



CHAPMAN
UNIVERSITY COLLEGE
Professional Development Center
COURSE SYLLABUS

Course Title: Research Based Systematic Phonics: One Necessary Ingredient in the Complex Process of Learning to Read

Instructor: Dr. Tim Ham

Course Description: This course will emphasize research that supports the importance of systematic phonics within a language arts program. The student will review the research, apply the research to practical daily activities that can be used immediately, and learn how to assess student progress to create a balanced literacy program for developing and at-risk students. The student will develop a supplemental research-based systematic phonics instructional program as a major course of study.

Course Objective/Goals:

The students will:

1. demonstrate knowledge of theories and research associated with early literacy.
2. apply this research to practical techniques to use in their classrooms;
3. demonstrate the ability to administer assessments to drive the curriculum;
4. develop various instructional methods to address phonological awareness;
5. apply above systematic phonics objectives with their students.

Course Outline:

Module 1: My Autobiography as a reader. (1-2 pages) “How I became a reader and the reader I am today.”

Module 2: Explore the Arizona State Standards for Reading, AZ Reads, and Research one of the state approved assessment tools. Provide a 3 page written response to the following:

1. What is Arizona Reads all about? (1 page)
2. Choose one assessment tool to profile. (1 page)
3. Identify and describe the Strands and Concepts that target phonics instruction. (1 page)

Module 3: What does the research say from the following sources: National Reading Panel (Teaching Children to Read), National Institute of Child Health and Human Development, Haskins Research Center at Yale University (Summaries from each source)

1. Write a 3-5 page summary of the National Reading Panel, “Teaching Children to Read” This can be found at www.nationalreadingpanel.org. You must describe the research methodology, summarize the findings of the 5 panel subgroups, and talk about the topics for further study.
2. Write a 1-page summary of an article from NICHD Publications on Reading at www.nichd.gov/publications.

3. 3. Locate research that links brain research and reading. Write a 1-page summary of the research and findings. The Haskins Research Center at Yale University is a good source.

Module 4: Define the following terminology in a few sentences each– phonemic awareness, phonics, phonemes, graphemes, syllable, onset and rime, blending, segmentation, synthetic phonics, analytic phonics, cueing strategies, and print concepts, sight words.

Module 5: Research and report on the characteristics of a phonics program that is systematic and explicit. Research and report on the characteristics of a non-systematic program of phonics instruction.

Module 6: Design a short lesson to target the following principles: Onset and Rime, Word Segmentation, Syllabication, Phoneme Isolation, Phoneme Identity, Phoneme Categorization, Phoneme Deletion, Phoneme, Addition, and Phoneme Substitution. Lessons must indicate the grade level, the state performance objective, materials, step-by-step directions, set, closure, and assessment. Lesson duration should be approximately 20-30 minutes in length.

Module 7: Teach one of the designed lessons to a group of children and write a one-page summary of the experience.

Module 8: Assessment – Utilizing the phonics record sheet from pg. 7 in the “Phonics Tool Kit” or other suitable observation instrument, assess a student in phonemic awareness. Summarize the assessment of the student and recommend intervention topics for future work with the student.

Module 9: Design a monthly scope and sequence (outline only) to address the major topics of study that children will engage in to develop phonemic awareness. Specify grade level and monthly topics.

Module 10: Research the concept of balanced literacy and discuss how phonics fits into a balanced literacy program.

Method of Evaluating Student’s Performance:

Each module assignment is based on 100 points. The course total point value is 1,000. All assignments will be submitted electronically and grading and feedback will be sent electronically back to the student. Assignments must address the content thoroughly and succinctly with attention to appropriate writing conventions and bibliographic citations.

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

Textbooks and/or Other Materials:

Adams, Marilyn J., et al (2000) *Phonemic Awareness in Young Children*. Baltimore, MD: Paul H. Brookes Publishing Co.

Cunningham, P.M. (2000) *Phonics They Use: Words for Reading and Writing*, Fourth ed. New York: Longman.

Indiana Department of Education. (Spring 2000) *PhonicsToolKit*,
<http://www.doe.state.in.us/publications/phonics.htm>

Bibliography:

ERIC for Reading, English, and Communication. *Learning and Applying Phonics*. Professional Growth

Guide with six articles on phonics followed by an annotated bibliography. ERIC/EDINFO Press, 2000.

Ericson, Lita, and Moira Fraser Juliebo. *The Phonological Awareness Handbook for Kindergarten and Primary*

Teachers. International Reading Association, 1998. A practical and comprehensive handbook for teaching and

monitoring children's development of phonological awareness in the classroom. Answers frequently asked

questions and suggests a variety of activities to enhance phonological awareness.

Fielding, Lynn, Nancy Kerr, and Paul Rosier. *The 90% Reading Goal*. New Foundation Press, 1998. "By the spring

Smith, Carl B. *Phonics for Reading, Guidelines for Teachers*. ERIC/EDINFO Press, 2000.

Supplies definitions,

answers to major phonics questions, and sample activities for major phonics generalizations.

Smith, Carl B. *Using Phonics and Other Word Skills, A Practical Guide for Parents*. Family Learning Association,

2000. Shows parents and tutors how to help children solve unknown words in reading.

Smith, Corinne Roth. *From gibberish to phonemic awareness: Effective decoding instruction*. Teaching Exceptional

Children, July-August, 1998. Stresses the importance of the development of phonemic awareness skills for

students with reading difficulties.

Snow, Catherine M., M. Susan Burns, and Peg Griffin. *Preventing Reading Difficulties in Young Children*. National

Academy Press, 1998. Describes the identification of groups of children at risk, effective instruction for the

preschool and early grades, the importance of these findings for the professional development of teachers,

and gaps that remain in our understanding of how children learn to read.

Stahl, Steven J., Anne M. Duffy-Hester, and Katherine Anne Stahl-Dougherty. *Everything*



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you wanted to know about phonics

(but were afraid to ask). Reading Research Quarterly, July/August/September 1998. Outlines seven research based

principles for effective phonics instruction and compares various approaches. Suggestions for instruction are included.