

## Faculty Senate Course Form

Effective Date: **Spring 2025**  Submission Date: 08/23/2024

Department: Teaching and Leadership

College of: **Education**

Contact Person: Jason Clemensen

Prefix:

Create New, Revise, Inactivate, or Reactivate: **Revision**

Course #: **EDUC 531**

### Course Form:

- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to inactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

#### 1. Purpose/Justification for the Changes:

This course is being changed to ensure our Para 2 Teach students are prepared to teach the Science of Reading and Structured Literacy per Kansas SB 438

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*

Yes  No

3. Is this course to be considered for General Education?

*If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.*

Yes  No

4. Will this course be required of any education majors?

*If "yes," this requirement will need approval of the Council for Teacher Education before upload to "College Curriculum Legislation" in SharePoint.*

Yes  No

5. Will additional resources or costs be required?

Yes  No

If so, what will be needed?

PSU Faculty Senate 24-25

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?  
 If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.

Yes       No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:  
**Attach with upload.**

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:  
**Attach with upload.**

**Course Numbers cannot be changed, only created.**

	Existing	New/Proposed
Title:	Literacy for Primary Grades	Science of Reading I
Course Number:	<b>EDUC 531</b>	<b>EDUC 531</b>
Credits:	<b>3 hours</b>	<b>3 hours</b>
Grading System:	A-F, IN <input type="button" value="v"/>	A-F, IN <input type="button" value="v"/>
Pre/Co-Requisite(s):		
Course Description:	The foundation of literacy instruction for primary grades in the areas of reading, writing, speaking, listening, viewing, handwriting, grammar, and spelling. The course is designed to prepare the teacher candidate to effectively organize a primary language arts program and assess, plan, teach, and monitor student progress.	This course focuses on methods of literacy instruction for early childhood and elementary-aged children in the areas of reading, writing, speaking, listening and language. Emphasis is placed on phonological and orthographic instructional strategies to support readers and writers across the five pillars of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Students will investigate the role of the teacher in the development of language processes in inclusive settings. This course includes a strong emphasis on the role of assessment in the teaching and learning process to inform planning, teaching, and assessing language arts learning experiences that engage all learner. Additionally, this course provides hands-on teaching experiences at primary grades through a supervised, on-site practicum.

## Authorization Sign-Off

### Checklist

- |                                     |                                   |
|-------------------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> | Required fields completed.        |
| <input checked="" type="checkbox"/> | Syllabus attached for new courses |
| <input checked="" type="checkbox"/> | Assignment Strategies Attached    |

-Approved: Department Chair/Director

Date: 09/06/2024

Signature, Chair/Director: \_\_\_\_\_

*Jason Clemensen*

-Approved: College Curriculum Committee

Date: 10/1/24

Signature, Committee Chair: \_\_\_\_\_

*John Opler*

-Approved: Dean of College

Date: 10/1/24

Signature, Dean: \_\_\_\_\_

*John Opler*

-Approved: Council for Teacher Education (if applicable)

Date: 10/2/24

Signature, Council Chair: \_\_\_\_\_

*John Opler*

-Approved: University Undergraduate Curriculum Committee

Date: \_\_\_\_\_

Signature, Committee Chair: \_\_\_\_\_

-Approved: Faculty Senate

Date: \_\_\_\_\_

Signature, Recorder Faculty Senate: \_\_\_\_\_

Originating Departments(s): After completing this form, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

Pittsburg State University  
 EDUC 531: Science of Reading I (with  
 Practicum)



Pittsburg  
 State  
 University



Course Instructor:

Instructor:	Dr. David Wolff, Assistant Professor
Contact Information:	✉ <a href="mailto:dwolff@pittstate.edu">dwolff@pittstate.edu</a> (preferred method) ☎ No office phone number ☎ 507-589-5633 (personal) 📺 via Zoom
Office Hours:	M: Via Zoom by appointment Tu: x W: Via Zoom by appointment Th: x F: Via Zoom by appointment
Syllabus Supplement:	Students are asked to review the syllabus supplement: it includes important University information regarding dates, policies and regulations. The Syllabus Supplement is available on the Registrar's office web site at:  <a href="https://www.pittstate.edu/registrar/syllabus-supplement.html">https://www.pittstate.edu/registrar/syllabus-supplement.html</a>  Click on the appropriate semester for important dates and information.



