



**The Learning Tree Professional Development Network, LLC**  
Course Syllabus

**Course Title:** Foundations of Teaching Reading

**Credits:** 3 credits

**Class Type:** Accelerated Fully Online

**Participants taking this course for PDPs** are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts Department of Elementary and Secondary Education approved certificate.

**Participants taking this course for CEUs** are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

**COURSE DESCRIPTION:**

The course, Foundations of Teaching Reading, is designed to provide teachers with research-based instructional techniques and strategies in the area of reading, through the development of an understanding of the science of teaching reading. Participants will develop an understanding of how the brain learns to read and how to translate that knowledge in practice. Course topics include an understanding of, assessment recommendations and best practice instruction in phonological awareness, decoding, encoding, reading fluency, vocabulary, and reading and listening comprehension. Participants will learn a framework for translating research into practice and consider frameworks for meeting the instructional needs of all children, including grouping and differentiating for instruction through the implementation of a comprehensive reading program.

Course Prerequisites: None

**LEARNING GOALS:**

1. Discuss, evaluate, and interpret recent research on the neuroscience of learning to read.
2. Apply the principles of recent research on the neuroscience of learning to read to instructional teaching practices.
3. Develop a framework, based on research, for the implementation of a comprehensive reading program.
4. Understand the components of and be able to apply skills, strategies, interventions and modifications to the teaching of reading for all students.

**TEACHING/LEARNING ACTIVITIES:**

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

## **REQUIRED READINGS:**

Goodwin, B. (February 2020). Research Matters / Cracking the Reading Code. Rooted in Reading. Educational Leadership (77) Alexandria, VA: ASCD.

Lyon, G.R. & Chhabra, V. (March 2004). The Science of Reading Research. Rooted in Reading. Educational Leadership (61) Alexandria, VA: ASCD.

Shaywitz, S.E. & Shaywitz, B. (March 2004). Reading Disability and the Brain. What Research Says About Reading. Educational Leadership (61) Alexandria, VA: ASCD.

## **EVALUATION METHODS:**

1. **One Page Response Journals:** Some weeks participants will be given a required article to read. Participants should write a one page response to each article on particular weeks when journals are assigned. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it?

### **One Page Response Journals Rubric (Online Response Journal Rubric)**

**Article Content** has been incorporated: journal response is mindful of article's content (25 pts)

**Reflection:** journal response demonstrates participant's reaction to the article's content (25 pts)

**Course Concepts** have been integrated: journal response is reflective of course content (25 pts)

**Journal Requirements** have been met: journal response is a minimum of one page (25 pts)

2. **Online Discussions:** Some weeks participants will be asked to post to an Online Discussion Board about the week or previous weeks' topics. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.

### **Online Discussions Rubric (Discussion Board Rubric)**

**Discussion Content:** discussion post is reflective of assignment week's topic AND discussion post contributes meaningfully to the discussion and participant learning (50 pts)

**Discussion Requirements:** discussion post is a response, question, story, or reflection to assigned week's topic AND participant posted at least one post to assigned week's discussion board (50 pts)

3. **Final Assignment:** For the final assignment, participants will develop a comprehensive unit plan in the area of reading, using the provided template. Participants' plans should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.

### **Foundations of Teaching Reading Final Assignment Rubric:**

- Unit includes an understanding of information gained from course content, materials, and discussion (25 points)
- Unit includes all required elements as outlined on provided template (20 points)
- Unit includes a rationale that demonstrates a research-based decision for all included instructional strategies (40 points)
- Unit demonstrates an understanding of assessment that is on-going, research-based and matched to the instructional goals (15 points)

## **TESTING AND GRADING:**

- 40% Written assignments (response journals)
- 20% Online discussions

- 40% Final Assignment

Final Grading:

A = 4.0 (93-100)	C = 2.0 (73-76)
A- = 3.7 (90-92)	C- = 1.7 (70-72)
B+ = 3.3 (87-89)	D+ = 1.3 (67-69)
B = 3.0 (83-86)	D = 1.0 (63-66)
B- = 2.7 (80-82)	D- = 0.7 (60-62)
C+ = 2.3 (77-79)	F = 0.0 (Below 60)
	IN = Incomplete

## **ADA POLICY**

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university. Please see your respective course syllabi for information on how to complete this process. If you are registered for PDPs or CEUs, please contact The Learning Tree PDN at [learningtreepdn@gmail.com](mailto:learningtreepdn@gmail.com). Instructors will then be notified directly from the Accessibility Services Office of any approved academic accommodations including extended time eligibility.

## **Academic Integrity Statement**

Students are required to abide by the *Academic Integrity Policy*.

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform The Learning Tree PDN prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and The Learning Tree PDN. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to The Learning Tree PDN.

By taking this course, students agree that all required assignments may be subject to submission for "similarity review" to Turnitin.com, a tool intended to not just detect instances of plagiarism, but to prevent it as well. The tool is intended to help students identify passages that are unoriginal, incorrectly cited, or lacking appropriate source information. Submitted assignments may also be archived in the Turnitin.com database for the purpose of checking for possible future instances of plagiarism, additional similarity searches, and other educational purposes at the discretion of the instructor. For more information, please review the Privacy and Security guide at Turnitin.com.

