Making Words Activity, Speech to Print Phonics, Phonics-Sorting Activity, Word Building Approach,
5. **Vocabulary** / **High Frequency Words** – Language Experience Approach , High Frequency Words Lesson,
6. **Word Study** – Initial Sound Bingo, Making Words with Cubes game,
7. **Structural Analysis of Words** – Orthographic analysis, spelling morphologies, and other phonics skills**,**
8. **Fluency** – Model phrasing, paired reading, repeated reading, speed drills,
9. **Comprehension** – Directed Reading Activity, Reciprocal Teaching, Text Walk for Beginning Readers.

Prepare a Report on One Strategy for Each Topic Including: (template provided on D2L)
1. Purpose – state the specific purpose of the strategy,
2. Level - indicate the specific level of reader targeted (e.g. Emergent, Early),
3. Accommodations – Identify if it is an ELL or ESE strategy and/or what accommodations need to be made for diverse learners,
4. Discussion of Pre- and Post- Assessments Used – The lesson to be taught in the classroom will be accompanied by a pre-assessment to determine a baseline and student needs and a post-assessment to determine the impact made towards students' achievement (you may use a pre-assessment already administered by the Directing Teacher if available). Both the pre-assessment and post-assessment should incorporate authentic assessment instruments or methods, approved by the Directing or Supervising Teacher, which are suited to the needs of the students.
5. Multiple Intelligences Applications – based on Gardner's Theory of Multiple Intelligences, state which "type of intelligence" (or modes of learning) are most applicable to the strategy,
6. Materials – state all materials needed, including resources referenced using APA style,
7. Procedures – explain each step used to present the lesson,
8. Variations – state whether there are variations that may be used and/or suggest alternate strategy based upon field experience presentation,
9. Reflection (for the one strategy selected to present in-field) – Please reflect upon how your strategy presentation went with the students and what you would do differently to improve the strategy instruction in the future. You should also ask your Directing Teacher to give you feedback regarding your presentation and include the teacher's comments in this section.

Presentation for DSC Class

Students will make a 10-15 minute presentation to the DSC class to share their expertise and help other students learn more about the strategy they researched and implemented in the field. Students will provide each class member a copy of the Strategy Report.

D. Basal Reader Examination and Evaluation
(FEAP 1, 1.1, 1.2, 1.3, 1.4, 1.10, 1.11, 2, 2.2, 3, 3.14, 7, 7.2, 8, 8.3, 8.5, 10, 10.4, 10.8, 10.15; PEC 1, 7, 8, 10, 14; ESOL 5, 8, 10, 11, 12, 15, 17, 19; FSAC-EE 1, 2, 6)

In order to learn more about commercial reading programs, you will investigate one program in use at your field experience location. This inquiry will include the following steps:
1. **Download, print, and read the following booklet first. Use evaluation charts provided to complete this activity:** Guidelines for Examining Phonics and Word Recognition – (http://searchlight.utexas.org/content/serp-elementary/materials/s1010075.pdf). This booklet focuses on instruction in phonics and word recognition programs. The booklet aims to provide teachers with various guidelines to use to evaluate phonics and word recognition programs to determine if they reflect sound, research-based and classroom-tested instructional practices.
2. Interview the teacher who uses the program,
3. Review the materials to identify what teaching strategies are used, what model of reading instruction underlies the program, what it seeks to teach through its program, what components of a comprehensive program are incorporated (i.e., read-alouds, guided reading, etc.).
4. Evaluate the program based on what you have read and what has been discussed in class, and the forms found in the "Guidelines" booklet. Attach these forms to your report. Write a report in which you share your findings. Include a description of the program, teacher impressions of it, appropriateness for ESOL and ESE students, and your evaluation of it.

Students will provide a one-page summary of the Basal Reader Examination and Evaluation for each class member.

E. *Lesson Plans
(FEAP 2.2, 2.3, 2.4, 2.8, 3.2, 3.9, 3.13, 4.1, 4.2, 4.9, 4.10, 6.3, 6.8, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 8.1, 8.2, 8.3, 8.4, 10.1, 10.3, 10.4, 10.5, 10.6, 10.8, 10.13, 10.15, 10.16; PEC 2, 3, 4, 6, 7, 8, 10, 14; ESOL 5, 6, 7, 8, 9, 11, 12, 15, 16, 17, 19; RC 1A1, 1A2, 1B1, 1B2, 1D1, 1E2, 1E3, 2A, 2B, 2D, 2E, 2F4, 4.1, 4.2, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.9; FSAC-EE 1, 2)

Write five (5) explicit, systematic lesson plans, based on scientific reading research; one for teaching a lesson that scaffolds learning on each of the following topics:
1. **Phonemic Awareness and Analysis,**
2. **Phonics,**
3. **Word building / Vocabulary,**
4. **Fluency, and**
5. **Comprehension**

Format for writing lesson plans (Hybrid OLM Hunter Method) provided on D2L. You will be given time in class to collaborate with other students, however, each student will turn in **original** lesson plans for each topic.