Course Details:

Course Description:	This methods course focuses on methods of literacy instruction for teaching early childhood and elementary-aged children in the areas of reading, writing, speaking, listening and language. Emphasis is placed on phonological and orthographic instructional strategies to support readers and writers across the five pillars of reading: phonemic awareness, phonics, vocabulary, fluency, and
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The instructor retains the right to change the syllabus, schedule, and assignments at any time.

	<p>comprehension. Students will investigate the role of the teacher in the development of language processes in inclusive settings. This course includes a strong emphasis on the role of assessment in the teaching and learning process to inform planning, teaching, and assessing language arts learning experiences that engage all learners. Additionally, this course provides hands-on teaching experiences at primary grades through a supervised, on-site practicum.</p>
<p>Course Delivery Method:</p>	<p>Online, asynchronous  <i>Note. This course does not meet in person</i>  <i>Note. The practicum associated with this course is IN PERSON.</i></p>
<p>Instructional Resources:</p>	<p>Textbooks:</p> <ol style="list-style-type: none"> <li>1. Blevins, W. (2017). <i>Phonics from A to Z: A Practical Guide</i> (3rd Edition). Scholastic. ISBN: 978-1338113495</li> <li>2. Mullaly Hunt, L. (2015). <i>Fish in a Tree</i>. Penguin Random House. ISBN: 978-0142426425</li> <li>3. Kansas Department of Education. (2023). <i>Dyslexia Handbook</i>. <a href="https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Kansas%20Dyslexia%20Handbook%20(2023-2024).pdf">https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Kansas%20Dyslexia%20Handbook%20(2023-2024).pdf</a></li> <li>4. Gurjar, N. &amp; Meacham, S. (2023). <i>Methods of Teaching Early Literacy</i>. Iowa State University Digital Press. <a href="https://open.umn.edu/opentextbooks/textbooks/methods-of-teaching-early-literacy">https://open.umn.edu/opentextbooks/textbooks/methods-of-teaching-early-literacy</a></li> <li>5. Munger, K. A. (2016). <i>Steps to Success: Crossing the Bridge Between Literacy Research and Practice</i>. Open SUNY Textbooks. <a href="https://milneopentextbooks.org/steps-to-success/">https://milneopentextbooks.org/steps-to-success/</a> or <a href="https://open.umn.edu/opentextbooks/textbooks/steps-to-success-crossing-the-bridge-between-literacy-research-and-practice">https://open.umn.edu/opentextbooks/textbooks/steps-to-success-crossing-the-bridge-between-literacy-research-and-practice</a></li> <li>6. Moats, L. C. &amp; Tolman, C. A. (2019). <i>LETRS</i> (3<sup>rd</sup> Edition). Voyager Sopris Learning, Inc. ISBN: 978-1-4916-0960-6</li> <li>7. Reading Rockets. (2024). <i>Launching Young Readers</i>. <a href="https://www.readingrockets.org/reading-101/launching-young-readers">https://www.readingrockets.org/reading-101/launching-young-readers</a></li> <li>8. KSDE Dyslexia Training Online Module 1: <i>Definition and Characteristics of Dyslexia, and What it's NOT</i> <a href="https://vimeo.com/788071086">https://vimeo.com/788071086</a></li> <li>9. KSDE Dyslexia Training Online Module 2: <i>Evidence and research-based and Building a Reading Brain</i> <a href="https://vimeo.com/788071405">https://vimeo.com/788071405</a></li> <li>10. KSDE Dyslexia Training Online Module 3: <i>Science of reading and structured literacy: Phonology &amp; Phonics</i> <a href="https://vimeo.com/788355262">https://vimeo.com/788355262</a></li> </ol> <p>Additional Resources:</p>

