



UNIVERSITY OF TEXAS
EL PASO

College of Education- Department of Teacher Education

Title of Course: ECED 5353 SEC 001 CRN 27334 Early Literacy/Multi-Literacies Development & Curriculum, B to Age 8	Class hours: 3
Semester: January 2024	Instructor Information: Name: Jennifer Gilken, Ph.D. Email: jgilken@bmcc.cuny.edu Office hours: Available by email/phone anytime and Zoom on Fridays 1pm – 3pm
Day/Time: Fully Online; Runs on a Monday through Sunday Schedule	
Credits: 3	

Course Description: This course focuses on the early language and literacy acquisition of young children, taking a broad view of early literacy. It covers the components and linguistic underpinning of emergent literacy, Birth to Age 8. It further explores how young children create meaning in multimodal ways and the use of a wide range of cultural, linguistic, communicative, and technologically diverse teaching practices to support early literacy/biliteracy learning. Students will synthesize differing views of early language and literacy pedagogy and current research to create curricula that supports diverse literacy learners in the Early Childhood classroom.

Course Format Information: This course will be conducted as a *fully online* course. This is a fast-paced, intense 7-week course that covers the content typically taught in a 14-week semester. It runs on a Monday to Sunday schedule; coursework 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 class 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. Gilken immediately (jgilken@bmcc.cuny.edu)

For Technical Assistance: If you have technical problems with the 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:

- Souto-Manning, M., & Yoon, H. (2018). *Rethinking Early Literacies: reading and rewriting worlds*. Routledge
- Additional required readings/viewings will be available within our Blackboard course site

Additional Recommended Resources:

(These are NOT required but you may want to use them to further your knowledge and support the completion of your coursework).

Suggested Texts

- Christie, J., Enz, B., & Vukelich, C. (2011). *Teaching Language and Literacy* (4th edition). Pearson.
- McGee, L. M. & Richgels, D. J. (2011). *Literacy's Beginnings: Supporting Young Readers and Writers* (6th Edition). Allyn & Bacon.
- Tompkins, G. (2012). *50 Literacy Strategies: Step-by-Step* (4th Edition). Pearson.
- White, H. (2005). *Developing literacy skills in the early years: A practical guide*. Sage.
- Otto, B. (2015). *Literacy Development in Early Childhood: Reflective Teaching for Birth to Age Eight*. Waveland.

Suggested Websites

- [Carter G. Woodson Book Awards](#)

For the most distinguished social science books depicting ethnicity in the United States (<http://www.socialstudies.org/awards/woodson/>)

- [Jane Addams Children's Book Award](#)

For promotion of peace, social justice, world community, and/or equality of the sexes and all races (<http://www.janeaddamspeace.org/jacba/>)

- Cooperative Children's Book Center (CCBC)

"50 Multicultural Books Every Child Should Know"

(<https://ccbc.education.wisc.edu/books/detailListBooks.asp?idBookLists=42>)

- Children's Literature Research Collections, Kerlan Collection, University of Minnesota (<https://www.lib.umn.edu/clrc>)

UTEP Learning Resources:

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

- UTEP Library: You can access to 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 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. Gilken [email jgilken@bmcc.cuny.edu to set up an in-person or 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 Requirements as outlined in each 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 exhibit professional courtesy during interactions with classmates/ your instructor. Class participation includes, but is not limited to: engaging in in-class activities and writing, volunteering inputs in class discussions,

answering questions, defending personal viewpoints, and presenting completed assignments to your classmates.

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 short cuts (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 course 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 your time devoted to this class accordingly.

Missing two weeks of discussion and/or failure to turn in two major assignments will result in your automatically being dropped from this course.

Note: Exceptions may be made in the case of *extreme* emergency with supporting documentation. I will not accept any late coursework after one week from the originally scheduled due date during the semester or after the last scheduled coursework due date at the end of the semester. 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.

What If BlackBoard Goes Out and I cannot get into our course site to post work by the required due date?

All coursework (unless specifically indicated in the task directions) should be posted in our 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 jgilken@bmcc.cuny.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 Blackboard is out, but you do not send me your work as an attachment, 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.*

I will be available and checking email regularly from 3-5pm on Mondays and at least once a day on other days of the week. You can expect a response from me within 24-48 hours (usually sooner) for any email communication you send. If you feel you need additional support, you can email me for an appointment and we will make arrangements to have a phone/zoom conversation. My email is jgilken@bmcc.cuny.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.