F. Field Experience (See related activities above for competencies).
(FEAP 1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.10, 1.11, 2, 2.1, 2.2. 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 3, 3.1, 3.2, 3.3, 3.4, 3.7, 3.8, 3.9, 3.10, 3.11, 3.14, 3.15, 4, 4.2, 4.4, 4.6, 4.7, 4.8, 4.9, 4.11, 5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 7, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 8, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 9, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 9.13, 9.14, 9.15, 9.16, 10, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.8, 10.9, 10.10, 10.11, 10.12, 10.13, 10.14, 10.15, 10.16, 10.17,11, 11.2, 11.4, 11.6, 11.7, 11.8, 11.11, 12, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13; PEC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14)

The field experience will be in a classroom with ESE, ELL, and/or diverse students in a rural or urban school. Students are required to spend a minimum of fifteen hours for this course in an elementary school classroom. It is suggested that the majority of these hours be in a K-2 classroom if possible. During this time, you will work with an assigned Directing Teacher who will be documenting and evaluating your activities. Choose one of your field experience activities (Assignments C or E) and reflect upon your performance. Upload your reflective writing into LiveText.

G. Disposition to Teach
(FEAP 3, 3.1, 3.2, 3.9, 3.15; PEC 3)

Students will develop their own teacher's credo, or belief statement, regarding why they teach and create their own "Why I Teach" file. Sample "Why I Teach" writings will be shared in class. Students may be creative with choosing the medium of this assignment − this may be a poem, song, video, etc.

H. Literacy Resource Notebook
(FEAP/PEC 1, 3, 5,6,7,8, 9, 10; ESOL 2, 3, 4, 8 10, 11, 12, 16, 17, 18, 19; RC: 1A1, 1C2, 4.7, 5.12; FSAC-EE 1, 6)

Students will create a resource notebook with a table of contents and include the following dividers and tabs for resources:
1. **Reading Strategies** – include your own reports and those compiled from classmates; arrange these by the topics listed above under assignment C
2. **Lesson Plans** – arranged by the five areas of reading listed under assignment E
3. **Related Resources** – may include class activities, handouts regarding instructional strategies, theories of reading, and other useful information you may need for your internship.
4. **ELL / ESOL** – have a separate section for any ELL / ESOL assignments and coversheets with the instructor's signature. These ESOL assignments can later be moved directly to your ESOL Binder, which is required for graduation.
5. **Annotated Bibliography** – print a copy of your current document and include copies of all articles referenced.

You may include additional materials you may find helpful to prepare for your internship and those you are collecting for use in teaching early literacy. This teaching resource notebook is mainly for you, so you should organize materials in such a way that allows you to easily locate them for later use.

I. **Final Exam**
(FEAP/PEC 1, 3, 5, 6, 7, 8, 10; ESOL 2,3,4,8, 10,11, 16, 17, 18; RC: 1A1, 1A2, 1B1, 1B2, 1C1, 1C2, 1D1, 1D2, 1F3, 1F4, 2A, 2B, 2C, 2D, 2E, 2F1, 3.2, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.12 ; EE 1)

The final exam will be developed directly from the quizzes given in class. Questions for each quiz, and the final exam, will be based on lectures, readings, small group and class discussions in which students will demonstrate understanding of definitions, theories, strategies and other information about topics covered in the course. Questions for the quizzes and final exam will be collaboratively developed and reviewed in class.

VII. Grading Scale

A.	**Learning Logs and Quizzes**	**10%**
B.	**Annotated Bibliography**	**5%**
C.	**Strategy Research & Presentations**	**25%**
D.	**Basal Reader Evaluation**	**10%**
E.	**Lesson Plans (5)**	**25%**
F.	**Field Experience**	**5%**
G.	**Final Exam**	**10%**
H.	**Disposition to Teach**	**5%**
I.	**Emergent Literacy Notebook**	**5%**
	Total	**100%**

Grades: A = 90-100; B = 80-89; C = 70-79; D = 65-69; F = below 65)

Summative Evaluation Methods:
Grades are based on an accumulated weighted point system. Letter grades will be assigned according to the number of points accumulated on assignments. A final grade of "I" (incomplete) may be given at the discretion of the instructor in cases of emergency. To receive an incomplete, a student must have an accumulated minimum score of 70% on completed assignments and make a written request stating the reason(s) for requesting an "I" (incomplete) to be temporarily assigned. Students must complete all assignments to successfully complete the course with a C or better. Unless otherwise specified, all assignments must be typewritten using APA (American Psychological Association) formatting. Assignments with multiple mistakes in grammar, syntax, and spelling errors will not be accepted (request for resubmission made at the discretion of the instructor).