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	<p>11. Risley, T. R. &amp; Hart, B. (1995). <i>Meaningful Differences in the Everyday Experience of Young American Children</i>. Brookes Publishing.</p> <p>12. Adams, M. (2012). <i>ABC Foundations for Young Children: A Classroom Curriculum</i>. Brookes Publishing.</p> <p>13. Blevins, W. (2019). <i>Meeting the Challenges of Early Literacy Phonics Instruction: Literacy Leadership Brief</i>. International Literacy Association.</p> <p>14. Cassano, C. M. &amp; Rohde, L. E. (2020). <i>Phonological Awareness in Early Childhood Literacy Development: Position Statement and Research Brief</i>. International Literacy Association.</p> <p>15. International Dyslexia Association. (2019). <i>IDA Dyslexia Handbook: What Every Family Should Know</i>.  <a href="https://app.box.com/s/8ucxzz2u5wq2wezqoaqgrltn532z97bz">https://app.box.com/s/8ucxzz2u5wq2wezqoaqgrltn532z97bz</a></p> <p>16. International Dyslexia Association. (2017). <i>Dyslexia in the Classroom: What Every Teacher Needs to Know</i>.  <a href="https://structuredlit.wordpress.com/wp-content/uploads/2015/01/DITC-Handbook.pdf">https://structuredlit.wordpress.com/wp-content/uploads/2015/01/DITC-Handbook.pdf</a></p> <p>Other Materials:</p> <p>17. Various research studies, articles, and videos, as assigned.</p> <p>18. Access to College and Career Ready Standards for English Language Arts</p> <p>19. Three ring binder; size: 1 ½ or 2 inches</p> <p>Computer and Internet Access: There is the expectation that students are able to proactively access the resources required to be successful in the class.</p>
<p>Course Goals and Objectives :</p>	<p>Upon completion of this course, teacher candidates should be able to:</p> <ol style="list-style-type: none"> <li>1. The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the English/language arts and the science of reading (Reading, Writing, Speaking, Listening, Language, Viewing, and Visual Representation) and creates structured literacy-learning experiences involving comprehension, fluency, morphology, phonics, phonological/phonemic awareness, semantics/language/vocabulary, syllable instruction, and syntax that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.</li> <li>2. The teacher candidate understands and uses a variety of appropriate English/language arts assessment strategies to engage students in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.</li> </ol>

	<p>3. The teacher candidate uses a variety of instructional strategies to plan and implement instruction that supports every student in meeting rigorous learning goals and encourage all learners to develop deep understanding of the English Language Arts and their cross-disciplinary connections, and to build skills to apply knowledge in meaningful ways.</p> <p>4. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.</p> <p>5. The teacher candidate recognizes and values human differences and is committed to meet the diverse educational needs of all students.</p>
Guiding Standards	<ul style="list-style-type: none"> <li>• <a href="#">KSDE Professional Education Standards</a></li> <li>• <a href="#">KSDE Educator Preparation Standards Elementary Education PreK-6</a></li> <li>• <a href="#">KSDE Educator Preparation Standards Elementary Education Unified</a></li> <li>• <a href="#">KSDE Educator Preparation Standards Early Childhood B-K</a></li> <li>• <a href="#">KSDE Dyslexia Handbook</a></li> <li>• <a href="#">PSU Teacher Education Handbook</a></li> </ul>
Turning in Assignments:	Assignments are to be submitted through Canvas; feedback and grades are also posted using Canvas, the learning management system.
Feedback Expectations:	Students should expect feedback on assignments and assessments within two weeks of the due date. If assignments are turned in after the due date, feedback may be delayed beyond two weeks.
Time Requirements:	<p>For college courses of 4 credits, there is a minimum of a 4 hours of in-class time expectation with additional time expectation out of class for completing assignments. For each credit hour, 2 hours of work outside-of-class is expected to prepare for the upcoming class time including: reading text, watching videos, completing assignments, preparing for exams, lesson planning for field experiences, and reflecting on professional practices.</p> <p>This course is a 4-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 8 hours of course-related work each week during the semester.</p> <p><i>For EDUC 366, the instructional hours each week include:</i></p> <ul style="list-style-type: none"> <li>• <i>4 hours of online engagement including lecture, application, and discussion, and</i></li> <li>• <i>8 hours of out-of-class preparation.</i></li> </ul>

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	<p>If this is an online or Hybrid course, be prepared to devote the same amount of time required for traditional courses to complete weekly assignments and course projects.</p>
<p>Course Check &amp; Connect:</p>	<p>Due to the nature of an online, asynchronous course, additional time will be announced where students have the option to meet with Dr. Wolff as a small- or large-group to ask questions and go deeper into the content.</p> <p>These online meetings are called, “Check &amp; Connect” meetings. <i>All Check &amp; Connect meetings are optional.</i></p> <p>All Check &amp; Connect meetings will be held on Zoom. An announcement will be sent via Canvas to all students enrolled in the course with the Zoom link.</p> <p>Check &amp; Connect meetings are not a substitute for watching lectures, reviewing notes/slides, reading assignment descriptions, etc. Check &amp; Connect meeting are to help students find clarity about topics and assignments and deepen their understanding of the content.</p>



