



**UNIVERSITY OF TEXAS
EL PASO**

College of Education- Department of Teacher Education

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| Title of Course: ECED 4335 SEC 003 CRN 27326 Language and Literacy in The Early Years | Class hours: 3 |
| Semester: Spring 2024 | Instructor Information: Name: Hope Luster, Ph.D. Email: hcluster@utep.edu Office hours: Email for an appointment. For a faster response, text: (281) 748-7230 |
| Day/Time: Fully Online; Runs: Monday-Sunday Schedule | |
| Credits: 3 | |

Course Description: This course focuses on the knowledge, skills and abilities young children develop for oral language use, emergent reading and emergent writing. Current research and educational practices; the role of sociocultural influences and children's literature; and the components of literacy-rich classrooms will be analyzed in relation to theoretical views of early literacy development. Students will explore developmentally appropriate practices that nurture the early language and literacy development of diverse learners through the selection and development of curricula.

Course Format Information: This course will be conducted *fully online* [there are no in-person/campus-based class meetings]. It runs on a Monday to Sunday schedule; course work throughout the week is due at specific days/times, however, you are *not* required to be online at any specific time. The standard recommendation across the board by American universities is to plan for approximately three hours of study time for every one credit hour taken. Therefore, for this course, you can expect each week to spend 3 hours of class time + 9 hours of study and prep time, which equals approximately 12 hours per week devoted to this course. Please read the syllabus and information in the course site *very* carefully, understand what you need to do and when you need to do it, and then plan course study time in your week accordingly. If at any time you do not understand what to do or when to do it, you should contact Dr. Hope immediately (hcluster@utep.edu).

For Technical Assistance: For technical problems with our online course site or related computer/Internet applications, please contact the UTEP Helpdesk: M - F: 7AM - 8PM, Sat: 9AM - 1PM, Sundays 11-4 pm. On campus phone: 915.747.5257. Off campus: 915.747.4357. If you are on campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center (UGLC building) or the Technology Support Center in Room 300, Library.

Required Reading:

You should purchase or rent the following textbook for this course:

Morrow, L. M. (2011). Literacy development in the early years: Helping children read and write (9th edition). Boston, MA: Pearson.

Additional readings/viewing will be provided in our course site. All additional readings/viewings are free to you as they come from public online resources.

Our online course site is copyrighted and is the property of UTEP and ECED faculty. Content from the course site, in part or whole, may *not* be shared or distributed without direct written permission. For questions or issues related to this, please contact Lead ECED Faculty, Dr. Alyse C. Hachey at ahachey@utep.edu.

UTEP Learning Resources:

(UTEP provides a variety of student services and support, including the resources below.)

- UTEP Library: You can access a wide range of resources, including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- The University Writing Center (UWC): Virtually everyone needs help with writing academic English. There's no shame in it. The UWC [Library Building, Rm.227; phone: 915.747.5112] provides online consultations to all UTEP students at no cost. They also have walk-in services, if you are local. It is a terrific resource. If I suggest you attend the Writing Center, it's because I think you will benefit from it. It's not a punishment – it's intended to help you. Check the website for more information: <http://uwc.utep.edu>

Standards of academic integrity: Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to: cheating, plagiarism, collusion [making plans to cheat with another], the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Disabilities statement: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having

a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 919-747-5148 for general information about the Americans with Disabilities Act (ADA).

Student Conduct and Discipline: All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations (<http://www.utsystem.edu/bor/rules>) with system and University rules, with directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.

Equal Opportunity: All students regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions related to this can be discussed confidentially with Dr. Hope [email hcluster@utep.edu to set up a phone meeting].

Guide to Online Etiquette:

As a member of the learning community of this class, the following is a list of specific expectations (Note that this list is not exhaustive and that it may be added to as needed throughout the semester):

1. *You are expected to actively engage in the learning community of this class.*

This includes completing the coursework tasks as outlined in each week's session, actively contributing to discussions, seeking guidance if you have questions (note that if you have a question, it is likely that everyone will benefit if ask your question) and exhibiting professional courtesy during interactions with classmates/ your instructor..

