

ERL 585: Literacy Foundations

School of Education and Leadership

1 Credit
Effective Date 10/1/2021

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 *Faculty Information* in the online course menu.

Contact Information

Contact information for instructors is found under *Faculty Information* in the online course menu.

Course Description

This course is an introduction to the knowledge and application of the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Candidates will demonstrate understanding of the five components of reading using evidence-based research and then apply that foundational knowledge to the design of instructional activities that meet the needs of diverse learners. In addition, candidates will also develop an understanding of the Science of Reading and how the evidence-based research should inform instruction.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage (“Find Your Textbook” 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

As a result of this course, students will know or be able to do the following:

- Demonstrate knowledge of the five essential components of reading: phonics, phonemic awareness, fluency, vocabulary, comprehension
- Demonstrate how the results of evidence-based literacy research (the Science of Reading) informs and impacts reading instruction
- Apply knowledge of the five essential components of reading in the instructional design of literacy-based activities
- Design and implement a wide range of literacy strategies to support all learners at different stages of reading and writing development within the five essential components of reading

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

This is a new heading for our syllabus template. Programs are using this to list additional information required by accreditors, or core concepts/knowledge/skills.

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.

Overview of Required Assignments	% of Final Grade
Literacy Foundations Mini-Research Essay and Activity Bank	80%
Participation, Engagement, and Essential Dispositions	20%
TOTAL	100%

Course Assignments and Grading

Literacy Foundations Mini-Research Essay and Activity Bank (80% of Final Grade)

Candidates research the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and write a summary and analysis of evidence-based findings through a Science of Reading lens (1-2 pages double spaced per reading component for a total of 5-10 pages). Based on the foundational information discovered, candidates will develop a bank of activities that includes one activity for each of the five components. Each activity should be based on a grade level Common Core State Standard, with a clear description/plan for implementation, rationale, support/scaffolding (differentiation), and plan for informal or formal assessment. Candidates must review five or more professional and/or scholarly articles to support their research and activities.

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Summary	30	Missing the summary of one or more components of reading and/or two or more of the following are missing: an overview of the component (what), how the component helps a student learn to read, how teachers can develop the component, how to assess the component, and stages within and amongst the component(s) when applicable to the selected stage	Summary of each the five components missing one of the following: an overview of the component (what), how the component helps a student learn to read, how to assess the component, how teachers can develop the component, and stages within and amongst the component(s) when applicable to the selected stage	Summary of each of the five components includes: an overview of the component (what), how the component helps a student learn to read, how to assess the component, how teachers can develop the component, and stages within and amongst the component(s) when applicable to the selected stage	At standard, plus a clear association with the science of reading for each stage and/or a timeline of reading development stages within and amongst the five components in grades K-5+.
Analysis	30	Description of the science of reading (what) is missing; analysis missing from one or more components of reading and lacking one or both of the following: why each component is important to reading development; how the science of reading supports each component	Description of the science of reading (what) is vague or inaccurate; analysis of each of the five components is lacking one of the following: why each component is important to reading development; how the science of reading supports each component	Description of the science of reading (what) and analysis of each of the five components; analysis includes why each component is important to reading development; how the science of reading supports each component	At standard, plus provides a critical analysis of the science of reading versus balanced literacy and/or whole language literacy when discussing how the science of reading supports each component

Activity Bank	30	Bank includes fewer than five activities or includes more activities not fully developed; two of the following missing: rationale of the activity; description of the activity; support/scaffolding; informal/formal assessment, alignment to state standards missing.	Bank includes five activities or includes more activities not fully developed; missing one of the following: rationale of the activity; description of the activity; support/scaffolding; informal/formal assessment, alignment to state standards vague or misaligned.	Bank includes five activities; rationale of the activity; description of the activity; support/scaffolding; informal/formal assessment, activities aligned to state standards.	At standard, plus activity bank includes family engagement, more than one activity for two or more reading components and/or a well-developed support/scaffolding for specific subgroups of students
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 resources used and cited.	Some writing errors interfere with clarity and/or professionalism and/or represent inappropriate modeling for students; three resources used and cited	Writing exemplifies error-free correctness, clarity, conciseness, and accuracy and is appropriate modeling for students; four scholarly resources used and cited	At standard, plus serves as an outstanding model for students; six or more scholarly resources used and cited

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
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.	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	Occasionally or consistently struggles to meet criteria for several essential dispositions.	Occasionally struggles to meet criteria for two essential dispositions, or consistently struggles to meet criteria in one essential disposition.	Meets criteria for essential dispositions (critical thinking, communication, stamina—physical and emotional, time management, and professionalism).	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.