



RED6545:
Vocabulary and Word Study
CRN 2239, 3 Credit Hours
COURSE SYLLABUS

Semester: Spring 2026
Dates: 1/12/2026-3/06/2026
Delivery method: Online with synchronous sessions
Location: Online
Instructor: Dr. Elizabeth Burke Hadley
Instructor email: hadleye@usf.edu
Virtual Office Hours: By appointment

Minimum Technical Skills & Requirements:

In order to take courses online at USF, you will need to be able to demonstrate proficiency at basic computer skills, maintain reliable internet access, and meet the [computer system requirements](https://www.usf.edu/it/remote/requirements-for-students) listed at:
<https://www.usf.edu/it/remote/requirements-for-students>

Synchronous Sessions: Synchronous sessions for the course are listed below and can be accessed through Microsoft Teams. The link for these meetings can be found in Canvas under the module's synchronous session page.

In this class, software will be used to record live class lectures and discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

I. Welcome!

Proficient reading grows out of two fundamental factors: 1) students' ability to decode print on the page, and 2) their understanding of the meaning of that print. In this course, you will gain a deep understanding of how both of these language-related factors – phonics and vocabulary/oral language – develop in children, and how instruction in these areas can help children become successful readers.

II. University Course Description

The purpose of this course is to provide students with an understanding of current theory and research about reading and writing vocabulary instruction and the interactive causes of literacy disabilities.

III. Course Prerequisites

None

IV. Instructor Contact Information and Communication

Contacting me by email is the best way to ensure a quick response. If you do not hear back from me within 24 hours, please feel free to resend the email as there may have been a delivery issue or oversight on my part. If you reach out to me, I am happy to set up virtual office hours to meet your individual schedules. You will be communicating with both your course instructor and your peers on a regular basis, so it is imperative that you check Canvas and your USF email regularly to ensure timely communication.

V. First Day Attendance Policy

It is essential that you complete the Video Introduction assignment (described below) by the Friday of the first week of class. This assignment counts as your first day attendance for the course. Students who don't complete the first day activity on time run the risk of being dropped from the course.

VI. Student Learning Outcomes

By the end of this course, you will be able to:

- a. Explain theories on the role of language in reading comprehension, summarize the components of language and differentiate between each, and explain how language components relate to other aspects of literacy such as comprehension (ILA 1.3; FL Comp 1.A.1, 1.B.1, 1.C.1, 1.C.3, 1.E.1-2).
- b. Explain individual variation in language and literacy development, including variations in dialect and speech patterns; explain the distinguishing characteristics of students with reading difficulties, including dyslexia, and how oral language, phonemic awareness, phonics, and vocabulary development may vary for these learners (FL Comp 1.A.4, 1.A.6, 1.A.7, 1.B.4, 1.B.5, 1.B.7, 1.B.8, 1.C.5, 1.C.6, 1.E.7, 1.E.8).
- c. Differentiate between phonological awareness and phonemic awareness, explain the importance of phonemic awareness in phonics skills, and explain key features

of English orthography, grapheme-phoneme patterns, and morphology of words (FL Comp 1.B.1-1.B.3, 1.B.6, 1.C.2, 1.C.4).

- d. Apply explicit, systematic, and sequential evidence-based practices in phonological awareness, phonemic awareness, and phonics decoding skills for a range of learners (FL Comp 2.B.1-2.B.8, 2.C.1-2.C.6).
- e. Explain the development of oral language in the early grades and beyond for a range of diverse learners; explain the purposes of a range of language registers, including social and academic language; differentiate between different types of vocabulary knowledge and how each impacts reading comprehension (FL Comp 1.A.2, 1.A.4, 1.A.6, 1.E.1, 1.E.2, 1.E.7)
- f. Explain and apply intentional, explicit, evidence-based instructional practices for vocabulary learning; generate strategies for supporting oral language development in the classroom for a range of diverse learners (FL Comp 1.E.3-1.E.6, 2.E.1-2.E.8, 2.A.1-4, 2.A.6-2.A.7, 2.C.3)

VII. Required Texts and/or Readings and Course Materials

- Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction*. Guilford Press. **2nd Edition**.
- Moats, L. & Brady, S. (2020). *Speech to print: Language essentials for teachers*. Brookes. **3rd Edition**.
 - Available to check out via the library as an e-book: <http://ebookcentral.proquest.com/lib/usf/detail.action?docID=6253600>
- University of Florida Literacy Institute, UFLI Foundations Manual (2022). Available here: <https://www.ventrislearning.com/uflifoundations/>
- GoReact License (can purchase directly through the link in Module 4).

