ECED 4335, Fall 2022
Instructor: Dr. So Jung KIM

ECED 4335
TEACHER EDUCATION DEPARTMENT
COLLEGE OF EDUCATION
UNIVERSITY OF TEXAS AT EL PASO

Department of Teacher Education

<table>
<thead>
<tr>
<th>Title of Course:</th>
<th>Language and literacy development in the early years</th>
<th>Format: Online</th>
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</thead>
<tbody>
<tr>
<td>CRN:</td>
<td>19118</td>
<td></td>
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<tr>
<td>Semester:</td>
<td>Fall 2022</td>
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<tr>
<td>Instructor Information</td>
<td>So Jung Kim, Ph.D.</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:skim7@utep.edu">skim7@utep.edu</a></td>
<td></td>
</tr>
<tr>
<td>Phone:</td>
<td>747-6221 (Office)</td>
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</tr>
<tr>
<td>Credits:</td>
<td>3 credit hours</td>
<td></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Online Office Hours via zoom: By appointments</td>
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</tbody>
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COURSE INFORMATION

This course will be conducted as a fully online course. To succeed in this course, you are expected to invest at least 12 hours each week to study the course content and complete the assignments. Please read the syllabus carefully, understand what you need to do, and plan your week accordingly. I strongly recommend that you arrange at least two sessions in your weekly schedule to work on this course. Please do NOT wait until the last minute to rush on the assignments. Each class, there are related readings regarding the topics of the week, and you are expected to do all of the readings and be able to reference them during weekly discussions.

COURSE DESCRIPTION

This course will provide a critical examination of how to help children read and write. During this course, students will have opportunities to examine a variety of issues related to teaching literacy to young children, including oral/written language development, emergent literacy/biliteracy, reading fluency, reading comprehension, phonics and vocabulary development, early writing acquisition, differentiation of instruction, children’s literature, assessment in early literacy, effective reading/writing strategies, parental involvement, and
reading-writing connections. Also, different theories and philosophies regarding children’s language/literacy development will be addressed. Developmentally appropriate practices will be also integrated throughout the course.

**TEXTS & RESOURCES**

**Required Texts**


**Suggested Texts (not required)**


**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 Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services 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 Disabled Student Services. You also can visit the DSSO office in Room 108 East Union Building. 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](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 about harassment can be discussed confidentially with the instructor.

**STUDENT LEARNING OUTCOMES**

This course will focus on current issues related to children’s literacy development in the early years. On completion of this course, students should be able to:

<table>
<thead>
<tr>
<th>Course Standard</th>
<th>Measurements (means of assessment for student learning outcomes listed in first column)</th>
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<tbody>
<tr>
<td>ECED 4335 students will be able to:</td>
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<tr>
<td>1. Explain major theories and empirical research regarding child development in language/literacy, particularly early oral language development.</td>
<td>All ECED 4335 Assignments</td>
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<tr>
<td>2. Identify effective strategies for involving families in supporting early reading/writing in young children.</td>
<td>All ECED 4335 Assignments</td>
</tr>
<tr>
<td>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.</td>
<td>All ECED 4335 Assignments</td>
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<tr>
<td>4. Apply various strategies to differentiate literacy instruction based on individual learning.</td>
<td>All ECED 4335 Assignments</td>
</tr>
<tr>
<td>5. Apply theories and research that support the importance of social interactions/relationships in young children’s literacy development and learning.</td>
<td>All ECED 4335 Assignments</td>
</tr>
<tr>
<td>6. Design developmentally appropriate curriculum for culturally and linguistically diverse learners that is aimed at positively impacting children’s knowledge, belief, and engagement as literacy learners.</td>
<td>Portfolio; Group Chapter Facilitation; Lesson Plan Assignments</td>
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</tbody>
</table>

**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 responses to any questions. Also, you are expected to fully comply with the due times and dates for tests, and other assignments. Failure to turn in two major assignments results in student being dropped.
Written Work

All written work must be original and demonstrate appropriate communication skills. All documents should be uploaded as PDFs because PDFs work on all the major operating systems and allow you to maintain visually-pleasing layouts. They must meet scholarly and formatting standards as provided in the Publication Manual of the American Psychological Association (APA), where specified for the assignment (12 fonts, Times & New Roman, double space, 1 inch margin). All written assignments must reflect graduate level use of grammar, spelling, and organization of material. Points may be deducted for inappropriate form.

Late Work

All on-line 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 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.

Missed Tests

There will be NO make-up tests, unless for a reason deemed valid by the instructor (you need to provide evidentiary documentation). If you think that you should miss a test, you should discuss this with the instructor in advance. Please note that you cannot take the test after 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, flaming, 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 f2f 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.

