**COURSE TITLE:** PHONEMIC AWARENESS & BEGINNING READING SKILLS for ALL AGES

**NO. OF CREDITS:** 3 QUARTER CREDITS  
WA CLOCK HRS: 30  
[Semester Cr Equivalent: 2.00]  
OREGON PDUs: 30  
CEUs: 3.0**

**INSTRUCTOR:** DR. ELLEN-SUE DIAMANT, SLP.D, CCC-SLP, M.S. SLP & Education  
406/226-4224  
ellensuediamant@gmail.com

**ASSIGNMENT CHECKLIST**  
The assignment checklist will help you plan your work. Check off items as you complete them.

**CLOCK, CEU, PDU, 400 LEVEL, or 500 LEVEL ASSIGNMENTS**

**A. Information Acquisition:**
___ #1: Read required text, *Put Reading First.*
___ #2: Read articles and literature review in resource packet.
___ #3: Write a summary paper.
___ #4: Write a paper referring to the use of phonemic awareness in teaching beginning reading and writing skills.
___ #5: Write a comparison of your phonemic awareness before and after this course.

**NOTE:** *If you are doing this course for Clock Hrs, PDUs or CEUs, then #5 is your final assignment.*

**400 & 500 LEVEL ASSIGNMENTS**

**B. Learning Application:**
___ #6: Pick a phonemic/phonological awareness skill and create a 15-20 minute lesson plan for the current age group you work with for 5 days.

**500 LEVEL ASSIGNMENT**
___ #7: In addition to the 400 level assignments, complete the following:  
Pick an article from your readings and compare this in 2 ways with the other 3 articles.  
Write a 2-3 page paper.

**400 & 500 LEVEL ASSIGNMENT**

**C. Integration Paper:**
___ #8: Complete the Integration Paper by responding to the questions listed in the syllabus.

**NOTES:**
- You may work collaboratively with other teachers and submit joint assignments on all but the final Integration Paper, which must be individually authored and submitted.
- Alternatives to written assignments (video, audio tape, photo collage, a collection of products, letters to editor, brochure and Web pages) may be submitted as substitute assignments with the instructor's prior approval.
- To maintain privacy, please do not refer to students in your paper by their actual name, but rather use an alias or designation such as “Student A."
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COURSE DESCRIPTION:
This course will significantly expand elementary teachers’ understanding of the impact that developing proficient and fluent phonemic awareness skills has in furthering literacy development. Participants will learn how phonemic awareness is a necessity for developing reading skills (both decoding and comprehension), will examine research on phonemic awareness, and discover how to apply this knowledge in classrooms for students of all ages, including secondary and adult beginning readers. Participants will write summary papers and critique articles focusing on this important topic and learn how to develop daily strategies and activities for teaching phonemic awareness and developing beginning reading skills in the classroom.

The required text for this class is free to download. See the Bibliography for web download address. $15 materials fee for course reading materials to be ordered from the instructor after registration.

LEARNING OUTCOMES:
As a result of completing this course, participants will:
1. Understand and be able to explain phonemic/phonological awareness.
2. Understand and explain how these major skills contribute to and impact learning to read and write.
3. Have developed strategies to use with students towards developing phonemic awareness to assist students in becoming proficient and fluent readers and writers.
4. Have developed exercises in phonemic awareness for participants’ current teaching situation.

COURSE REQUIREMENTS:
Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:**
Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant’s their choice of 30 Washington State Clock Hours, 30 Oregon PDUs or 3 CEUs (Continuing Education Units, which translates to 30 hours). The Heritage Institute is an approved provider of Washington State Clock Hours, Oregon PDUs, and CEUs by IACET (International Association of Continuing Education and Training, an official national and international certifier of CEUs).
UNIVERSITY QUARTER CREDIT INFORMATION:

• UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL
Teachers may opt to register for 3 (three) Antioch University, Seattle, 400 or 500 level quarter credits, instead of hours, and will be required to:
   1. Complete all assignments for clock hours/CEUs (*Section A: Information Acquisition*)
   2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (*Section B: Learning Application*)
   3. Complete an Integration Paper by answering 5 questions (*Section C: Integration Paper*)

• REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT
Antioch University Seattle requires 75% or better for credit at the 400 level (Upper Division) and 85% or better to issue credit at the 500 level (Post-Baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor.
Teachers who register for Antioch University Seattle 400 or 500 Level Credit will be required to:
   1. Complete *Section A: Information Acquisition* assignments 30%
   2. Complete *Section B: Learning Application* assignments appropriate for your levels 40%
   3. Complete *Section C: Integration Paper* assignment 30%

• CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)
Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a “C” or better, and at the 500 level credit granted is equal to a “B” or better. This information is stated on the back of the transcript.