VIII. Supplementary (Optional) Texts and Materials

Unless otherwise indicated, all materials in Canvas are required.

IX. Grading Scale

Final grades are determined by dividing the total number of points earned by the number of possible points.

Grading Scale (%)	
94 – 100	A
90 – 93	A-
87 – 89	B+
84 – 86	B
80 – 83	B-

77 – 79	C+
74 – 76	C
70 – 73	C-
67 – 69	D+
64 – 66	D
60 – 63	D-
0 – 59	F

X. Grade Categories and Weights

Assessments and their point values are listed below.

Graded Items	Point Value	Percent of Total Grade
Projects	95 pts	53%
Discussion Posts (Padlet/ Perusall)	50 pts	28%
Quiz	25 pts	14%
Practice Assignment	5 pts	3%
First Day Attendance	5 pts	3%
Total	180 pts	

XI. Essay and Project Assignments

Readings/Videos/Web Resources: Assigned readings are drawn from the required course texts and/or are posted in Canvas under each respective module (as are videos and web resources). Students are responsible for all assigned readings.

Discussion Posts: There will be six opportunities to respond to the readings using Padlet or Perusall. See details in Canvas.

Quiz: The quiz will focus on phonetics, phonology, orthography, and morphology. It will be closely connected to the course readings leading up to them, and you may use your course resources when completing the quizzes.

Infographic: Please choose one of the major reading theories discussed in the readings or in class about the role of language in reading comprehension. Create an infographic to

depict the main components of this theory (please use Canva, Powerpoint, or another tool of your choice to create the infographic). Your goal here is to 1) help teachers understand the main ideas of the theory clearly, and 2) help teachers understand the importance of language skills for reading, as communicated by the theory. On a separate page from your infographic, please describe the key features of this model in your own word and why you chose to represent the model visually in this way (no more than 500 words).

Differences in Language and Literacy PD Presentation: As a group, select one aspect of the motivational and sociocultural issues presented in the readings and develop a presentation (e.g., PowerPoint, Prezi, Animoto, Nearpod, etc.) that will inform your colleagues (i.e., other teachers in your school) on this topic. Locate additional resources to support your work and include strategies for teachers to use to address this aspect of teaching.

Phonics Instructional Practice: Choose a child to work with who may need some support in alphabet knowledge, phonemic awareness, or phonics (or just choose a child who is willing to let you teach them a phonics lesson!) Choose 1 lesson to teach from the UFLI Foundations manual. Try to choose a lesson that is generally appropriate for your student's grade level and abilities, but this assignment is mainly intended to give YOU practice implementing intensive phonics instruction, so don't worry if the lesson you choose is not exactly at your student's level. Please record your lesson using GoReact. Then please watch and make at least 10 "timestamp" comments reflecting on your instruction and how it aligns with or diverges from the principles of systematic and explicit instruction as described in course readings. In other words, comment and reflect on specific moments in the video where your instruction was exemplary, and ones where you would do something differently next time. Please reference and cite the readings specifically throughout to note your own instructional strengths and areas for growth.

Vocabulary Project: You will create an Instructional Resource Chart (IRC) for vocabulary words using a narrative or informational text. Once you complete the chart, you will write a 3-5 page paper identifying the research base for the various components within the IRC, and reflect on the importance of each of the components within the IRC and how/why the relationship between best practices in reading/vocabulary instruction relating to instructional strategies of teaching vocabulary in this manner assists students in vocabulary acquisition.