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 and phone). 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 ECE 312 students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column)
1. Compare and contrast the main ideas of “new literacies”, “multiliteracies” and traditional notions of literacy;	Weekly Discussions, Critical Reflection
2. Discuss how children’s literacy identities are both lived in and bound by their sociocultural and environmental context;	Weekly Discussions, Critical Reflection
3. Outline and investigate the main ideas of the Funds of Knowledge premise and its relationship to early literacy development and teaching practice;	Weekly Discussions, Critical Reflection
4. Identify the components of reading and analyze reading models;	Weekly Discussions, Critical Reflection
5. Critically evaluate children’s literacy engagement with digital media;	Weekly Discussions, Critical Reflection
6. Design developmentally and socioculturally appropriate activity plans to support the early language/literacy development of a child.	Final Project

Evaluation & Coursework Requirements of Students:

Coursework Requirements

Weekly Discussion	420 Points _____
Critical Reflections	420 Points _____
Final Presentation	160 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

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.

Detailed instructions for all of the coursework 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), 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 for that class session (i.e., during that week). The following is a summary overview of the required coursework and related points possible. For *detailed instructions*, you should access the weekly class sessions in our online course site.

Weekly Discussion (420 Points Total)

6 weeks of postings x 60 points each = 360 points for initial postings

6 weeks of feedback x 2 per week at 5 points each (10 points total per week) = 60 points total for feedback

There will be discussion questions about the chapter/articles for you to think about and share your thoughts. You should respond to ALL questions: the total length of your responses should be at least **500 words** (100 words for each question, give or take, However, your response to each question does not need to be equal as long as you have a total of 500 words minimum combined for all your discussion answers). Your responses to Weekly Discussion Questions are due by **10am on Saturday** of the weeks they are assigned.

Critical Reflection (420 Points Total)

6 weeks of postings x 70 points each = 420 points total

Critical reflection activities act as the ‘bridge’ between academic concepts and real-world experiences. Each week, you will be asked to do a task, think about it and then respond either in written or video format (videos will be posted in flipgrid—directions are provided). Specific directions for your Critical Reflections, including word/video length, are provided each week. Critical Reflections are due by **12pm (noon) MT on Sunday** of the weeks they are assigned.

Final Project Presentation (160 Points Total)

For your final project in this course, you will create and post a PowerPoint Presentation. Based on your work completed in Week 3 (see nano-ethnography task in our course site), you will create a literacy instructional plan that includes four (4) activities designed to promote: 1) vocabulary development; 2) comprehension; 3) phonemic awareness and 4) phonics. Your PowerPoint presentation will be 10-14 slides long... full directions with required information is found in Week 7 in our course site. Your final project presentation is due on Friday, August 18th by 9pm MT.

In addition to posing your final project presentation, you are required to post feedback to TWO classmates’ presentations (50 words each) by Sunday, August 20th at 2pm MT.

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

WEEK	DATES	TOPIC	COURSEWORK
Week 1	1/16 Through 1/21	New Literacy/ Multi-literacies	Weekly Discussion #1 -(due @ 10am MT, Saturday) Critical Reflection #1 - (due @ 12pm (noon) MT, Sunday) All feedback to classmate postings- (due @ 11:45pm MT Sunday)
Week 2	1/22 Through 1/28	Children as Innate Communicators	Weekly Discussion #2 -(due @ 10am MT, Saturday) Critical Reflection #2 - (due @ 12pm (noon) MT, Sunday) All feedback to classmate postings- (due @ 11:45pm MT Sunday)
Week 3	1/29 Through 2/4	Early Literacies in the Home/Family	Weekly Discussion #3 -(due @ 10am MT, Saturday) Critical Reflection #3 - (due @ 12pm (noon) MT, Sunday) All feedback to classmate postings- (due @ 11:45pm MT Sunday)
Week 4	2/5 Through 2/11	Communities of Literacy Practice	Weekly Discussion #4 -(due @ 10am MT, Saturday) Critical Reflection #4 - (due @ 12pm (noon) MT, Sunday) All feedback to classmate postings- (due @ 11:45pm MT Sunday)
Week 5	2/12 Through 2/18	Early Literacy and Technology	Weekly Discussion #5 -(due @ 10am MT, Saturday) Critical Reflection #5 - (due @ 12pm (noon) MT, Sunday) All feedback to classmate postings- (due @ 11:45pm MT Sunday)
Week 6	2/19 through 2/25	Early Writing	Weekly Discussion #6 -(due @ 10am MT, Saturday) Critical Reflection #6 - (due @ 12pm (noon) MT, Sunday) All feedback to classmate postings- (due @ 11:45pm MT Sunday)
Week 7	2/26 Through 3/3	Final Project Presentation	Final Project - (due @ 9pm MT, Friday) All feedback to classmate projects- (due @ 2pm MT Sunday)