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

EVALUATION & GRADING

Self-Introduction: 14 points
At the beginning of the course, you will post a self-introduction on the discussion board to introduce yourself to your peers. It should be at least 200 words. [10 points] In order to receive full credit, you need to respond to at least two peers’ postings by 11pm, Sunday. Please write at least 20 words [2 points each x 2 responses= 4 points]

Activity: 40 points (8 sessions, 5 points each)
There will be class slides each class. Each week, you will read class slides, do a class activity, and complete the activity sheet by Tuesday, 11 pm.

Discussion: 275 points (11 sessions, 25 points each)
Each week, there will be 3 discussion questions about the chapter(s). You should respond to ALL questions and each response should meet the word requirement (Q#1: at least 80 words, Q2: at least 80 words, Q#3: at least 140 words; a total of 300 words or more). You do NOT need to include the question in your response. Before answering each question, please put only "the question number."

Your responses are due by 11 pm every Thursday. 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.

You will choose to reply to any two of your classmates’ discussion posts. Please write at least 20 words for each required reply. Additional replies can be shorter. In order to receive full credit, you need to respond to at least two peers’ postings by 11pm, Sunday. [2 points each x 2 responses x 11 sessions= 44 points]

TExES Prep: 160 points (8 Preps, 20 points each)
The goal of this assignment is to help you prepare for the Texas Educator Certification Exam. Each quiz will include multiple choice and true/false questions. You are allowed to take a quiz up to three times. Blackboard will take all of your different attempts made on the quiz and use whichever grade is the highest. Each quiz should be completed by 11:00 pm Friday of each week.
3 Lesson plans: 120 Points (3 lesson plans, 40 pts each)

Your field work will be either virtual or face-to face. You will spend at least 2 hours to conduct each lesson plan (1 hour to prepare for your lesson plan and 1 hour to do your lesson plan with your own student). You are expected to spend at least 6 hours to complete all of your lesson plans.

In your lesson plans, you should include strategies about (1) phonemic awareness (or vocabulary), (2) reading (reading comprehension/ fluency), and (3) writing. The total number of lesson plans has to be 3. You will use a template provided by the instructor. Each lesson plan should be at least 900 words.

- You will choose to reply to any two of your classmates’ posts. Please write at least 20 words for each required reply. You need to respond to at least two peers’ postings by 11pm, Sunday. [2 points each x 2 responses x 3 lesson plans= 12 points]

Teaching Portfolio: 55 Points

Introduction
You will include (1) a cover, (2) table of content, and (3) introduction page (e.g. description of your students and teaching context). The introduction page should be at least 200 words.

3 Lesson plans
You do not need to create new lesson plans. Make sure that you make some revisions before you put them in your portfolio. Points will be deducted if no revisions are made.

Reflection Paper
At the end of the Portfolio, you will include a short reflective paper about your overall experiences about working with your student(s). This should be at least 200 words.

Mid-term Exam: 120 Points (3 pts x 40 questions)
The midterm exam may include multiple choice and true/false. During the exam, you are NOT allowed to look at books, articles, etc or work collaboratively to answer the exam questions. Anything that is covered in the assigned chapters and course packet can be considered for test material.

Final Exam: 150 Points (3 pts x 50 questions)
In your exam, you will be given multiple choice, and true/false questions. You are not allowed to work collaboratively to answer the exam questions. The final exam will not be re-taken or re-scheduled. There is no exception.
## GRADING

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-introduction (10 pts) + peer response (4 pts)</td>
<td>14 Points</td>
</tr>
<tr>
<td>Discussions (275 pts) + peer response (44 pts)</td>
<td>319 Points</td>
</tr>
<tr>
<td>Activity (5 pts each)</td>
<td>40 Points</td>
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<tr>
<td>TExES Prep (quiz) (20 pts each)</td>
<td>160 Points</td>
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<tr>
<td>Lesson plans (120 pts) + peer responses (12 pts)</td>
<td>132 Points</td>
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<tr>
<td>Teaching portfolio</td>
<td>55 Points</td>
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<tr>
<td>Mid-term Exam</td>
<td>120 Points</td>
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<tr>
<td>Final Exam</td>
<td>150 Points</td>
</tr>
<tr>
<td>Midterm &amp; Final Exam Statement (5 pts each)</td>
<td>10 Points</td>
</tr>
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<td><strong>Total</strong></td>
<td><strong>1000 Points</strong></td>
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## GRADING SYSTEM

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<thead>
<tr>
<th>Grading based on UTEP Policies</th>
<th>Point</th>
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<tbody>
<tr>
<td>A 4.0 (GPA)</td>
<td>900-1000</td>
</tr>
<tr>
<td>B 3.33-2.67</td>
<td>899-800</td>
</tr>
<tr>
<td>C 2.33-2.00</td>
<td>799-700</td>
</tr>
<tr>
<td>D Retake of course</td>
<td>699-below</td>
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# COURSE CALENDAR