REQUIRED TEXT:
• 66-page download text: *Put Reading First: The research building blocks for teaching children to read.* You can download this from www.nifl.gov for no charge or order a hard copy from EdPubOrders@aspensys.com. See bibliography for web download address.
• Reading packet of 8 articles

MATERIALS FEE:
• $15 will include copying and mailing of materials for class. Please complete the Participant Order Form sent to you with your registration confirmation.

HEADING REQUIRED FOR ALL ASSIGNMENTS
A heading is required; please use the following format.
Your Name: Instrucctor Name:
Course Number: Course Name:
Date: Level: Clock/ PDU/ CEU/ Credit (400 or 500)
Assignment #: 

PLEASE NOTE:
▪ Submit assignments one at a time via e-mail to enable feedback from instructor and not all at one time to avoid having to redo or modify your work.
▪ Citation of references can be according to any standard systems used in colleges, such as APA (American Psychological Association) which is available on websites or in hard copy.
▪ Please include a reference list for each assignment with citations used in your work.
▪ Any info/idea not from one’s own head needs to be cited/appropriately referenced!
ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1:
Read download text: *Put Reading First: Research building blocks for teaching children to read.*

Assignment #2:
Read the Reading Packet containing articles and literature review.

Assignment #3:
Write a 2-3 page paper that summarizes your key learning from the materials read and presents an overall strategy of how you might, or might not, incorporate the learning from these materials into your classroom. Include appropriately cited reference list.

Assignment #4:
Write a 2-3 page paper referring to the use and necessity of phonemic awareness in teaching beginning reading and writing skills. Please use at least 5 references from course materials. Include an appropriately cited reference list.

Assignment #5:
Write a 2-3 page paper discussing what you knew about phonemic awareness prior to the readings compared with what you now know. Include at least five references from the reading materials. Discuss 3 phonemic skills and describe how you will incorporate these skills in your teaching throughout the school day. An example could be hearing writing sounds in words in sequence while the class is taking a written inventory of how many students like red versus blue M & Ms or a similar activity where they will be graphing the class tally and creating a written graph during “math” class. Include a reference list if you use references.

This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs.

Continue to the next section for additional assignments required for University Quarter Credit

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section you will have an opportunity to apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher’s summer classroom in session.

Assignment #6: (Required for 400 and 500 Level)
Pick a phonemic/phonological awareness skill and create a 15-20 minute lesson plan for this skill in your classroom. Describe the lesson for 5 consecutive days, including potential student progress through those 5 days. Feel free to use dialog to demonstrate. Show how this skill would connect with the “whole
language approach" or carryover into the rest of the reading/language arts block for each day. For example: How would this lesson’s goals and activities carryover into “math” time/labs for the day?

500 LEVEL ASSIGNMENT

Assignment #7: (500 Level only)
In addition to the 400 level assignments, complete the following:

Pick one article that exhibits methodology and conclusions you agree with and compare this article in 2 ways with the other 3 articles for information, method of research, or conclusions. Next using the same article, describe your methods for supplementing this author’s reported research. Please use at least 5 references from course readings to support your ideas and work. This should take a minimum of 2-3 pages. Include an appropriately cited reference list.

400 & 500 LEVEL ASSIGNMENT

C. INTEGRATION PAPER

Assignment #8: (Required for 400 and 500 Level Credit)

Write a 2-3 page Integration Paper answering these questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:
Please indicate by email to the instructor if you would like to receive comments on your assignments.

QUALIFICATIONS FOR TEACHING THIS COURSE:
Dr. Ellen-Sue Diamant, SLP.D, CCC-SLP, M.S.SLP/Ed. has over 30 years experience as a speech-language pathologist (SLP), special education teacher, clinical supervisor, teacher and aide supervisor/trainer, author and parent. She is currently an on line instructor in the speech-language field, and a member of the American Speech-Language Hearing Association (ASHA). Ellen-Sue’s dissertation was in the area of phonemic awareness titled: Phonemic Awareness and Beginning Literacy Skills in Lower Socioeconomic Native American Kindergarten and First Grade Students. She has been working as a speech-language pathologist on the Blackfeet Native American Indian Reservation in northwest Montana for over two decades, focusing her efforts on developing speech-language-literacy. Ellen-Sue is a board certified SLP providing direct and consultative therapy services, is an on line instructor for Communication Disorders, and has a part time practice in speech-language pathology.