XII. Instructor Feedback Policy & Grade Dissemination

Instructor will respond to email communication relevant to the subject matter within 24 hours of the date received. Instructor will provide feedback on assignments within one week of the posted deadline, and feedback on final papers within two weeks of the posted deadline. [You can access your scores at any time using "Grades" in Canvas.](#)

XIII. Course Schedule

Themes	Assigned Readings/ Resources	Assignment(s)	Points	Due Date
Module 1: The Importance of Language for Reading; Language Development Overview	- Moats, Ch. 1 - Additional readings & videos on Canvas	Video Introduction (First Day Attendance)	5	1/16
		Synchronous Session 1 (complete readings beforehand), 6pm-7:45pm via Teams	0	1/13
		Padlet Post	5	1/13
			20	1/16
Module 2: Sociocultural, Cognitive, and Motivational Differences in Language & Literacy	Additional readings & videos on Canvas	Watch recorded lecture (complete readings beforehand)	0	1/20
		Perusall Response	5	1/20
		PD Presentation on	25	1/23
Module 3: Phonology, Orthography, and Morphology	Moats Ch. 2-5	Synchronous Session M3 (complete readings beforehand), 6pm-7:45pm via Teams	0	1/27
		Practice Assignment	5	1/28
		Quiz	25	1/30
Module 4: Teaching Phonemic Awareness and Phonics	- Moats, Ch. 8 - UFLI Foundation manual – p. 4-43 - Additional readings & videos on Canvas	Synchronous Session M4 (complete readings beforehand), 6pm-7:45pm via Teams	0	2/10
		Padlet Post	10	2/10
		Phonics Teaching Assignment	25	2/13

Module 5: Oral Language and Vocabulary Development	Readings and videos on Canvas	Watch recorded lecture (complete readings beforehand)	0	2/17
		Perusall Response	10	2/17
Module 6: Vocabulary and Oral Language	Beck, McKeown, & Kucan, Ch. 2-6 & Ch. 9	Synchronous Session M5 (complete readings beforehand), 6pm-7:45pm via Teams	0	2/24
		Padlet Post	10	2/24
			25	2/27
Total Possible Points			180	

* Note: The Schedule is subject to revision

XIV. USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, and sexual harassment that **apply to all courses at USF**. These may be accessed on the [USF Core Syllabus Policy Statements page](https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx) at <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>.

XV. Course Policies: Grades

Late Work Policy

Please submit work on the due dates listed above. You will have one opportunity to submit work late; all late work must be submitted by this date. Work submitted after this date will not receive credit. No extra credit will be offered in this course.

Grades of “Incomplete”

The current university policy concerning incomplete grades will be followed in this course. An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the

ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

XVI. Course Policies: Technology and Media

Canvas

This course is offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the [Canvas Student Guides](#). You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

XVII. Course Policies: Student Expectations

Title IX Policy

Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, **USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking.** The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. *If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or va@admin.usf.edu.*

Turnitin.com

In this course, turnitin.com will be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>. Essays are due at turnitin.com the same day as in class.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Netiquette Guidelines

1. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
2. Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
3. Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
4. Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
5. Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

1. Use the subject line effectively by using a meaningful line of what your email or discussion is about.
2. Keep your emails and postings related to the course content. You should not post anything personal on a discussion board, unless is requested by the instructor.
3. Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

XVIII. Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa and Sarasota-Manatee campuses.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing.

help@usf.edu.

[IT website for the Tampa campus.](#)

[IT website for the St. Pete campus.](#)

[IT website for the Sarasota-Manatee campus.](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus.](#)

[Counseling Center website for the St. Pete campus.](#)

[Counseling Center website for the Sarasota-Manatee campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email

asctampa@usf.edu.

[Tutoring website for the Tampa campus.](#)

[Tutoring website for the St. Pete campus.](#)

[Tutoring website for the Sarasota-Manatee campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email

writingstudio@usf.edu.

[Writing studio website for the Tampa campus.](#)

[Writing studio website for the St. Pete campus.](#)

[Writing studio website for the Sarasota-Manatee campus.](#)