

TERG 3700C - CE Phonological Awareness and Phonics

Fall 2026 Syllabus, Section 01, CRN 43184,

Credit hours: 3

Instructor

Cheryl Borovitcky

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Public Instructor Information

Instructor Title: Mrs. Cheryl Borovitcky

Instructor Professional Qualifications: K-8 Elementary Education Youngstown State University, Reading Specialist K-12 Youngstown State University, MEd Youngstown State University, Administrative Licensure Ashland University

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Course Description

3700C. CE Phonological Awareness and Phonics. Phonics subject matter, instructional strategies and applications, and planning for intensive, phonic-based word analysis in the early and middle stages of literacy acquisition. 20 field hours required. Prereq.: TERG 2605 with a minimum grade of "C". 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	Phonics from A to Z: A practical guide (4th ed.)	Wiley Blevins	978-1338879025
Required	Teaching reading sourcebook. CORE	Honig, B., Diamond, L., Gutlohn, L., & Cole, C. L	978-1634022354

Additional suggested readings will be available on the course Blackboard page as it relates to course content throughout the semester.

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
8/25	Core: The Big Picture Blevns: Pages 28-32	Overview Course/Syllabus, Review-Requirements, Get Acquainted Intro Activities: Interactive Reflection Journal Introduction to Evidence-Based Language and Literacy Instruction CORE: Intro The BIG Picture Review: The Science of Reading, The Simple View of Reading, Scarborough's Rope, Five Essential Components of Reading Instruction Ohio's Plan to Raise Literacy Achievement	Set up Interactive/Reflection Journal (use alliteration) Journal Reflections/Science of Reading Article
9/1	The Brain and Reading: Dyslexia - How Your Brain Learns to Read by Denise Eide Continue Core: The Big Picture	Dyslexia and the Brain	Journal: Dyslexia Article Field Experience Overview/Field Logs



9/8	CORE Section I: Word Structure CORE: Ch. 1 Structure of English CORE: Ch. 2 Structure of Spanish Blevins Section 3: Pages 89-143	Phonemes, consonant phoneme classifications, sound/spellings, syllables, onset-rime, morphemes Vowel phoneme classifications Consonant phoneme articulation Make connection to Structure of Spanish	
9/15	cont. CORE Ch. 1 (Phonic Elements) CORE Section II: Early Literacy Section CORE: Ch. 3 Print Awareness	Dimensions of print, print referencing, assessments	Due 9/15: Phoneme Articulation Video
9/22	CORE: Ch. 4 Letter Knowledge CORE: Ch. 5 Phonological Awareness Blevins, Section 2, pp. 33-88	Letter-Name Iconicity, Letter Characteristics, Handwriting Intro: Phonological Awareness/Phonemic Awareness Alphabet Recognition and Phonemic Awareness Levels of Phonological Awareness	Due 9/24: Test #1
9/29	cont. CORE Ch. 5 Phonological Awareness Put Reading First- CORE p. 191	Phonological Awareness Activities Phoneme Manipulations Blending syllables - Segmenting syllable - Alliteration categorization - Onset/Rime - Blending/ Segmenting phonemes - Manipulation of phonemes	
10/6	CORE Section III: Decoding and Word Recognition	Becoming Proficient in Phonological Awareness/Effective Instruction Ehri's Phases 4 Part Processor Model Orthographic Mapping - Ehri's theory (orthographic mapping, which bonds the sounds in spoken words to their spellings) - Written words are anchored mainly to their sounds, not their meanings - Storing written words in long-term memory requires sound proficiency - Works from pronunciation to spelling	
10/13	CORE: Ch. 6 Phonics	- Major phonics content (consonant, vowels, blends, etc.) Systematic and Explicit Instruction Focus on critical skills Logical Sequence Pacing Decodable Texts-analyze Alphabetic Principle - Words are composed of sounds that are represented by symbols - Speech sounds are represented by writing (letters of the alphabet) Word Study Activities That Promote Orthographic Mapping	Due 10/15: Min. 8 Field Logs
10/20	CORE Ch 6: Cont Blevins p.186-195	Approaches to Phonics Instruction Word Sorting (CORE Ch. 6) Word Awareness Activities- Spelling, orthography Assessment: Administering the LETRS Spelling Assessment Critical Task Write-up Format	Due 10/20: Phoneme/Grapheme Mapping Quiz Due 10/22: Word Sort
10/27	CORE: Ch. 7 Irregular Word Reading	High-Frequency Words/Sight Words/ Irregular Words Strategies for Instruction, teaching routines	Due 10/29: Test #2
11/3	CORE: Ch. 8 Multi-Syllabic Word Reading CORE: Page 175	Phonics Lesson Plan- Explicit Phonics Lesson Sequence Syllabication Rules Open/Closed Syllables Syllable Types, affixes	Due 11/5: Critical Task
11/10	CORE: Ch. 12 Word Learning Strategies Blevins: pages 277-295	Morphemic Analysis Dictionary Word Parts: affixes, roots, cognates Context	

11/17	Putting it All Together: Complete Phonics Lesson MTSS/RTI, Types of Assessment	Due11/17: Interactive Reflection Journal Presentation #1 11/19
11/24	Student Presentations/Demonstrations Field Experience Wrap-up	Presentation #2 11/24
12/1	Student Presentations/Demonstrations	Presentation #3 12/1 Presentation #4 12/3 Due: Final Field Logs with Tracking Sheet
12/8		Final (December 8, 3:15-5:15)

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.