#### Course Policies:

<p>Canvas LMS:</p>	<p>Professors use various methods to communicate interim and final due dates. Be sure to make a note of how a professor will communicate with you.</p> <p>Canvas is the Internet-based learning management system used to deliver online course instruction, distribute information, submit completed assignments, post grades and communicate with students. This course utilizes Canvas, so it is essential to learn how to navigate the system.</p> <p>Student support is provided through the OIS Gorilla Geeks Help Center. Hours of operation are 8:00 am till 4:30 pm. More information may be found at <a href="http://www.pittstate.edu/geeks">http://www.pittstate.edu/geeks</a> or at 109 Whitesitt, 620-235-4600 or email <a href="mailto:geeks@pittstate.edu">geeks@pittstate.edu</a></p> <p>Access the Canvas 101 Tutorial at the bottom of the login page <a href="http://pittstate.instructure.com">http://pittstate.instructure.com</a> and review the modules listed in the course</p>
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	<p>navigation. The tutorial includes information about Canvas and explains how to use the system.</p>
<p>Attendance Policy:</p>	<p>Due to the online nature of this course, attendance is viewed as timely and consistent submission of assigned work.</p> <p>It will also include checking the Announcements and Inbox sections of Canvas frequently for any new messages from the instructor.</p> <p>In accordance with Teaching and Leadership departmental procedure, if a student has three missing assignments (excused or unexcused), there may be consequences: a required meeting with the professor, a concern form, or withdrawal from the class.</p> <p><u>Attendance Incentive (Excluding Practicum Attendance):</u>          If the student has turned in all assignment on time and did not have late assignments, they will be will exempt from the completing the Semester Reflection. Students who earned this will be notified during Dead Week and will automatically earn full points for the Semester Reflection.</p> <p><u>Practicum Attendance:</u></p> <ul style="list-style-type: none"> <li>• Attendance to all practicum dates are required.</li> <li>• All practicum dates and time will be set for you. At the time of the publication of the syllabus, you will be assigned to a classroom at Westside Elementary School for 8 days (Mondays and Wednesdays; from 8:00am-10:00am) during the semester; totally 16 hours.</li> <li>• Attendance to all 16 is required to pass the course. Failure to log your 16 hours and have them verified by the Cooperating Teacher may result in failure of the whole course.</li> <li>• If you are absent for any reason, you are to:             <ul style="list-style-type: none"> <li>➤ Email your Cooperating Teacher explaining your absence.</li> <li>➤ CC Dr. Wolff on your email to your Cooperating Teacher explaining your absence.</li> <li>➤ You will be responsible to make up the hours during your own time that does not conflict with any other PSU course. You will be responsible to coordinate the days and times with your Cooperating Teacher.</li> </ul> </li> </ul>

	<p><i>Note.</i> COVID-19 Teacher candidates who are ill or who have been exposed to/showing symptoms of COVID-19 should not attend class. Please notify Dr. Wolff by email prior to the start of class of your absence. In your email, provide the doctor’s note showing COVID-19 was present and you will have permission to Zoom into class and be considered present.</p> <p><i>Note.</i> Athletic/Academic Activities: Teacher candidates who miss class due to campus athletic or academic activities must provide the professor documentation about the event from their coaches or academic sponsor prior to their absence.</p>
Participation Policy:	As a teacher education major, it is expected that you will actively engage in class participation, cooperate with your peers, show enthusiasm and a good attitude, be able to follow instructions, and complete assignments on time.
Cancelled Class Policy:	<p>In the event of inclement weather or any other issue (e.g., building is flooded, pandemic mitigation concerns, etc.) that may cancel class for the day, instructions and assignments will be sent out via CANVAS.</p> <p>If this is an asynchronous online class, you will continue as normal.</p>
Late Work Policy:	<p>Due dates for individual assignments and projects will be clearly communicated with instructions in Canvas. All assignments uploaded after the assigned time will be designated as LATE by the Canvas system.</p> <p>Assignments must be submitted on or before the due date and time. If you have an emergency, contact the instructor via email or phone prior to the assignment deadline to discuss your situation. The instructor may not accept late assignments unless there has been prior approval. Exceptions are not automatic but are at the discretion of the instructor on a case-by-case basis.</p> <p>All late assignments will be penalized with a 10% deduction per day the assignment is late: up to 50% point deduction.</p> <p>A ‘day’ begins at 12:00am and goes to 11:59pm.</p> <p><i>Example:</i> If an assignment was due on 1.15.21 at 11:59pm and the assignment was turned in on 1.16.21 at 12:01am, it is considered 1 day late and will have a 10% deduction.</p>