## **Course Credit Guidelines**

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

## **TOPICAL TIMELINE**

### **Week One**

- Topics Covered:
  - How Students Learn to Read (according to the research)

### **Weekly Assignment**

Discussion Post

### **Week Two**

- Topics Covered:
  - Phonological Awareness
    - Understanding
    - Assessment
    - Instruction

### **Weekly Assignment**

#### **Required Reading**

Lyon, G.R. & Chhabra, V. (March 2004). The Science of Reading Research. Rooted in Reading. Educational Leadership (61) Alexandria, VA: ASCD.

### **Other Assignment**

One Page Written Response.

### **Week Three**

- Topics Covered:
  - Decoding
    - Understanding
    - Assessment
    - Instruction
  - Encoding
    - Understanding
    - Assessment
    - Instruction

### **Weekly Assignment**

#### **Required Reading**

Goodwin, B. (February 2020). Research Matters / Cracking the Reading Code. Rooted in Reading. Educational Leadership (77) Alexandria, VA: ASCD.

### **Other Assignment**

One Page Written Response.

### **Week Four**

- Topics Covered:
  - Reading Fluency
    - Understanding
    - Assessment
    - Instruction

## **Weekly Assignment**

### **Required Reading**

Shaywitz, S.E. & Shaywitz, B. (March 2004). Reading Disability and the Brain. What Research Says About Reading. Educational Leadership (61) Alexandria, VA: ASCD.

## **Other Assignment**

One Page Written Response.

## **Week Five**

- Topics Covered:
  - Vocabulary
    - Understanding
    - Assessment
    - Instruction
  - Reading Comprehension
    - Understanding
    - Assessment
    - Instruction
  - Listening Comprehension
    - Understanding
    - Assessment
    - Instruction

## **Weekly Assignment**

Discussion Post

## **Week Six**

- Topics Covered:
  - Framework for Translating Research into Practice

## **Assignments**

Final Assignment.

\* Syllabus is subject to change.

## **TOPICAL OUTLINE**

Instructional Activity	Description of Activity	Time Spent
<b>Week One</b> <ul style="list-style-type: none"> <li>● Topics Covered:           <ul style="list-style-type: none"> <li>○ How Students Learn to Read (according to the research)</li> </ul> </li> </ul>	Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*	22.5
<b>Weekly Assignment</b> Discussion Post	Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*	22.5

<p><b>Weekly Assignment</b></p> <p><b>Required Reading</b></p> <p>Lyon, G.R. &amp; Chhabra, V. (March 2004). The Science of Reading Research. Rooted in Reading. Educational Leadership (61) Alexandria, VA: ASCD.</p> <p><b>Other Assignment</b></p> <p>One Page Written Response.</p>		
<p><b>Week Three</b></p> <ul style="list-style-type: none"> <li>● Topics Covered: <ul style="list-style-type: none"> <li>○ Decoding <ul style="list-style-type: none"> <li>▪ Understanding</li> <li>▪ Assessment</li> <li>▪ Instruction</li> </ul> </li> <li>● Encoding <ul style="list-style-type: none"> <li>○ Understanding</li> <li>○ Assessment</li> <li>○ Instruction</li> </ul> </li> </ul> </li> </ul> <p><b>Weekly Assignment</b></p> <p><b>Required Reading</b></p> <p>Goodwin, B. (February 2020). Research Matters / Cracking the Reading Code. Rooted in Reading. Educational Leadership (77) Alexandria, VA: ASCD.</p> <p><b>Other Assignment</b></p> <p>One Page Written Response.</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	22.5
<p><b>Week Four</b></p> <ul style="list-style-type: none"> <li>● Topics Covered: <ul style="list-style-type: none"> <li>○ Reading Fluency <ul style="list-style-type: none"> <li>▪ Understanding</li> <li>▪ Assessment</li> <li>▪ Instruction</li> </ul> </li> </ul> </li> </ul> <p><b>Weekly Assignment</b></p> <p><b>Required Reading</b></p> <p>Shaywitz, S.E. &amp; Shaywitz, B. (March 2004). Reading Disability and the Brain. What Research Says About Reading. Educational Leadership (61) Alexandria, VA: ASCD.</p> <p><b>Other Assignment</b></p> <p>One Page Written Response.</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	22.5
<p><b>Week Five</b></p> <ul style="list-style-type: none"> <li>● Topics Covered: <ul style="list-style-type: none"> <li>○ Vocabulary <ul style="list-style-type: none"> <li>▪ Understanding</li> <li>▪ Assessment</li> </ul> </li> </ul> </li> </ul>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs),</p>	22.5

<ul style="list-style-type: none"> <li>▪ Instruction</li> </ul> <p>o Reading Comprehension</p> <ul style="list-style-type: none"> <li>▪ Understanding</li> <li>▪ Assessment</li> <li>▪ Instruction</li> </ul> <p>o Listening Comprehension</p> <ul style="list-style-type: none"> <li>▪ Understanding</li> <li>▪ Assessment</li> <li>▪ Instruction</li> </ul>	<p><b>Weekly Assignment</b></p> <p>Discussion Post</p> <p><b>Week Six</b></p> <ul style="list-style-type: none"> <li>● Topics Covered:</li> </ul> <p>o Framework for Translating Research into Practice</p>	<p>Discussion Board (4 hrs), Written Response (3 hrs)*</p> <p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	
<p><b>Assignments</b></p> <p>Final Assignment.</p>		*hrs are estimates	<p>Total</p> <p>135 hours</p>