2. *You are expected to exhibit appropriate behavior for a higher learning environment.*

Even though we will not meet face-to-face, logging on to our online course site is the equivalent of walking on to the UTEP campus. Therefore, the rules of conduct that apply on campus also apply in our course site. Our course site is a place to engage in social learning; it is meant to be a safe space for all. Our ideas and beliefs shape who we are and will differ from our peers; sharing these within class allows us to learn different perspectives and points of view, but this can only happen successfully if everyone in our learning community is respectful of individual ideas. You are encouraged to participate in all activities to the fullest extent possible, with an open mind to new experiences. In particular, the following are general guidelines for online interactions:

- All the information discussed between peers and/or with your instructor should be kept confidential, thus providing a safe atmosphere for creative expression, free of judgment.
- You are encouraged to participate to the depth that you feel comfortable sharing with the class (Note: An electronic record will remain, so be thoughtful in how much personal information you share. The general rule is: share only that which you would be comfortable seeing printed in a newspaper/ public Internet page.).

- Do not use inappropriate language, all capital letters, or language shortcuts (i.e., texting shorthand). Online entries should reflect academic writing standards, with edited spelling, grammar, and punctuation.
- When reacting to someone else's message, whether in agreement or disagreement, please address the ideas, not the person. (Note: Harassing, flaming and/or inappropriate postings will not be tolerated.)
- Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
- Please refrain from posting yes/no or I agree/disagree answers (this will *not* earn you participation points). The point of our online interactions is to create a rich and meaningful sharing of ideas; therefore, posts should: justify positions, provide specific examples, and demonstrate that you have read the required readings and your classmates' comments carefully and thoughtfully.

3. *You are expected to exhibit high level time management skills and turn your work in **on time**.*

As previously mentioned, this is a fast-paced, intensive course that requires you to devote significant time to complete the required readings, discussions and various additional assignments that are due each week. Although there is no mandatory time that you must be online, the research shows that those with the best success in online courses create a set schedule for coursework and stick to it (whether you do your work at 3am or 10am on whatever day does not matter, what matters is just that you allow a sufficient, set time each week of the semester to focus on coursework). Timely completion of all coursework is essential for this class to run smoothly (i.e. your classmates rely on you to do your readings early in the week and contribute to the discussion on time in order for them to be able to post feedback later in the week). Therefore, late work will not be accepted. All online assignments are due by the due date and time listed in the task directions (see each weekly session in our course site for specific details). Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times, and then schedule the time you devote to this class accordingly.

Missing two weeks of discussion and/or failure to turn in three assignments will result in your automatically failing this course, regardless of any points earned.

Note: Exceptions may be made in the case of *extreme emergency* with supporting documentation. If you anticipate your assignment will be late due to unusual circumstances, please contact me and explain your situation prior to the due date of the assignment. Without prior notice, late assignments will not receive any credit.

If Blackboard is down and you cannot get into our course site to post work by the required due date:

All coursework should be posted in our online course site. If you find that you are unable to log into Blackboard to access our course site at the time that you are trying to post your work by the due date, you must email me (through regular e-mail at hcluster@utep.edu) immediately with an attachment of your work. When you do this, I will know that you have completed the work in a timely manner and it will be accepted, even though it was not posted in our course site as is generally required. I will then check with the Technology staff at UTEP to determine when Blackboard was out. If you email me indicating that you did not post your coursework because Blackboard is down, but you do not send me your work as an attachment in the message, you will not receive credit for your work.

4. *You work is expected to be your own.*

Everything you turn in for this course must be your own work. The purpose of coursework is to know what *you* think, not how clever you are at getting around the rules... so use your brilliance in a productive way. Any student caught engaging in instances of cheating, plagiarism or any other form of academic misconduct will be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from UTEP for such actions. It's serious! Don't do it.

5. *You are expected to contact me for help if needed throughout the semester.*

My office hours are by appointment. Please email or text me to set up a day/time for a phone or Zoom meeting [hcluster@utep.edu; text- (281) 748-7230).

My email is hcluster@utep.edu. Please include your first and last name and the title of the course you are taking with me in the body of your message. You can expect a response from me with 24-48 hours (usually sooner) for any email communication you send.

