



UNIVERSITY OF TEXAS EL PASO
College of Education- Department of Teacher Education

Spring 2019
ECED 5353 Development of Literacy Skills from Preschoolers-Grade 3
CRN: ECED 5353
Three Credit Hours

COURSE INSTRUCTOR

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Online Office Hours via Skype: By appointments
At other times Virtually M, W, and F, 7:30-10:45 AM /MT

COURSE FORMAT INFORMATION

This course will be conducted *fully online* [there are no in-person/campus-based class meetings]. This is a fast-paced, intense 7-week course that covers the content typically taught in a 15-week semester. It runs on a Monday to Sunday schedule; course work throughout the week are 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. Clark immediately (ksclark2@utep.edu).

COURSE DESCRIPTION

This course will provide a comprehensive analysis of literacy development and acquisition in the early years. The targeted grade levels for this course are preschoolers through grade 3. During the course, students will develop competency in the components of emergent literacy, including oral language and written language development, phonological and phonemic awareness, vocabulary acquisition, reading comprehension and fluency skills. Current research, educational practice, and instructional materials will also be analyzed in relation to different theoretical views of language and literacy acquisition. Special emphasis will be placed on the incorporation of children's literature in early childhood classrooms and culturally-relevant practices to support culturally and linguistically diverse children. Various classroom strategies will be explored emphasizing all children in becoming competent members of a diverse society.

COURSE OBJECTIVES

This course will focus on current issues related to early literacy development. On completion of this course, students should be able to:

- Demonstrate knowledge of literacy development in the early years and effective emergent literacy instruction.
- Understand theoretical perspectives, current issues, and empirical research regarding child development in language/literacy.
- Identify criteria for selecting quality children's literature and examine various methods of using children's literature to enhance language and literacy competence.
- Use a culturally relevant curriculum that supports diverse learners.
- Apply the developmentally appropriate practices, and demonstrate knowledge of emergent literacy strategies.
- Understand the importance of social interactions/relationships in young children's literacy development and learning.
- Apply motivational instruction that addresses individual students' needs, strengths and interests in reading/writing.
- Understand and apply differences in children's literacy learning and adjust instruction to meet the needs of individual students, including English-language learners

TEXTS & RESOURCES

Required Texts

- Genishi, C. & Dyson, A. H. (2009). *Children, language, and Literacy: Diverse Learners in Diverse Times*. New York, NY: Teacher's College Press.
- Additional readings will be available for download on the Blackboard.

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.

STUDENT LEARNING OUTCOMES & ASSESSMENT

Student Learning Outcomes	Assessments	
1. Demonstrate knowledge of literacy development in the early years and effective emergent literacy instruction.	Reading Reflection Discussion	Midterm exam Teaching portfolio
2. Understand theoretical perspectives, current issues, and empirical research regarding child development in language/literacy.	Reading Reflection Discussion	Midterm exam Teaching portfolio
3. Identify criteria for selecting quality children's literature and examine various methods of using children's literature to enhance language and literacy competence.	Reading Reflection Discussion	CL Activity Teaching portfolio
4. Use a culturally relevant curriculum that supports diverse learners.	CL Activity Discussion	Midterm exam Teaching portfolio
5. Identify and apply the developmentally appropriate practices, and demonstrate knowledge of emergent literacy strategies.	CL Activity Discussion	Midterm exam Teaching portfolio
6. Understand the importance of social interactions/relationships in young children's literacy development and learning.	Reading Reflection Teaching portfolio	Discussion
7. Apply motivational instruction that addresses individual students' needs, strengths and interests in reading/writing.	Reading Reflection Teaching portfolio	Discussion Midterm exam
8. Understand differences in children's literacy learning and adjust instruction to meet the needs of individual students, including English-language learners.	Reading Reflection Teaching portfolio	Discussion Midterm exam

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.

COURSE STANDARDS

- Standard I.** Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
- Standard II.** Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.
- Standard III.** Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.
- Standard IV.** Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.
- Standard V.** Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.
- Standard VI.** Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.
- Standard VII.** Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.
- Standard VIII.** Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.
- Standard IX.** Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.
- Standard X.** Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.
- Standard XI.** Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.
- Standard XII.** Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

Useful Websites

The following websites provide useful resources in preparing the course:

- 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 POLICY AND RESOURCES

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

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. Clark [email ksclark2@utep.edu] to set up an in-person or phone meeting].