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	<p>If an assignment isn't turned in by the Sunday following Dead Week by 11:59pm, 0 points will be entered. This does not include the Final; no late submission will be accepted for the Final and automatic 0 points will be entered for any missing finals at the deadline.</p>
<p>Academic Honesty Policy:</p>	<p>Candidates are expected to follow the PSU Academic Honesty Policy, which speaks to unethical acts associated with coursework or grades. Full text of the policy can be found in the PSU University Catalog at the following link:</p> <p><a href="http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot">http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot</a></p> <p>As professional educators, academic honesty is paramount to developing and maintaining high ethical personal standards. Any breach of these policies will not be tolerated.</p>
<p>Grading Scale:</p>	<p>A= 90 - &lt; 100%</p> <p>B= 80 - &lt; 90%</p> <p>C= 70 - &lt; 80%</p> <p>D= 60 - &lt; 70%</p> <p>F= &lt; 60%</p> <p>To ensure transparency in the grading process, the Canvas Gradebook will be made visible for students at the beginning of the semester so that students have access to their grade in the course as they progress through the semester.</p> <p>The final grade is determined by the whole percentage (no decimals). For example, if your final grade is 84.9% in the course, the final grade earned is 84% and is equivalent to a B.</p>
<p>Evaluation Criteria:</p>	<p>Assignments may include:</p> <ul style="list-style-type: none"> <li>• <i>Fish in the Tree</i> discussions about students with dyslexia</li> <li>• Science of Reading Pre- &amp; Post-tests</li> <li>• Articulating the 44 Phonemes</li> <li>• Phonics Lesson Plan Analysis</li> <li>• Living and Learning with Dyslexia</li> <li>• Writing Structured Literacy Lesson Plans</li> <li>• Learning Walks of MTSS Whole- &amp; Small-group instruction</li> <li>• Analyzing Phonics through Spelling</li> <li>• Interpreting literacy data with Case Studies</li> <li>• Creating data-driven instructional goals and instructional plan</li> </ul>

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	<ul style="list-style-type: none"> <li>• Semester Reflection</li> </ul> <p>In-class Assignments:</p> <ul style="list-style-type: none"> <li>• Varies based on faculty discretion</li> </ul> <p>Practicum Assignments may include:</p> <ul style="list-style-type: none"> <li>• <i>Course Signature Assessment: Reading Assessment Administration &amp; Analysis</i> on: <ul style="list-style-type: none"> <li>○ Phonological Awareness (PA),</li> <li>○ Letter Naming Fluency (LNF),</li> <li>○ Letter Sounding Fluency (LSF),</li> <li>○ Nonsense Word Fluency (NWF), and</li> <li>○ Oral Reading Fluency (ORF).</li> </ul> </li> <li>• Attendance and participation at Practicum</li> </ul> <p>Quizzes may include:</p> <ul style="list-style-type: none"> <li>• Chapter quizzes</li> </ul> <p>Tests may include:</p> <ul style="list-style-type: none"> <li>• Midterm Exam</li> <li>• Final Project</li> <li>• Final Exam</li> </ul>
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Evaluation and Assignments:

Course Outline		
This is a general outline of the course. This is subject to change, as needed, at the discretion of the instructor.		
<i>Week</i>	<i>Topics and Assessments</i>	<i>Alignment with the KSDE Standard of Practice</i>
Week 1	<p>Module 1 Topics:</p> <ul style="list-style-type: none"> <li>• Science of Reading,</li> <li>• Structured Literacy,</li> <li>• Theories of Reading,</li> <li>• Neuroscience of Learning,</li> <li>• The Reading Brain,</li> <li>• The Four Processes of Language</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Quiz on Syllabus and Standards</li> <li>• Science of Reading Pre-test</li> </ul>	Standard 5, Function 1 Standard 5, Function 2 Standard 5, Function 3 Standard 5, Function 4
Week 2	Module 1 Topics:	Standard 5, Function 1