If at any time, you have difficulty understanding my expectations or the course material or completing course work for any reason—*be proactive!!!* I am here for you (email, phone, Zoom). I *strongly* encourage you to reach out to me as soon as possible (do not wait until the day before something is due or the end of the semester) and we will work together to make this class a success for you!

Student Learning Outcomes:

| COURSE SPECIFIC STANDARDS ECE4335 students will be able to: | Measurements (means of assessment for student learning outcomes listed in first column) |
|--|---|
| 1. Explain major theories and research regarding child development in language/literacy, particularly oral language development; | Reading Reflections; Class Participation |
| 2. Identify effective strategies for involving families in supporting early reading/writing of young children; | Reading Reflections |
| 3. Outline the development of the components of reading (including: phonological and phonemic awareness, vocabulary, comprehension, fluency and writing) and related instruction strategies to meet the needs of individual students, including English-Language Learners; | Reading Reflections; Class Participation |
| 4. Apply various strategies to differentiate instruction based on individual learning needs; | Reading Reflections; Class Participation |
| 5. Apply theories and research that support the importance of social interactions/relationships in young children's literacy development and learning. | Reading Reflections; Class Participation |
| 6. Design developmentally appropriate curriculum for culturally and linguistically diverse learning that is aimed at positively impacting children's knowledge, belief, and engagement ad literacy learners. | Class Participation; Literacy Activity Plans; Final Project |

Evaluation & Coursework Requirements of Students:

Coursework Requirements

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|-----------------------------|-------------------|
| Self-Introduction | 10 Points _____ |
| Reading Reflections (14) | 420 Points _____ |
| Class Participation (10) | 300 Points _____ |
| Literacy Activity Plans (3) | 150 Points _____ |
| Final Project | 120 Points _____ |
| ----- | |
| Total | 1000 Points _____ |

How Grades are Determined

| Grade | Earned Points |
|-------|---------------|
| A | 900 -1000 |
| B | 800- 890 |
| C | 700- 790 |
| D | 600- 690 |
| F | Below 600 |

NOTE: This course requires six hours of fieldwork (direct observation/interaction with a child). You will be responsible for finding a child to observe and engage in literacy activities with. The child should be between the ages of 2-6 years old. The child should *not* be your own. The child can be a family member outside of your own home (niece/nephew/cousin, etc.), a family friend/neighbor or someone you know from a school setting. You should know the child you will work with by no later than Week 8 of this class. You will be doing visits during Weeks 11, 15 and 16 of this class (see our course site for details). You should arrange with the child's family for your visits early!

General Criteria for Grading Assignments:

| Does not meet expectations (Loss of many points) | Meets expectations (Loss of few points) | Exceeds expectations (Loss of no points) |
|--|--|--|
| The information provided is not organized and detailed or conclusions drawn from the information is not supported or accurate. The assignment is incomplete/does not include all required sections according to the directions. All written portions include repeated grammatical and spelling errors; no or improper citations. | The information provided is somewhat organized and detailed and conclusions drawn from the information is somewhat supported and accurate. The assignment is mostly complete/ includes most required sections according to the directions. All written portions include few or no grammatical and spelling errors; proper citations with few errors. | The information provided is organized and detailed and conclusions drawn from the information are supported and accurate. The assignment is complete/includes all required sections according to the directions. All written portions include no grammatical and spelling errors; proper citations with no errors. |

Individual grading rubrics are found in the directions for each coursework task, which are located in our online course site.

This course runs on a weekly schedule, Monday through Sunday. Detailed instructions for all of the coursework tasks to be completed each week of the semester are arranged by class session (i.e., each class session covers one week of the semester). The class sessions for each week are labeled by week number and start date in the main left-hand navigation in our course site. In each of the weekly class sessions, you will find: the topic(s) and objectives for the week, the required reading (with embedded links to download/access articles and/or videos), a summary of what tasks are due (and when) that week and detailed directions and related links for completing and posting your coursework that is due during that week).

All weekly tasks MUST be submitted by the given deadline as outlined in our course site.

The following is a summary overview of the required coursework for the entire semester and related points possible. For *detailed instructions*, you should access the weekly class sessions in our online course site in Blackboard.