CLASS POLICIES

Class Participation

Students are expected to participate in all online activities as listed on the course calendar. You are expected to fully participate in the multiple assignments and discussions beyond your initial response to any questions. Also, you are expected to fully comply with the due time and dates for tests, and other assignments. Failure to turn in two major assignments will result in a student being dropped.

Written Work

All written work must be original and demonstrate appropriate communication skills. They must meet scholarly and formatting standards as provided in the American Psychological Association (APA) Publication Manual, where specified for the assignment (12 font, Times & New Roman, double space, 1 inch margins). All written assignments must reflect graduate level use of grammar, spelling, and organization of material. Points may be deducted or in appropriate form.

Late Work

All online assignments are due by the deadline date and time. All assignments must be submitted by the given deadline or special permission must be requested from the instructor at least four days before the due date. Because this is a fast paced online course, **late assignments will NOT be accepted. Late assignments will receive a half credit only if evidentiary documents are provided within 24 hours.** Without prior notice, late assignments will NOT receive any credit. ***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. I will not accept ANY late work after 1 day (24 hours) of the originally scheduled date.***

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution. You are encouraged to take advantage of instructor's online office hours for help with coursework or anything else connected with the course and your progress.

Online Discussion Etiquette

- Always consider audience. Remember that members of the class and the instructor will be reading any postings.
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment, shaming, or inappropriate postings will be tolerated.
- Do not use inappropriate language, all capital letters, or language short cuts. Online entries should be written in Standard English with edited spelling, grammar, and punctuation.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a f-2-f situation.
- Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
- No credit will be received for yes/no answers. Posts should justify positions and provide specific examples. Students must demonstrate that they have read the assignment and their classmates' comments carefully and thoughtfully.
- Pay close attention to the posted deadlines.

Extra-credit

No extra-credit work will be given to an individual for make-up purposes.

EVALUATION & GRADING

Instructions for all assignments are arranged by week on Blackboard. Evaluation will be based on students demonstrating an understanding of course content through a variety of ways including discussions, activities, written assignments and etc.

Weekly Assignment

- **Discussion (22 pts x 5 sessions = 110 points, 11%)**
There will be discussion questions about the chapter/articles for you to think about and share your thoughts. Organize your thoughts and post your discussion opinion. You should respond to ALL questions: the total length of your responses should be at least **400 words** (approximately 100 words for each question). Your responses to Weekly Discussion Questions are due by **11 pm every Tuesday**. It is important to keep your answers/comments relevant to the topic of the discussion: when posting to a discussion board, you should read prior messages to get a sense of the flow and language of the discussion before posting your own message.
- **Reading Reflection (40 pts x 5 sessions = 200 points)**

Reading reflection acts as the “bridge” or “link” between academic concepts and real world experiences. Each week, students will read assigned chapters/articles about the topic for that week, and compose a reading reflection based on the week’s readings. The goal of this assignment is to organize your thoughts through writing. Writing should be at least **600 words** total (you will include the word count). Reading Reflection should be submitted by **11 pm every Wednesday.**

- **CL Annotated Bibliography (40 pts x 5 sessions = 200 points, 20%)**

The goals of this assignment is to review a variety of children’s books, and provide students with a chance to share “quality” children’s books with their peers. You will explore a variety of children’s literature for young learners. Each week, read them, and create Annotated Bibliography. The total length of your annotated bibliography is at least 600 words. The template will be provided by the instructor. Annotated Bibliography should be submitted by **11 pm every Friday.**

- **Feedback to Peers’ postings (90 points, 9%)**

You will choose to reply to any three of your classmates posts. Please write at least 50 words for each required reply. Additional replies can be shorter. In order to receive full credit, you need to respond to at least three peers’ postings by **11 pm, Sunday.**

- Response to peers’ Discussion Postings: 2 points each x 3 responses x 5 sessions= 30 points
- Response to peers’ Reflective Journal : 2 points each x 3 responses x 5 sessions= 30 points
- Response to peers’ Annotated Bibliography: 2 points each x 3 responses x 5 sessions= 30 points
- Please note that offensive and disrespectful comments during discussions will negatively affect your participation grade.