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	<ul style="list-style-type: none"> <li>• Science of Reading,</li> <li>• Structured Literacy,</li> <li>• Theories of Reading,</li> <li>• Neuroscience of Learning,</li> <li>• The Reading Brain,</li> <li>• The Four Processes of Language</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Target the Reading Struggle from 3 Perspectives: Student, Parent, and Teacher</li> <li>• Book Study Submission</li> </ul>	<p>Standard 5, Function 2  Standard 5, Function 3  Standard 5, Function 4  Standard 7, Function 4</p>
Week 3	<p>Module 2 Topics:</p> <ul style="list-style-type: none"> <li>• Oral Language,</li> <li>• Structured Literacy,</li> <li>• Phonology,</li> <li>• Phonological Awareness,</li> <li>• Phonemic Awareness,</li> <li>• Print Awareness,</li> <li>• Alphabet Principle</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• 44 Phonemes Assessment</li> <li>• Book Study Submission</li> </ul>	<p>Standard 6, Function 1  Standard 6, Function 2  Standard 6, Function 6  Standard 7, Function 4</p>
Week 4	<p>Module 2 Topics:</p> <ul style="list-style-type: none"> <li>• Oral Language,</li> <li>• Structured Literacy,</li> <li>• Phonology,</li> <li>• Phonological Awareness,</li> <li>• Phonemic Awareness,</li> <li>• Print Awareness,</li> <li>• Alphabet Principle</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Phonics Lesson Analysis (Structured Literacy Analysis)</li> <li>• Book Study Submission</li> </ul>	<p>Standard 6, Function 1  Standard 6, Function 2  Standard 6, Function 6  Standard 7, Function 4</p>
Week 5	<p>Module 3 Topics:</p>	<p>Standard 6, Function 1</p>

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	<ul style="list-style-type: none"> <li>• Dyslexia,</li> <li>• Decoding,</li> <li>• Phonics,</li> <li>• High-Frequency Words,</li> <li>• Decodable Text,</li> <li>• Analyzing Orthographic Patterns,</li> <li>• Dictation,</li> <li>• Word Building and Sorting</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Living and Learning with Dyslexia</li> <li>• Book Study Submission</li> </ul>	<p>Standard 6, Function 3 Standard 7, Function 4</p>
Week 6	<p>Module 3 Topics:</p> <ul style="list-style-type: none"> <li>• Dyslexia,</li> <li>• Decoding,</li> <li>• Phonics,</li> <li>• High-Frequency Words,</li> <li>• Decodable Text,</li> <li>• Analyzing Orthographic Patterns,</li> <li>• Dictation,</li> <li>• Word Building and Sorting</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Analyzing Phonics through Spelling</li> <li>• Book Study Submission</li> </ul>	<p>Standard 6, Function 1 Standard 6, Function 3 Standard 7, Function 4</p>
Week 7	<p>Module 3 Topics:</p> <ul style="list-style-type: none"> <li>• Dyslexia,</li> <li>• Decoding,</li> <li>• Phonics,</li> <li>• High-Frequency Words,</li> <li>• Decodable Text,</li> <li>• Analyzing Orthographic Patterns,</li> <li>• Dictation,</li> <li>• Word Building and Sorting</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Book Study Submission</li> </ul>	<p>Standard 6, Function 1 Standard 6, Function 3 Standard 7, Function 4</p>
Week 8	<p>Module 4 Topics:</p>	<p>Standard 6, Function 1 Standard 6, Function 4</p>

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	<ul style="list-style-type: none"> <li>• Fluency</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Midterm Exam,</li> <li>• Book Study Submission</li> </ul>	Standard 7, Function 4
Week 9	<p>Module 5 Topics:</p> <ul style="list-style-type: none"> <li>• Professional Dispositions</li> <li>• Practicum Preparation</li> <li>• KS Code of Conduct</li> <li>• Assessment Tools</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Book Study Submission</li> </ul>	Standard 7, Function 1 Standard 7, Function 4
Week 10	<p>Module 6 Topics: PRACTICUM</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Case Study</li> <li>• Book Study Submission</li> </ul>	Standard 7, Function 1 Standard 7, Function 2 Standard 7, Function 3 Standard 7, Function 4
Week 11	<p>Module 6 Topics: PRACTICUM</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Case Study</li> <li>• Online Dyslexia Module Reflection</li> </ul>	Standard 7, Function 1 Standard 7, Function 2 Standard 7, Function 3 Standard 7, Function 4
Week 12	<p>Module 6 Topics: PRACTICUM</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Case Study</li> <li>• Online Dyslexia Module Reflection</li> </ul>	Standard 7, Function 1 Standard 7, Function 2 Standard 7, Function 3 Standard 7, Function 4
Week 13	<p>Module 6 Topics: PRACTICUM</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Case Study</li> <li>• Online Dyslexia Module Reflection</li> </ul>	Standard 7, Function 1 Standard 7, Function 2 Standard 7, Function 3 Standard 7, Function 4
Week 14	<p>Module 7 Topics:</p> <ul style="list-style-type: none"> <li>• Presenting and Interpreting Data and SAT</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Interpreting Data to Create Instructional Goals and an Instructional Plan</li> </ul>	Standard 6, Function 7 Standard 7, Function 1 Standard 7, Function 2 Standard 7, Function 3 Standard 7, Function 4

