

Ashland University
Dwight Schar College of Education
Department of Early Childhood
Course Syllabus

Rev. May 2007

Graduate: Undergrad: X
Credit Hours: 3
Field/Clinical Hours: 0/0

Course Number: EDEC 140

Course title for the catalog: Phonics and the English Language

Catalog Description:

A study of English as an alphabetic language. Particular attention will be given to the grapho-phonemic patterns which have emerged through history. Classroom applications will be explored with specific emphasis on the role of phonics in a complete literacy program.

The prerequisite(s) for this course is (are):

None

The enrollment restriction (s) for this course is (are):

25

Course and field/clinical experience objectives (including knowledge, skills, dispositions):

Knowledge:

The teacher education student will have knowledge of:

1. The interrelationship of the three cueing systems (i.e., grapho-phonemic, semantic, syntactic).
2. The developmental stages of phonemic awareness and orthographic discrimination.
3. traditional and contemporary approaches to phonics instruction
4. The role of context in the decoding process and know useful strategies for successful word identification within context.
5. Common phonological patterns.
6. Phonic concepts and terminology.
7. Morphology/morphemic analysis.
8. The influence of theoretical perspectives on word identification instruction.
9. How various language and dialect patterns influence language acceptance and use.
10. Developmental stages of word knowledge and useful strategies for focusing readers' attentions to print.
11. The tools for assessing word identification skills and strategies.
12. The historical development of English letter and sound relationships.

13. Strategies for helping students with language differences develop word identification capabilities. Language differences might include English as a second language, dialects, speech impediments, and language development difficulties.
14. A variety of formal and informal instructional methods for developing phonics lessons.
15. The impact of The International Reading Association, The National Reading Panel, and the No Child Left Behind legislation upon reading policy and instruction

Skills:

The teacher education student will have skills to:

1. Employ running records or other miscue analysis of oral text reading to analyze and synthesize children's use of cueing systems.
2. Plan instruction of word identification using authentic texts.
3. Analyze and evaluate phonics programs including commercial programs and software.
4. Demonstrate appropriate strategies for instruction in dictionary use.
5. Utilize children's emerging writing behaviors as springboards for developing phonics lessons.
6. Utilize a variety of tactile and abstract methods for assisting children in orthographic discrimination.
7. Integrate grapho-phonemic instruction with use of context during oral reading opportunities.
8. Identify opportunities for teaching letter and sound relationships during balanced reading instruction including during oral reading, Shared Book Experience, Interactive Writing, and Guided Reading and Writing.

Dispositions:

The teacher education student will:

1. Appreciate the developmental nature of phonemic, orthographic, and morphologic understanding.
2. Respect diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
3. Appreciate the worth of phonics in the total literacy program and value the variety of opportunities for teaching letter and sound relationships.
4. Value the role of ongoing assessment in revealing children's reading behaviors and learning needs.
5. Value the role of writing instruction in the development of children's graph phonemic understandings.

Suggested texts and/or references:

Cunningham, P. (2005). *Phonics they use* (4th ed.). New York: Harper Collins.

Fox, B. J. (2004). *Word identification strategies: Phonics from a new perspective* (3th ed.). Columbus, OH: Merrill.

Rycik, M. T. & Rycik, J. A. (2007). *Phonics and word identification: Instruction and intervention, K-8*. Columbus: Merrill.

Suggested instructional strategies:

Lecture, discussion, small group activities, simulations, demonstration lessons, papers, group projects and/ presentations, videotapes

Description of field/clinical experiences:

None

Evaluation of students:

The teacher education student will:

1. Review phonics instructional materials such as software, games, instructional programs.
2. Demonstrate an understanding of cueing systems by the analysis of informal assessments such as running records, informal reading inventories.
3. Prepare and teach phonics lessons using state language arts content standards.
4. Demonstrate an understanding of various approaches to teaching phonics, letter identification, and phonemic segmentation.
5. Demonstrate understanding of terminology related to phonics, morphemic and structural analyses, spelling, and dictionary use through tests, quizzes, lesson plans and/or practical applications.

Faculty who frequently teach the course:

Mary Rycik, Jackie Morton

Licensure programs in which the course is required:

Early Childhood License

Middle Grade License

Early Childhood Intervention Specialist Mild/Moderate/Intensive Educational Needs (PreK-3)

Intervention Specialist - Mild/Moderate (K-12)

Intervention Specialist - Moderate/Intensive (K-12)

If the course is offered for either undergraduate or graduate credit, identify the respective difference in expectations:

Not offered for graduate credit

Bibliography (Learned Societies, etc.):

- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
- Allen, L. (1998). An integrated strategies approach: Making word identification work for beginning readers. *The Reading Teacher*, 52, 254-268.
- Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2004). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (3th ed.). Columbus, OH: Merrill.
- Bauman, J., Moon, J., & Duffy-Heister, A. (1998). Where are teachers' voices in the phonics/whole language debate? Results from a survey of elementary teachers. *The Reading Teacher*, 51, 636-649.
- Clay, M. M. (2000). *Running records for classroom teachers*. Portsmouth, NH: Heinemann.
- Dahl, K. L., Scharer, P. L., Lawson, L. L., & Grogan, P. R. (2001). *Rethinking phonics: Making the best teaching decisions*. Portsmouth, NH: Heinemann.
- International Reading Association. (1997). *The role of phonics in reading instruction* [Brochure]. Newark, DE: Author.
- Rasinski, T. V., & Padak, N. D. (2001). *From phonics to fluency: Effective teaching of decoding and reading fluency in the elementary school*. New York: Addison Wesley Longman.
- Savage, J. F. (2001). *Sound it out! Phonics in a balanced reading program*. New York: McGraw Hill.
- Smith, B. S., Simmons, D. C., & Kammenui, E. J. (1998). *Synthesis of research on phonological awareness: Principles and implications for reading acquisition*. [On-line]. Available: <http://darkwing.uoregon.edu/~ncte/reading/PhonoSyn.html>.
- Stahl, S. (1992). Saying the "p" word: Nine guidelines for exemplary phonics instruction. *The Reading Teacher*, 45, 618-625.
- Strickland, D. (1998). What's basic in beginning reading? *Educational Leadership*, 55, (6), 6-10.
- Wilson, R. M., Hall, M. A., Leu, D. J., Jr., & Kinzer, C. K. (2001). *Phonics, phonemic awareness, and word analysis for teachers: An interactive tutorial* (7th ed.). New York: Prentice Hall.
- Teaching word identification. *The Center for the Study of Reading*.
Using onsets and rimes and manipulation of text to strengthen your students' phonemic awareness and phonic skills 1-2 (1998). Bureau of Education & Research.

Internet Sites:

www.nationalreadingpanel.org

National Reading Panel

<http://www.ira.org>

International Reading Association

<http://www.ira.org/positions/>

International Reading Association & IRA position statements related to phonics

<http://www.ncte.org>

National Council of Teachers of English