

ERL 565: The Scientific Foundations of Literacy

School of Education and Leadership

3 Credits

Effective Date 7/1/2022

Grading Type: Decimal

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's *APA Style Guide tutorial* for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

This course is an introduction to the evidence-based theoretical models of reading and how they should inform sequential, systematic, and explicit instruction. The purpose of this course is to develop a foundational understanding of different reading profiles, including dyslexia and multilingual learners developing biliteracy, and how the evidence-based research of the Science of Reading can be used to advocate for equitable, evidence-based literacy instruction for all students.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage ("Find Your Reading List" button).

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Demonstrate understanding of the major theories and empirical research regarding evidence-based literacy instruction, particularly within the realm of the Science of Reading and Scarborough's Reading Rope (2001)

- Understand theoretical models of reading such as Scarborough’s Reading Rope (2001), the Simple View of Reading, the Four-Part Processing Model, and Ehri’s Phases of Reading Development
- Design a presentation for the purpose of advocating for all students to receive equitable, evidence-based literacy instruction
- Identify (and explain how) environmental, cultural, and social factors contribute to literacy development. (KPS 1.1.5)
- Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological). (KPS 1.1.7)
- Understand the changing relationships among the major components of literacy development in accounting for reading achievement. (KPS 1.19)
- Demonstrate knowledge of diverse learning profiles, including dyslexia and other reading and language disability subtypes (KPS 2.2.3)
- Know fundamental provisions of federal and state laws pertaining to learning dyslexia and other reading and language disability subtypes (KPS 1.2.2)

International Dyslexia Association. (2018, March). Knowledge and Practice Standards for Teachers of Reading. Retrieved from <https://dyslexiaida.org/knowledge-and-practices/>

Shared Agreements

Our primary commitment is to **build relationships** both with each other and within ourselves. We share a **collective goal** of becoming critically conscious educators who are prepared to serve all students in our classrooms. A positive learning experience relies on creating an atmosphere where space is held for **multiple truths** to coexist, and where we begin to **notice and name power dynamics** in our own group and also in the education system, its processes, and its policies. We acknowledge that differences among our identities, social backgrounds and experiences will influence our perspectives and those of others. We agree to **share our truths bravely**, to **acknowledge the humanity** of each other and ourselves, and to **look for learning** in ourselves and others.

We agree to keep confidential all issues of a personal or professional nature that are discussed in class.

***adapted from Color Brave Spaces by Equity Matters (2021). www.equitymattersnw.com*

Additional Information

The International Dyslexia Association’s (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework is aligned with IDA’s Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outline the knowledge and skill that all teachers of reading should possess. Standard 1 addresses foundational concepts, derived from interdisciplinary research, about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Standard 4 addresses Structured Literacy teaching, offering detailed guidance with regard to the nature of effective instruction in each major domain (phonological sensitivity and phoneme

awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in field work or practicum (e.g., in interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth). Standard 5 delineates ethical standards for the profession. A copy of the KPS can be found here: <https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5ytl1wk>.

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

Diverse Reading Profiles (40% of Final Grade)

In this assignment candidates research diverse reading profiles, including the three major subtypes of reading difficulty (phonological deficit, language comprehension, fluency/naming speed) related to the word recognition and/or language comprehension portions of Scarborough's Reading Rope (2001). Candidates also research dyslexia and related legislation as well as multilingual learners developing biliteracy. For each of the five reading profiles, candidates contribute to one evidence-based research essay, 8-10 pages double-spaced, describing the reading profile as well as an analysis of personal (cognitive, psychological) and socio-cultural factors that influence reading difficulties in students, and develop a Tier 1 intervention activity for each based on Structured Literacy instruction.

Learning Outcomes assessed:

- Identify (and explain how) environmental, cultural, and social factors contribute to literacy development. (KPS 1.1.5)
- Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological). (KPS 1.1.7)
- Understand the changing relationships among the major components of literacy development in accounting for reading achievement. (KPS 1.19)

- Demonstrate knowledge of diverse learning profiles, including dyslexia and other reading and language disability subtypes (KPS 2.2.3)
- Know fundamental provisions of federal and state laws pertaining to learning dyslexia and other reading and language disability subtypes (KPS 1.2.2)

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Subtypes of reading difficulty: Summary	20	Three or more components of “at-standard” performance are either missing or in need of revision	1-2 components of “at-standard” performance is either missing or in need of revision	Concise, evidence-based summary of the following reading difficulty subtypes: phonological deficit, language comprehension, fluency/naming speed; each summary includes a well-developed, evidence-based definition, discussion of how the difficulty develops, and analysis of how the reading difficulty affects the development of skilled reading.	At Standard, progression atypical and at each subtype
Dyslexia Summary	20	Three or more components of “at-standard” performance are either missing or in need of revision	1-2 components of “at-standard” performance is either missing or in need of revision	Concise, evidence-based summary of WA dyslexia legislation, including well-developed definition, and summary of screening and intervention requirements; analysis of how dyslexia may/may not affect the development of skilled reading.	At Standard, discussion of legislation is b within a partic districts of ch