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

	<ul style="list-style-type: none"> <li>• Writing Structured Literacy Lesson Plan</li> <li>• Book Study Submission</li> </ul>	
Week 15	Dead Week Module 8 Topics: <ul style="list-style-type: none"> <li>• Observing and analyzing whole- and small-group literacy instruction</li> </ul> Assessments: <ul style="list-style-type: none"> <li>• Learning Walks</li> </ul>	Standard 6, Function 7
Week 16	Finals Week Topics: Not applicable Assessment: <ul style="list-style-type: none"> <li>• Final Exam/Attendance Incentive</li> </ul>	



## KSDE Standards of Practice for Elementary Education Teachers PreK-6<sup>th</sup> Grade

### Standard 5: Theoretical and Foundational Knowledge of Literacy

The teacher candidate identifies and applies the theoretical and foundational knowledge for reading, writing (including composition, letter formation, manuscript, and cursive), listening, and speaking as set forth in the five pillars of literacy instruction supported by the science of reading (including, but not limited to, the Simple View of Reading, the Simple View of Writing, Scarborough’s Reading Rope, Ehri’s Four Phases of Word Reading, and the Four-Part Language Processing Model). The candidate demonstrates an understanding of the interrelated components of general literacy and disciplinary specific literacy processes that serve as a foundation for all learning.

#### Function 1: Foundational Pillars of Literacy Practice

The teacher candidate demonstrates the ability to identify and utilize foundational knowledge regarding instruction in reading, writing, listening, and speaking based on the National Reading Panel’s five pillars of literacy practice (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension).

#### Function 2: Science of Reading

The candidate provides evidence of identifying and applying theoretical foundational knowledge and models of instruction grounded in the Science of Reading such as the Simple View of Reading and the Simple View of Writing to teach PK-elementary students.

#### Function 3: Interdisciplinary Foundation of Literacy

The candidate recognizes that literacy instruction includes inter-related and Interdisciplinary components that create meaningful learning opportunities for PK-elementary students.

#### Function 4: Knowledge of Standards and Curriculum



The teacher candidate demonstrates the ability to link standards (what students should know and be able to do at a specific time) with curricular and instructional decisions to increase learning outcomes for learners

#### Standard 6: Structured Literacy Instruction (Elements and Principles)

The teacher candidate recognizes and applies current evidence-based best practices aligned to the science of reading and utilizes the principles (i.e. explicit, systematic, cumulative, diagnostic, multisensory, and multimodal) and individual elements of structured literacy (i.e. phonology, alphabetic principle, syllable types and division, morphology, syntax, and semantics) when planning and implementing engaging literacy instruction for Pre-K and elementary students.

##### Function 1: Principles of Structured Literacy

The candidate demonstrates a clear understanding of the instructional principles when using a structured literacy model of instruction.

##### Function 2: Knowledge of Phonemic Awareness

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to phoneme-grapheme correspondence.

##### Function 3: Phonics and Orthography

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to phonics, orthography, syllables and stress patterns.

##### Function 4: Fluency

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to fluency

##### Function 5: Morphology and Vocabulary

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to morphology and vocabulary development.

##### Function 6: Listening and Reading Comprehension

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to listening and reading comprehension.

##### Function 7: Principles of Structured Literacy

The candidate identifies and utilizes structured literacy principles in developing learning opportunities for PK-elementary students.

#### Standard 7: Literacy Assessment and Evaluation of Diverse Learners

The teacher candidate uses a variety of appropriate literacy assessment strategies (phonological awareness, phonics, fluency, vocabulary, reading comprehension, listening

comprehension, writing, and emergent literacy) to engage students in their own growth. The candidate demonstrates understanding of the impact of external factors (e.g. language, culture, and socioeconomic differences) on student learning. The candidate selects, implements, and analyzes screening, diagnostic and progress monitoring data of students' language acquisition and literacy development for instruction. They gather and use data for accountability purposes, to identify students at risk for specific difficulties and disabilities (such as but not limited to dyslexia and dysgraphia), and to create individualized interventions.

