



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Teaching Phonological Awareness

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:

Teaching Phonological Awareness focuses on equipping educators with the essential knowledge and skills to effectively teach phonological awareness—a critical skill for reading and language development. Participants will explore the nature and significance of phonological awareness, examine the challenges students may face when learning it, and learn evidence-based instructional strategies for all students. The course covers phonological awareness assessments, creating a scope and sequence based upon typical child development, setting instructional goals, key components and teaching techniques for teaching phonological awareness, activities that promote phonological awareness, and intervention strategies for struggling students. Through a concise and comprehensive exploration of these topics, educators will develop expertise in fostering phonological awareness and addressing difficulties. By the course's end, participants will be well-prepared to deliver targeted instruction, ensuring students develop strong foundations for reading and language skills.

Course Prerequisites: None

LEARNING GOALS:

GLOBAL GOALS OF THE COURSE:

1. Discuss, evaluate, and apply research-based theories of teaching students phonological awareness.
2. Examine and apply research-based theories of how the human brain learns to read through the lens of teaching phonological awareness.

INSTRUCTIONAL OBJECTIVES:

1. Discuss, evaluate, and apply theories of research-based instruction for teaching phonological awareness to students.
2. Apply understandings of how the human brain learns to read to design research-based instruction for teaching phonological awareness skills.
3. Execute techniques to design and implement research-based instruction for teaching phonological awareness skills to students.
4. Examine components of expected phonological awareness skill development.
5. Apply understanding of the components of expected phonological awareness skill development to design instruction.
6. Identify early warning signs of atypical phonological awareness development and/or acquisition.
7. Implement phonological awareness assessment techniques with students.
8. Apply results of students' phonological awareness assessments to designing instruction and interventions.

TEACHING/LEARNING ACTIVITIES:

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

REQUIRED READINGS:

Kilpatrick, D. (2016). Equipped for reading success: A comprehensive, step by step program for developing phonemic awareness and fluent word recognition. Casey & Kirsch Publishers. Part I: What Needs to Be Done. (40 pages)

Moats, L., & Margie, G. B. (2020). The Role of Phonology and Language in Learning to Read. PERSPECTIVES on Language and Literacy: A Quarterly Publication of the International Dyslexia Association, 46(3), 7–9. (3 pages)

National Reading Panel (U.S.) & National Institute of Child Health and Human Development (U.S.). (2000). Report of the National Reading Panel: Teaching children to read : an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development. Part I: Phonemic Awareness Instruction. (89 pages)

Teaching Phonological Awareness Weekly Lecture (10-20 pages each week)

EVALUATION METHODS:

1. **Discussion Board Reflection:** For the **Discussion Board Reflection** assignment participants are asked to post a written reflection on the Course Discussion Board. The **Discussion Board Reflection** assignment should demonstrate a reflection upon their professional accomplishment and growth resulting from participation in this course. Reflections should include the integration of course topics and materials.

Criteria	Points
Written Reflection: response includes educator's professional accomplishment resulting from participation in the course	___ / 40
Written Reflection: response includes educator's growth resulting from participation in the course	___ / 40
Assignment Requirement: reflection includes the integration of course topics and materials	___ / 20
___ /100	

2. **Required Reading Prompt Response:** Participants will be provided required readings. After reading the assigned articles, participants will be asked to respond to a given related prompt. Participants should write a one to three page response to the given prompt.

Assignment Prompt: What role do Phonological Awareness skills play in your teaching, and in what ways, can you support the role of Phonological Awareness when teaching reading to your students?

The provided prompt is designed to encourage participants to critically analyze the assigned readings, synthesize key concepts, and reflect on the practical implications of integrating phonological awareness instruction and activities. Participants will be able to demonstrate their understanding of the material, engage in higher-level thinking, and showcase their ability to connect research-based evidence while considering practical strategies for effective implementation in diverse and real-world teaching classroom contexts.

The response must include...	
An Answer to the Given Prompt that is thoughtful, insightful, and analytical	___ / 40
Required Reading Content incorporated and cited into the written response	___ / 20
Integration of Course Concepts	___ / 20
A Description of Course Content's Application to the	___ / 10

participant's professional practice	
Assignment Requirements: 1-3 page written response, 12 pt Times New Roman, double spaced	___ / 10
Total: ___ / 100	

3. **End of Course Assessment:** An End of Course Assessment will cover all course topics. This is an untimed test consisting of ten multiple choice questions.
4. **Phonological Awareness Instruction Final Assignment:** For the final assignment, participants will administer an assessment of Phonological Awareness, write an analysis of the assessment results, and design 5 activities targeting the lagging skills identified in the assessment. Participants' activities should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.
*If participants are unable to administer the Phonological Assessment, they can request a completed assessment from the instructor.

Final Assignment Rubric:

Criteria	Points
Analysis of assessment results demonstrates an understanding of phonological awareness skills and expected skill development.	___ / 25
All 5 activities are aligned with assessment results.	___ / 25
All 5 activities demonstrate an understanding of information gained from course content, materials, and discussion.	___ / 25
All 5 activities reflect research-based instructional activities.	___ / 25
___ /100	

TESTING AND GRADING:

- 10% Discussion Board Reflection
- 25% Required Reading Prompt Response
- 25% End of Course Assessment
- 40% Final Assignment

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. 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

- Topic(s) Covered:
 - What is Phonological Awareness?
 - Why Should Teachers Teach Phonological Awareness?

Ongoing Assignments (due by the end of the course):

- Discussion Board Reflection
- Required Reading Prompt Response

Week Two

- Topic(s) Covered:
 - Why can Phonological Awareness skills be difficult for students?

Ongoing Assignments (due by the end of the course):

- Discussion Board Reflection
- Required Reading Prompt Response

Week Three

- Topic(s) Covered:
 - Assessments of Phonological Awareness

Ongoing Assignments (due by the end of the course):

- Discussion Board Reflection
- Required Reading Prompt Response

Week Four

- Topic(s) Covered:
 - Phonological Awareness Scope and Sequence

Ongoing Assignments (due by the end of the course):

- Discussion Board Reflection
- Required Reading Prompt Response

Week Five

- Topic(s) Covered:
 - Goals of Phonological Awareness Instruction
 - Teaching Phonological Awareness
 - Phonological Awareness Activities

Ongoing Assignments (due by the end of the course):

- Discussion Board Reflection
- Required Reading Prompt Response

Week Six

- Topic(s) Covered:
 - Phonological Awareness Intervention Instruction
 - Special Populations:
 - English Language Learners
 - Students with Learning Disabilities

Ongoing Assignments (due by the end of the course):

- Discussion Board Reflection
- Required Reading Prompt Response

Assignments attached to Week Six due before the course closes:

- End of Course Assessment
- Final Assignment

* *Syllabus is subject to change.*