<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| **Session 1**  
(Starts 08/22) | • Introduction | NA | • Self-introduction  
• Responses to peer postings | 11 pm, Fri  
11 pm, Sun |
| **Session 2**  
(Starts 08/29) | • Theory and Evidence-based teaching  
• Morrow, Chapter 2 | | • Activity  
• Discussion  
• TExES Prep (Quiz) #1  
• Responses to peer posting | 11 pm, Tues  
11 pm, Thurs  
11 pm, Fri  
11 pm, Sun |
| **Session 3**  
(Starts 09/05) | • Oral language development & ELL learning  
• Morrow, Chapter 5 | | • Activity  
• Discussion  
• TExES Prep #2  
• Responses to peer posting | 11 pm, Tues  
11 pm, Thurs  
11 pm, Fri  
11 pm, Sun |
| **Session 4**  
(Starts 09/12) | • Phonics & vocab development  
• Morrow, Chapter 8 | | • Activity  
• Discussion  
• TExES Prep #3  
• Responses to peer posting | 11 pm, Tues  
11 pm, Thurs  
11 pm, Fri  
11 pm, Sun |
| **Session 5**  
(Starts 09/19) | • Phonics & vocab development  
• Herrera, Perez, & Escamilla, Chapter 3  
• Herrera, Perez, & Escamilla, Chapter 5 | | • Activity  
• Discussion  
• TExES Prep #4  
• Responses to peer posting | 11 pm, Tues  
11 pm, Thurs  
11 pm, Fri  
11 pm, Sun |
| **Session 6**  
(Starts 09/26) | • Reading  
• Morrow, Chapter 9 | | • Activity  
• Discussion  
• TExES Prep #5  
• Responses to peer postings | 11 pm, Tues  
11 pm, Thurs  
11 pm, Fri  
11 pm, Sun |
| **Session 7**  
(Starts 10/03) | • Reading  
• Herrera Perez, & Escamilla, Chapter 6 | | • Discussion  
• Lesson plan #1  
• Responses to peer postings | 11 pm, Thurs  
11 pm, Sat  
11 pm, Sun |
| **Midterm**  
(10/12 at noon) |  |  | **Midterm Exam** *(10/12 at noon)* | |
| **Session 8**  
(Starts 10/17) | • Writing  
• Morrow, Chapter 10 | | • Activity  
• Discussion  
• TExES Prep #6  
• Responses to peer posting | 11 pm, Tues  
11 pm, Thurs  
11 pm, Fri  
11 pm, Sun |
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<tr>
<th>Session 9 (Starts 10/24)</th>
<th>Writing</th>
<th>Herrera, Perez, &amp; Escamilla, Chapter 8</th>
<th>Discussion</th>
<th>11 pm, Thurs</th>
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<td></td>
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<td>Lesson plan 2</td>
<td>11 pm, Sat</td>
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<td>Responses to peer posting</td>
<td>11 pm, Sun</td>
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<tr>
<td>Session 10 (Starts 10/31)</td>
<td>Motivating reading &amp; writing</td>
<td>Morrow, Chapter 12</td>
<td>Activity</td>
<td>11 pm, Tues</td>
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<td>Discussion</td>
<td>11 pm, Thurs</td>
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<td>TExES Prep #7</td>
<td>11 pm, Fri</td>
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<td>Session 11 (Starts 11/07)</td>
<td>Diversity &amp; multicultural literature</td>
<td>Morrow, Chapter 4</td>
<td>Activity</td>
<td>11 pm, Tues</td>
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<td>Discussion</td>
<td>11 pm, Thurs</td>
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<td>TExES Prep #8</td>
<td>11 pm, Fri</td>
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<td>Responses to peer posting</td>
<td>11 pm, Sun</td>
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<tr>
<td>Session 12 (Starts 11/14)</td>
<td>Family literacy</td>
<td>Morrow, Chapter 14</td>
<td>Discussion</td>
<td>11 pm, Thurs</td>
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<td>Lesson plan 3</td>
<td>11 pm, Sat</td>
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<td>Responses to peer posting</td>
<td>11 pm, Sun</td>
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<tr>
<td>Break (Starts 11/21)</td>
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<tr>
<td>Thanksgiving</td>
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<tr>
<td>Session 13 (Starts 11/28)</td>
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<td>Teaching Portfolio</td>
<td>11 pm, Fri</td>
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<tr>
<td>Final (12/07 at noon)</td>
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<td></td>
<td>Final Exam (12/07 at noon)</td>
<td>11 pm, Fri</td>
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