

University of Arkansas - Fort Smith
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Graduate Studies General Syllabus

CIED 51103 Applying the Science of Reading in the 21st Century Classroom

Credit Hours: 3 Lecture Hours: 3 Laboratory Hours: 0

Prerequisites: Admission to the M.Ed. program

Effective Catalog: 2019-2020

I. Graduate Course Information

A. Catalog Description

Introduction to the science of reading in the context of phonemic awareness, phonics, vocabulary, fluency, and comprehension from kindergarten through grade 12. Provides scientifically based reading research strategies across the curriculum.

B. Additional Information - NA

II. Student Learning Outcomes

A. Subject Matter

Upon completion of this graduate course, the student will be able to:

1. Explain the theoretical, historical, and evidence-based foundations of reading, writing, speaking, and listening literacies.
2. Select, critique, and adapt evidence-based literacy curricula to meet the needs of all learners based on research findings.
3. Select valid, reliable and appropriate assessment tools.
4. Demonstrate knowledge of diverse learners, equity, and culturally responsive instruction specifically as it pertains to literacy instruction.
5. Select or produce a variety of digital and print materials to engage and motivate learners.
6. Engage in collaborative decision making with colleagues.
7. Foster a positive climate with families and colleagues to support a literacy-rich learning environment.

B. Program Learning Outcomes (PLO)

The M.Ed. program bases Program Learning Outcomes on the National Board for Professional Teaching Standards (NBPTS). The NBPTS establishes and upholds rigorous expectations for what expert teachers

should know and do. This graduate course enhances student abilities in the following areas:

Commitment: Teachers believe that all students can learn and meet high expectations. Teachers are committed to all learners and are passionate about teaching. They develop relationships with students in a variety of educational settings. Teachers create learning experiences that differentiate instruction to meet the needs of all students. They understand their subjects and how to teach those subjects to students.

Responsibility: Teachers facilitate and supervise student learning. Teachers embrace a variety of methods to increase student success. They establish social norms within a variety of dynamic grouping options. They motivate and engage students while assessing student performance.

Systematic Thinking: Teachers critique their practices and learn from experience. Teachers evaluate their practices and expand their learning based on best practices, current research, evolving technologies, and student data.

Leadership: Teachers demonstrate leadership that fosters excellence, effectiveness, and collaboration with colleagues, families, and the community. Teachers approach their work with a team mentality. They collaborate with all stakeholders sharing vital information and planning a course of action that will improve the effectiveness of the school.

III. Major Graduate Course Topics

- A. Developmental View of Literacy: Theoretical and Historical Frameworks
- B. Research Evidence for Literacy Instruction in Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension
- C. Scientifically Based Reading Research Assessments
- D. Literacy Needs of Diverse Learners
- E. Data to Inform Literacy Decisions
- F. Literacy Technologies
- G. School Wide Literacy Initiatives