#### Function 1: Assessment Tools

The teacher candidate demonstrates an understanding of the purposes, strengths and limitations; reliability and validity, formats, and appropriateness of various types of informal and formal assessments.

#### Function 2: Application of Assessment

The teacher candidate demonstrates the use of observational skills and results of student work to determine students' literacy and language strengths and needs; they select and administer other formal and informal assessments appropriate for assessing students' language and literacy development.

#### Function 3: Student Progress Monitoring and Reporting

The teacher candidate uses data in an ethical manner, interprets data to explain student progress, and informs families and colleagues about the function and purpose of assessments.

#### Function 4: Diverse Learners

The teacher candidate demonstrates an understanding of how individual biases influence interactions with diverse students, families, and communities.



#### Additional Information per Dr. Wolff

##### Practicum Details:

Westside Elementary Practicum is embedded within the course times. Practicum dates will be announced once placements have been made.

##### Practicum Attire:

To ensure PSU students are easily identifiable at the site, students are to adhere to the PSU Teacher Education Handbook regarding attire.

- PSU Polos are preferred
- PSU name tag is REQUIRED

See the Teacher Education Handbook.

<https://www.pittstate.edu/education/teacher-education/resources.html>

Technology	<p><u>Access to Technology and Internet:</u> There is the expectation that students can proactively access the resources required to be successful in the class including a computer and the internet, Office 365 Outlook Mail, and Canvas Learning Platform.</p> <p><u>Email &amp; Canvas Inbox Communication:</u> Emails/Messages sent between Monday morning and Friday morning, will be responded to within 24 hours. Emails/Messages sent Friday afternoon through Sunday may not be responded to until Monday. Course communication from Dr. Wolff will be sent to you via email or Canvas Inbox. It is your responsibility to check your PSU email and PSU Canvas Inbox daily.</p>
University Support Services:	<ul style="list-style-type: none"> <li>• Counseling Services <a href="https://www.pittstate.edu/office/university-counseling/index.html">https://www.pittstate.edu/office/university-counseling/index.html</a></li> <li>• Student Success Programs <a href="https://www.pittstate.edu/office/student-success-programs/">https://www.pittstate.edu/office/student-success-programs/</a></li> <li>• The Writing Center <a href="https://www.pittstate.edu/office/writing-center/">https://www.pittstate.edu/office/writing-center/</a></li> <li>• Center for Students Accommodations <a href="https://www.pittstate.edu/office/center-for-student-accommodations/index.html">https://www.pittstate.edu/office/center-for-student-accommodations/index.html</a></li> <li>• Gorilla Geeks <a href="https://www.pittstate.edu/it/gorilla-geeks.html">https://www.pittstate.edu/it/gorilla-geeks.html</a></li> <li>• Bryant Student Health Center <a href="https://pittstate.edu/office/health-services/index.html">https://pittstate.edu/office/health-services/index.html</a></li> <li>• Testing Center is located in 206B Whitesitt Hall</li> <li>• Tutoring <a href="https://www.pittstate.edu/office/student-success-programs/tutoring.html">https://www.pittstate.edu/office/student-success-programs/tutoring.html</a></li> </ul>
Using Artificial Intelligence (AI) with Coursework	<p>There are situations and contexts within this course where students will be permitted to use generative AI tools to explore how they can be used to complete course work. <b>Generally, AI is NOT permitted when completing assignments in this course. The professor will make known when AI is permitted to complete an assignment.</b></p> <p>When permitted, any student work submitted using generative AI tools should clearly indicate what work is the student's work and what part is generated by the AI (<i>see Statement of Use below</i>).</p> <p>Any allegations of academic misconduct will be adjudicated using the process outlined in the institution's student handbook.</p>

Outside of those instances that are permitted, students are discouraged from using generative AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, responses, etc.) that is used to assess student learning. Submitting the outputs from generative AI as one's own work in the absence of proper citation is plagiarism. If you include any generated content by an AI platform, it must be appropriately be cited like any other reference material (*see Sample Citation in References below*).

Any allegations of academic misconduct will be adjudicated using the process outlined in the institution's student handbook.

Statement of Use:

When permitted to you use AI platforms with your assignments, a written statement must be included to clarify where in your process you used AI and which platform(s) you used.

Sample of Citation in References:

For example, text generated using ChatGPT-3 should include a citation such as:

Chat-GPT-3. (YYYY, Month DD of query). "Text of your query."