Midterm Exam (150 points, 15%)

- **Writing and academic paper**

The midterm exam will come at the midpoint in the semester. You are going to write a paper (**between 1200-1400 words**) that addresses some important issues related to early literacy instruction and pedagogies. You will follow the APA format (double space, Times and New Romans, 12 fonts, 1-inch margin).

Final Project

- **Teaching Portfolio (250 points, 25%)**

Final Paper (250 points total)

One way to grow, to become better at what we do, is to reflect on new knowledge and experiences and in the process, transform ourselves. The goal of this project is to help you better understand how to incorporate children’s literature in a classroom setting.

Your portfolio will be divided into the following 3 sections:

- **Introduction-** include the following:
 - Cover page
 - Table of contents
 - Description of your students and teaching context (**should be at least 300 words**)

- **7 Lesson Plans-** these should be practical applications of children’s literature that can be used in a classroom setting. These plans should also be created and actually implemented/practiced during this semester. Each lesson plan should include/meet the following:
 - Include at least 1 children’s book
 - **Be at least 450 words**
 - Include a description of the activity/teaching procedure
 - Include experiences from the activity
 - Follow the lesson plan template provided by the instructor
- **Reflection**
 - Include a reflective paper about your overall experience related to this project (**400 words**)

SCORE DISTRIBUTION

Response to Peer Postings	90 Points
Discussions	110 Points
Reading Reflections	200 Points
Children’s Literature Annotated Bibliography	200 points
Mid-term Exam/Paper	150 Points
Final Project: Teaching Portfolio	250 Points
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Total	1000 Points

GRADING SYSTEM

A	900-1000
B	890-800
C	790-690
D	680-below (retake course)

TOPICS AND ASSIGNMENTS BY WEEK

Week	Reading	Assignment
<u>Session #1</u> (1/22-1/27) Topic: Def of literacy Phonemic awareness	<ul style="list-style-type: none"> • Introduction • Understanding of literacy (Article #1) • Supporting phonemic awareness (Article #2) • Chapter 1 (Genishi) 	<ul style="list-style-type: none"> • Responses to Discussion-11pm, Tues • Reading Reflection # 1-11 pm, Wed • CL Annotated Bib #1-11pm, Fri (2 books-learning phonics) • Responses to per posting-11pm,Sun
<u>Session #2</u> (1/28-2/3) Topic: Vocabulary Acquisition	<ul style="list-style-type: none"> • Essentials of early literacy instruction (Article #3) • Supporting vocabulary learning (Article #4) • Chapter 2 & 3 (Genishi) 	<ul style="list-style-type: none"> • Responses to Discussion-11pm, Tues • Reading Reflection #2-11 pm, Wed • CL Annotated Bib #2-11pm, Fri (2 books- learning vocab) • Responses to per posting-11pm,Sun
<u>Session #3</u> (2/4-2/10) Topic: Reading Comprehension and Fluency	<ul style="list-style-type: none"> • What every teacher needs to know (Article #5) • Fluency matters (Article #6) • Chapter 4 (Genishi) 	<ul style="list-style-type: none"> • Responses to Discussion-11pm, Tues • Reading Reflection #3-11 pm, Wed • CL Annotated Bib #3-11pm, Fri (2 storybooks) • Responses to per posting-11pm,Sun
Midterm 2/11-2/17	Midterm Paper	Midterm exam post: Writing an Academic Paper
<u>Session #4</u> (2/18-2/24) Topic: Writing Development	<ul style="list-style-type: none"> • Writing as a social act (Article #7) • Using interactive writing instruction (Article #8) • Chapter 5 (Genishi) 	<ul style="list-style-type: none"> • Responses to Discussion-11pm, Tues • Reading Reflection #4-11 pm, Wed • CL Annotated Bib #4-11pm, Fri (2 books-writing i.e. poems) • Responses to per posting-11pm,Sun
<u>Session #5</u> (2/25-3/3) Topic: Teaching Diversity	<ul style="list-style-type: none"> • Interculturalism (Article #9) • Using multicultural children's literature (Article #10) • Chapter 6 &7 (Genishi) 	<ul style="list-style-type: none"> • Responses to Discussion-11pm, Tues • Reading Reflection #5-11 pm, Wed • CL Annotated Bib #5-11pm, Fri (2 multicultural children's books) • Responses to per posting-11pm,Sun
Final (3/4-3/10)	Final Project: Teaching Portfolio	11 pm, Fri