Biliteracy Summary	20	Three or more components of “at-standard” performance are either missing or in need of revision	1-2 components of “at-standard” performance is either missing or in need of revision	Concise, evidence-based summary of biliteracy. Summary includes well-developed definition, and discussion of the stages of second language acquisition in relation to the four domains of language	At Standard, discussion of standards are within a particular districts of ch
Analysis of Factors	10	Three or more components of “at-standard” performance are either missing or in need of revision	1-2 components of “at-standard” performance is either missing or in need of revision	Evidence-based analysis of how personal and socio-cultural factors influence reading difficulties and affect the development of skilled reading	At Standard, variety of evic
Tier 1 Intervention Activity	20	Three or more components of “at-standard” performance are either missing or in need of revision	1-2 components of “at-standard” performance is either missing or in need of revision	Well-developed intervention activity for each learning profile, aligned to a CCSS; addresses specific reading difficulties related to the learning profile; integrates Structured Literacy practices.	At Standard, explicit, logical Scarborough’
Research, Organization, and Conventions	10	Many writing errors interfere with meaning, clarity, and/or professionalism and/or represent inappropriate modeling for students; two or less research-based literacy resources used and cited in APA format	Some writing errors interfere with clarity and/or professionalism and/or represent inappropriate modeling for students; three research-based literacy resources used and cited in APA format	Writing exemplifies error-free correctness, clarity, conciseness, and accuracy and is appropriate modeling for students; four research-based literacy resources used and cited in APA format	At standard, p outstanding m six or more so used and cite

Evidence-Based Literacy Instruction Advocacy Project (40% of Final Grade)

In this assignment candidates develop a presentation for a specific focus audience (principal, professional learning community (PLC), school-based colleagues, or parents) on the science of reading for the purpose of advocating for all students to receive equitable, evidence-based literacy instruction.

Presentation template with specific requirements will be provided.

Learning Outcomes assessed:

- Demonstrate understanding of the major theories and empirical research regarding evidence-based literacy instruction, particularly within the realm of the Science of Reading and Scarborough’s Reading Rope (2001)
- Understand theoretical models of reading such as Scarborough’s Reading Rope (2001), the Simple View of Reading, the Four-Part Processing Model, and Ehri’s Phases of Reading Development
- Design a presentation for the purpose of advocating for all students to receive equitable, evidence-based literacy instruction

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
The Science of Reading	30	Three or more components of “at-standard” performance are either missing or in need of revision	1-2 components of “at-standard” performance are either missing or in need of revision	Summary and explanation of the Science of Reading and rationale of why evidence-based literacy instruction is so important to student literacy development. Detailed comparison of balanced literacy versus structured literacy.	At Standard, plus summary and rationale is a clear synthesis of evidence-based research and/or comparison includes a checklist tailored to a specific audience that will help determine if their educational setting is following the Science of Reading.

Theoretical Reading Models	20	Three or more components of “at-standard” performance are either missing or in need of revision	1-2 components of “at-standard” performance are either missing or in need of revision	Detailed overview of the four required theoretical models of reading. Discussion of how these models contribute to a teacher’s foundational knowledge and understanding of how children learn to read.	At Standard, plus overview discusses how the theoretical models support the Science of Reading.
Advocacy	30	Three or more components of “at-standard” performance are either missing or in need of revision	1-2 components of “at-standard” performance are either missing or in need of revision	Definitive statement on why the science of reading is a matter of equity, with evidence-based research support. Ideas and/or strategies for integrating the science of reading into the classroom or home (audience-dependent).	At Standard, plus includes a detailed plan on how to implement the Science of Reading into a future or current classroom setting.
Resources	10	Three or more components of “at-standard” performance are either missing or in need of revision	1-2 components of “at-standard” performance are either missing or in need of revision	Organized list of accessible resources for learning more about the Science of Reading for specific focus audience.	At Standard, plus list includes resources for different audiences (families, teachers, principals, etc.)

Presentation of Findings	10	Presentation missing either written synthesis or pictures/visual models. Many writing errors interfere with meaning, clarity, and/or professionalism and/or represent inappropriate modeling for students; two or less resources used and cited.	Presentation includes both written synthesis and few pictures or visual models. Some writing errors interfere with clarity and/or professionalism and/or represent inappropriate modeling for students; three resources used and cited.	Presentation includes both written synthesis of research and multiple pictures or visual models, targeted at a specific audience. Writing exemplifies error-free correctness, clarity, conciseness, and accuracy and is appropriate modeling for students; five evidence-based resources used and cited	At Standard, plus serves as an outstanding model for students; six or more evidence-based resources used and cited.
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Participation, Engagement, and Essential Dispositions (20% of Final Grade)

Candidates should participate and engage in all classwork, including required assignments, class discussions, activities, and instructor-determined assignments. Candidates should work to meet essential dispositions criteria not only in the field, but also in their coursework, whether online or in person.

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
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Engagement	50	Does not adequately engage in tasks and discussions. Frequently chooses not to collaborate with others.	Engages in tasks and discussions with superficial thought or preparation. Collaborates with others in a way that advances understanding for just the candidate.	Engages in tasks and discussions with substantive thought or preparation. Collaborates with others in a way that advances understanding for both the candidate and others.	At Standard, plus engages in tasks and discussions with substantive thought or preparation, and expands on the topic. Collaborates with a variety of others in a way that contributes effectively.
Essential Dispositions	50	At Standard, plus, exhibits especially strong skills in at least one essential disposition.	Occasionally struggles to meet criteria for two essential dispositions, or consistently struggles to meet criteria in one essential disposition.	Meets criteria for essential dispositions (develop equity literacy, build relationships through collaboration, engage in self-reflection, uphold professional and ethical standards).	At Standard, plus, exhibits especially strong skills in at least one essential disposition.

Course Policies

Participation will be graded based on engagement in class discussions and activities (both online and mixed modes). Online-only courses will be determined via active engagement in weekly discussion boards or other interactive opportunities provided by the instructor. Mixed mode courses will be determined based on presence in class and engagement with content and peers both within and outside of face-to-face class sessions.

University Policies

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/> .

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Academic Integrity Policy* under *Student Rights & Responsibilities*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance* under *Student Rights & Responsibilities*.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.