Murray State University
COMMON SYLLABUS

DEPARTMENT: Early Childhood and Elementary Education
COURSE NUMBER: REA 623
CREDIT HOURS: 3

I. Course Title: Enrichment in Reading

II. CATALOG DESCRIPTION: This course is designed to help teachers and reading specialists assess the word knowledge of students and to make informed decisions regarding instruction based on that assessment. This course will provide hands-on opportunities to make conceptually based word study lessons to meet developmental needs in phonics, spelling, and vocabulary.

III. PURPOSE: The purpose of REA 623 is to provide teachers with an understanding of English orthography and the way in which children develop as readers and spellers. Participants will learn about the stages of literacy development as exemplified by children’s writing. Participants will learn how to assess and group students based on their levels of phonics/spelling/vocabulary development and have opportunities for practical applications in their classrooms.

IV. COURSE OBJECTIVES: Following each objective are numbers that reference the Kentucky Experienced Teachers Standards and the International Reading Association Standards for Reading Professionals Revised (2003). As a result of participation in this course, students will be able to:

A. Understand the theoretical perspectives of word knowledge and its relationship to reading/literacy development (ETS 2, IRA 1.1, 1.4).
B. Identify research that supports developmental phonics/spelling theory. (ETS 2, IRA 1.2).
C. Demonstrate skill in administering and analyzing a qualitative spelling inventory (ETS 6, IRA 3.1, 3.2).
D. Identify and describe characteristics of how children read, write, and spell along a developmental continuum (ETS 2, IRA 3.2).
   a. The Emergent Stage
   b. The Letter Name Stage
   c. The Within Word Pattern Stage
   d. The Syllables and Affixes Stage
   e. The Derivational Relations Stage
E. Assess and analyze spelling/writing samples from children at various developmental stages (ETS 6, IRA 3.1, 3.2).
F. Reflect on the results of assessments and implemented word study instruction to plan future instruction (ETS 7, IRA 3.3).
G. Analyze a sample case study at each stage (ETS 5, IRA 2.1, 2.3, 3.2, 4.2).
H. Design appropriate sorts and develop instructional plans based on children’s spelling and other assessments (ETS 1, 9, IRA 5.1, 5.2, 5.3).
I. Analyze a sample class, group students; develop a plan for classroom management and instruction. (ETS 5, IRA 2.1, 2.3, 3.2, 4.2).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on practicum experiences, by students responding to Discussion Board prompts, and by students analyzing a Qualitative Spelling Inventory and organizing class groupings and instruction. The COE emphasis on constructivism is addressed when discussing work knowledge development through
active involvement in authentic learning experiences. The COE student dispositions are formally assessed during evaluation of students’ practicum experiences.

The theme of Literacy/Reading is stressed throughout every course activity as students learn how to facilitate elementary children’s word knowledge development. The theme of Assessment is explored through identifying, using, and creating multiple methods of assessing and addressing children’s word knowledge efforts. The themes of Diversity and Closing the Achievement Gap are addressed through lesson planning which includes grouping based on assessed needs.

**V. Content Outline:**
- A. The Role of Word Study in literacy development
- B. Stages of Literacy Development
- C. Emergent Spellers
- D. Letter Name Spellers (Part 1)
- E. Letter Name Spellers Part 2
- F. Within Word Pattern Spellers
- G. Within Word Pattern Spellers
- H. Syllables and Affixes Spellers
- I. Derivational Relations Spellers
- J. Organizing and Managing Word Study in the Classroom

**VI. Instructional Activities:** The course will consist of lectures, examinations of children’s written productions, hands-on word study activities, readings, and video-cases.

**VII. Field, Clinical, and/or Laboratory Experiences:** None

**VIII. Resources:** A large number of texts about word study (phonics, spelling, vocabulary), as well as journals such as *The Reading Teacher* and *Language Arts*, are available at Waterfield Library. In addition, a number of readings will be made available online, and many more are available via electronic databases available through Waterfield Library. All students are expected to use these resources.
IX. Grading Procedure:

Class Participation 30%
Letter Name Case Study 5%
Within Word Case Study 5%
Integrated Lesson for Syllables & Affixes 10%
Class Case Study 15%

(Assessment, grouping, letter to parents and one week schedule)

Midterm Exam (closed book, no notes) 17%
Final Exam (closed book, no notes 18%

Total 100%

Participation Points Distribution

The following information is a chart that shows the distribution of your participation points. Please familiarize yourself with it. There is further information below the chart with expanded explanation.

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<tr>
<th>Articles</th>
<th>2 posts per week or stage are due as noted in the Discussion Forum.</th>
<th>1 follow-up on a different day</th>
<th>Points for specifically assigned activities</th>
<th>Descriptions of specifically assigned activities</th>
<th>Total Participation Points</th>
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<td>1 Follow-up due no separate points awarded</td>
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<td>Poem, Academic Honesty Policy, &amp; Homepage</td>
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X. Attendance Policy: This course adheres to the policy published in the current MSU Graduate Bulletin. Incompletes: This course adheres to the policy published in the MSU Graduate Bulletin.

XI. Academic Honesty Policy: This course adheres to the academic honesty policy found in the current MSU Graduate Bulletin.

XII. Texts and References:
Required:  


Recommended:


**Assigned Articles** You are required to read a minimum of ten articles.

**Article Bibliography**


Quarterly, 38, 302-328.


XIII. PREREQUISITES: None

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY: Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.