Self-Introduction (10 Points total)

To begin establishing our learning community, you will post a short self-introduction and a picture of yourself. In addition to posting your self-introduction, you will provide feedback to one classmate's self-introduction. Specific directions for this task are found in Week 1 of our course site. [Initial Posting (5 points) + Feedback to Classmate (5 points) = 10 Points total]

Initial Self-Introduction Postings are due by **12pm (Noon) Saturday** of Week 1.

Feedback to a Classmate is due by **11:45 pm on Sunday** of Week 1.

Reading Reflections (420 Points total)

The textbook and online readings/videos have been carefully selected to provide you with critical knowledge on early literacy and how teachers can effectively support its development in young children. To provide you with opportunities to deeply engage with the content of this course, you will do the readings/viewings and then engage in reflective writing. Across the semester, you will complete and post 14 Reading Reflections. Specific directions for each Reading Reflection are found in the different weekly sessions of our course site. [14 Reading Reflections x 30 points for each= 420 Points total]

Reading Reflections are due by **11:45 pm on Sunday** of the weeks they are assigned.

Class Participation Work (300 Points total)

Since we do not actually meet in person, participation in this course occurs through online postings and interactions in our course site. Throughout the semester, there will be 10 Class Participation

activities you will need to complete and post related to the specific content under study that week. In addition to posting your class participation work, you will need to provide feedback to two classmates' participation work. Specific directions for each Class Participation are found in the different weekly sessions of our course site. Each Class Participation is worth 30 points [Initial Posting (20 points) + Feedback to Classmate #1 (5 Points) + Feedback to Classmate #2 (5 Points) = 30 Points x 10 Class Participations = 300 Points total].

Initial Class Participation Postings are due by **12pm (Noon) Saturday** of the weeks they are assigned.

Feedback to Classmates are due by **11:45 pm on Sunday** of the weeks they are assigned.

Literacy Activity Plans (150 Points total)

You will create three Literacy Activity Plans. Your Literacy Activity Plans will be based on data collection on your chosen child (see Week 11 for data collection details) and they will be due Week 12 (Activity #1- focused on vocabulary/comprehension), Week 13 (Activity #2- focused on alphabet/phonemic awareness) and Week 14 (Activity #3- focused on emergent writing). During Weeks 15/16, you will actually conduct your Literacy Activity Plans with the child, and then write about the experience for your Final Project. Specific directions for each Literacy Activity Plan are found in the different sessions (Weeks 12, 13 and 14) of our course site. Each Literacy Activity Plan is worth 50 points [Activity #1 (50 Points) + Activity #2 (50 Points) + Activity #3 (50 Points) = 150 Points total].

Literacy Activity Plans are due by **11:45 pm on Sunday** of the weeks they are assigned.

Final Project (120 Points total)

For your Final Project, you will submit a written reflection paper about your experience conducting your three Literacy Activities with your chosen child. Your paper will have four sections: 1) Description of the Child; 2) Reflection on Activity #1; 3) Reflection on Activity #2; and Reflection of Activity #3. Specific Instructions for your Final Project are found in Weeks 15 and 16 of our course site.

Note: Although Week 16 is wholly reserved for you to work on your Final Project, the scope of this assignment is such that you should begin thinking about and working on it *by no later than* week 8 of this course. Be sure you know and understand the coursework for Weeks 11-16 so that you may post your Final Project by the due date.

Your Final Project is due by **11:45pm MT on Sunday, May 5th**.

Class Schedule: Please note that the schedule below is subject to change.