VIII. Suggested Reading and Resources

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

Adams, M.J., Foorman, B.R., Lundberg, I., & Beeler, T. (1998,Spring/Summer). *The elusive phoneme: Why phonemic awareness is so important and how to help children develop it.* American Educator, 22, 18- 29.

Baumann, J., & Kame'enui, E. (Eds.). (2004). *Vocabulary instruction: Research to Practice. NY: The Guilford Press.*

Beck, I.L. (2006). *Making sense of phonics: The hows and whys.* New York: Guilford Press.

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2008). *Words their way: Word study for phonics, vocabulary, and spelling instruction (Fourth ed.).* Upper Saddle River, NJ: Merrill.

Bear, D. R., & Templeton, S. (1998). Explorations in developmental spelling: Foundations for learning and teaching phonics, spelling, and vocabulary. *The Reading Teacher, 52*(3), 222–242.

Birsh, J. R. (Ed.). (1999). *Multisensory teaching of basic language skills.* Baltimore: Brookes.

Bos, C. S., & Vaughn, S. (2009). *Strategies for teaching students with learning and behavior problems* (7th ed.). Boston: Allyn and Bacon.

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (*Third ed.*). Upper Saddle River, NJ: Prentice Hall.

Carreker, S. (1999a). Teaching reading: Accurate decoding and fluency. In J. R. Birsh (Ed.), *Multisensory teaching of basic language skills* (pp. 141–182). Baltimore: Brookes.

Carreker, S. (1999b). Teaching spelling. In J. R. Birsch (Ed.), *Multisensory teaching of basic language skills* (pp. 217–256). Baltimore: Brookes.

Chard, D. J., & Osborn, J. (1999). Word recognition instruction: Paving the road to successful reading. *Intervention in School and Clinic*, *34*(5), 271–277.

Cunningham, A. E., & Stanovich, K. E. (1990). Early spelling acquisition: Writing beats the computer. *Journal of Educational Psychology*, *82*(1), 159–162.

Cunningham, P. M. (2000). *Phonics they use: Words for reading and writing* (3rd ed.). New York: Addison-Wesley Longman.

Fox, B. J. (1996). *Strategies for word identification: Phonics from a new perspective.* Englewood Cliffs, NJ: Prentice Hall.

Gaskins, I. W., Ehri, L. C., Cress, C., O'Hara, C., & Donnelly, K. (1996/1997). Analyzing words and making discoveries about the alphabetic system: Activities for beginning readers. *Language Arts, 74*, 172–184.

Goswami, U. (1998). The role of analogies in the development of word recognition. In J. Metsala & L. Ehri (Eds.), *Word recognition in beginning literacy.* Mahwah, NJ: Erlbaum.

Graham, S. (2000). Should the natural learning approach replace spelling instruction? *Journal of Educational Psychology*, *92*(2), 1–13.

Gunning, T. G. (1998). *Assessing and correcting reading and writing difficulties*. Boston: Allyn and Bacon.

Hasbrouck, J., & Parker, R. (2001). *Quick phonics screener*. College Station, TX: Texas A&M University.

Hudson, R.F., Lane, H. B, & Pullen, P. C. (2004). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*, August.

Juel, C., & Minden-Cupp, C. (2000). Learning to read words: Linguistic units and instructional strategies. *Reading Research Quarterly*, *35*(4), 458–492.

McCardle, P. & Chhabra, V. (Eds.). (2004). *The voice of evidence in reading research.* Baltimore: Brooks.

Miller, W. (2000). *Strategies for developing emergent literacy*. Boston, MA: McGraw-Hill.

Moats, L. C. (1995). *Spelling: Developmental disability and instruction*. Baltimore: York Press.

Moats, L. C. (1998). Teaching decoding. *American Educator, 22*(1–2), 42–49, 95–96.

Moats, L. C. (1999). *Teaching reading is rocket science: What expert teachers of reading should know and be able to do*. Washington, DC: American Federation of Teachers.

Moats, L. C. (2000). *Speech to print: Language essentials for teachers*. Baltimore: Brookes.

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Online Resources

Go to the State of Florida Department of Education websites for a wealth of useful links regarding teaching reading and content area literacy strategies. Here are some examples:

Bureau of School Improvement E Library
http://www.flbsi.org/elib/elibrary.aspx

Florida Online Reading Professional Development (FORPD)
http://forpd.ucf.edu/strategies/archive.html

Florida Center for Reading Research (FCRR)
http://www.fcrr.org/

The American Psychological Association (APA) Style Help Website (View Tutorial)
http://www.apastyle.org/apa-style-help.aspx

Daytona State College Library APA Help Guide
http://www.daytonastate.edu/library/referencetools.html

Purdue Online Writing Lab (OWL) APA Guidelines
http://owl.english.purdue.edu/owl/resource/560/01/

IX. Academic Integrity Policy

Daytona State College is committed to providing you with quality instruction, guidance, and opportunities for academic and career success by fostering academic excellence in a supportive and personalized learning environment. Maintaining high standards of academic honesty and integrity in higher education is a shared responsibility and an excellent foundation for assisting you in making honorable and ethical contributions to the profession for which you are preparing. In order to preserve academic excellence and integrity, the College expects you to know, understand, and comply with the Academic Integrity Policy, which prohibits academic dishonesty in any form, including, but not limited to, cheating and plagiarism. Grades conferred by instructors are intended to be, and must be, accurate and true reflections of the coursework actually produced and submitted by you. All cases of suspected violations of the Student Code of Conduct, including academic dishonesty, are reported to the Judicial Affairs Office for

resolution. **The following rules and regulations apply to both classroom and field experience settings:**

1. **Professional Behavior –** Students are expected at all times to show courteous and professional behavior toward colleagues, visitors, school personnel, and all Daytona State College employees. When DSC students volunteer in schools, they must behave and dress as professionals (the school system or school administrator may provide specific details on professional dress code policy). When in class and volunteering in schools, cell phones are to remain turned OFF and only used in cases of emergency.
2. **Communication:** The best way to communicate with the instructor is through email. Students may expect responses to email within 2 business days. Students may expect assignment grades within one week after submission. Students must login to Florida Online (D2L) every 48 hours.
3. **Attendance and Tardiness Policy:** Attendance is linked to the grading policy and therefore important. Students are expected to arrive on time and to remain engaged in class discussions. More than two unexcused absences (as well as chronic tardiness) will affect your final grade. If you must miss a class due to illness or other valid reason, it is important that you contact the instructor via voice message at 386-506-4436 and email (mayd@DaytonaState.edu).
4. **Late Work, Resubmissions and Exams:** Late work and resubmissions may be accepted at the discretion of the instructor within one week of the original due date. The decision to accept late work or grant resubmission will be based on individual student circumstances. These circumstances must be clearly communicated to the instructor before late work will be accepted or request for resubmission granted. One letter-grade may be taken for each late assignment or resubmission, making the highest possible grade a "B." Students may make-up and/or re-take one quiz at the end of the next class session. In order to do so, students must request a make-up / re-take opportunity.

5. **Notice to students:** Syllabus is subject to change**.**

Forms of Academic Dishonesty

Cheating -Cheating can be defined as: receiving or giving unauthorized assistance on a quiz, test, exam, paper, or project or unauthorized use of materials to complete such; collaborating with another person(s) without authorization on a quiz, test, exam, paper, or project; taking a quiz, test, or exam for someone else or allowing someone else to do the same for you.

Plagiarism -Plagiarism can be defined as: submitting work in which words, facts, or ideas from another source are used without acknowledging that the material is borrowed whether from a published or unpublished source. For specific information on how to document information from other sources, students should check with their instructors, academic departments, or a recognized writing manual, such as the MLA or APA.

Fabrication -Fabrication can be defined as: listing sources in a bibliography that one did not actually use in a written assignment; presenting false, invented, or fictitious data/evidence in a written assignment.

Other Academic Misconduct
Other Academic Misconduct might include, but is not limited to:
- In a testing situation, conduct, such as, looking at a classmate's test, talking to a classmate, or leaving the classroom without the instructor's or proctor's permission.
- Obtaining by the theft/purchase OR selling/ giving part or all of a test.
- Entering an office or building for the purpose of changing a grade on a test, assignment, or in a grade book or for the purpose of obtaining a test.
- Altering or attempting to alter academic records of the College which relate to grades; being an accessory to same.

X. Student Disability Services
To arrange for reasonable accommodations, students with disabilities should contact Student Disability Services (SDS) at the following locations: Bldg. 100 ANNEX, Rm. 108, on the Daytona Beach Campus; Bldg. 7, Rm. 142 on the Deland Campus; Bldg. 1, Rm. 208 on the Deltona Campus; and Bldg. 2/100C on the Flagler/Palm Coast Campus. Students needing accommodations on the New Smyrna Beach should call (386) 506-3657 to arrange an appointment to meet an SDS Specialist on that campus. To apply for reasonable accommodations, a student with a disability must provide SDS with appropriate written documentation from a licensed medical or mental health professional, who is qualified to diagnose his/her disability. The diagnosis should clearly state what the disability is and delineate the expected academic limitations caused by the disability
Any student needing accommodations for any DSC entrance exam should meet with a student disability specialist prior to scheduling his/her exam.