| WEEK | DATES | TOPICS | COURSEWORK DUE |
|--------|------------------------------------|--|---|
| Week 1 | January 16 Thru January 21 | Foundations of Early Literacy (Theories) | Self-introduction -(due @ 12pm (Noon) MT, Saturday) Reading Reflection #1 - (due @ 11:45pm MT, Sunday) Class Participation #1 -(due @ 12pm (noon) MT, Saturday) Feedback to classmates- (due @ 11:45pm MT, Sunday) |
| Week 2 | January 22 thru January 28 | Supporting Language Development (Infants and Toddlers) | Reading Reflection #2 - (due @ 11:45pm MT, Sunday) Class Participation #2 -(due @ 12pm (noon) MT, Saturday) Feedback to classmates- (due @ 11:45pm MT, Sunday) |
| Week 3 | January 29 thru February 4 | Supporting Language & Vocabulary Development (Preschool – Age 8) | Reading Reflection #3 - (due @ 11:45pm MT, Sunday) Class Participation #3 -(due @ 12pm (noon) MT, Saturday) Feedback to classmates- (due @ 11:45pm MT, Sunday) |
| Week 4 | February 5 thru February 11 | Literacy & Diversity; Teaching ELLs | Reading Reflection #4 - (due @ 11:45pm MT, Sunday) Class Participation #4 -(due @ 12pm (noon) MT, Saturday) Feedback to classmates- (due @ 11:45pm MT, Sunday) |
| Week 5 | February 12 thru February 18 | Emergent Literacy & Print Awareness | Reading Reflection #5 - (due @ 11:45pm MT, Sunday) Class Participation #5 -(due @ 12pm (noon) MT, Saturday) Feedback to classmates- (due @ 11:45pm MT, Sunday) |
| Week 6 | February 19 thru February 25 | Phonological Awareness & Phonemic Instruction | Reading Reflection #6 - (due @ 11:45pm MT, Sunday) Class Participation #6 -(due @ 12pm (noon) MT, Saturday) Feedback to classmates- (due @ 11:45pm MT, Sunday) |
| Week 7 | February 26 thru March 3 | Comprehension & Fluency | Reading Reflection #7 - (due @ 11:45pm MT, Sunday) Class Participation #7 -(due @ 12pm (noon) MT, Saturday) Feedback to classmates- (due @ 11:45pm MT, Sunday) |

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| Week 8 | March 4 thru March 10 | Emergent Writing & Inventive Spelling | <p>Reading Reflection #8 - (due @ 11:45pm MT, Sunday) Class Participation #8-(due @ 12pm (noon) MT, Saturday) Feedback to classmates- (due @ 11:45pm MT, Sunday)</p> <p>[Schedule your data collection visit with your child—must be completed by Week 11!]</p> |
| Week 9 | March 11 thru March 17 | HAPPY SPRING BREAK! | REST, RELAX and ENJOY! |
| Week 10 | March 18 thru March 24 | Using Children’s Literature to Support Early Literacy Skills | <p>Reading Reflection #9 - (due @ 11:45pm MT, Sunday) Class Participation #9-(due @ 12pm (noon) MT, Saturday) Feedback to classmates- (due @ 11:45pm MT, Sunday)</p> |
| Week 11 | March 25 thru March 31 | Assessment in Early Literacy | <p>Reading Reflection #10 - (due @ 11:45pm MT, Sunday) Class Participation #10-(due @ 12pm (noon) MT, Saturday) [No Feedback to Classmates this week!]</p> |
| Week 12 | April 1 thru April 7 | Creating Motivating Early Literacy Environments | <p>Reading Reflection #11 - (due @ 11:45pm MT, Sunday) Literacy Activity Plan #1- (due @ 11:45pm MT, Sunday) [Schedule your Activity visits with your child— all three must be completed by the beginning of Week 16!]</p> |
| Week 13 | April 8 thru April 14 | Routines & Rituals to Support Early Literacy | <p>Reading Reflection #12 - (due @ 11:45pm MT, Sunday) Literacy Activity Plan #2- (due @ 11:45pm MT, Sunday)</p> |
| Week 14 | April 15 thru April 21 | Multiliteracies and Digital Technology Usage | <p>Reading Reflection #13 - (due @ 11:45pm MT, Sunday) Literacy Activity Plan #3- (due @ 11:45pm MT, Sunday)</p> |
| Week 15 | April 22 thru April 28 | Family Literacy Partnerships | <p>Reading Reflection #14 - (due @ 11:45pm MT, Sunday) [Conduct your three Literacy Activities with your child]</p> |
| Week 16 | April 29 thru May 5 | Final Project | Final Project - (due @ 11:45pm MT, Sunday) |