COURSE INFORMATION

This course will be conducted as a fully online course. This is a fast-paced, intense 8-week course that covers the content typically taught in a 15-week semester. 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><strong>ECED 4335 students will be able to:</strong></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>
</tr>
<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>
</tr>
<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>
</tr>
</tbody>
</table>

**English Language Arts and Reading Generalist EC-6 Standards**

<table>
<thead>
<tr>
<th>Standard I. (Covered in Session 1)</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard II. (Covered in Session 2)</td>
<td>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.</td>
</tr>
</tbody>
</table>
### Standard III.
(Covered in Session 2)

**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.
(Covered in Session 3)

**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.
(Covered in Session 4)

**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.
(Covered in Session 4)

**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.
(Covered in Session 6)

**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.
(Covered in Session 6)

**Writing Conventions:** Teachers understand how young students use writing conventions and how to help students develop those conventions.

### Standard X.
(Covered in Session 1-7)

**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.
(Covered in Session 1-7)

**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.
(Covered in Session 1-7)

**Viewing and Representing:** Teachers understand how to interpret, analyze, evaluate, and produce.

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**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 works 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

Instructions for all assignments are arranged by week on Blackboard. All students are expected to do their best at all times and reach out to the instructor if they need help or additional resources. Course assignments are designed to help you develop understanding of the field of early literacy and work effectively with young children. Evaluation will be based on students demonstrating an understanding of course content through a variety of ways including class participation, written assignments and etc.

Self-Introduction: 27 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. [21 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 [3 points each x 2 responses= 6 points]

Activity: 40 points (20 points each x 2 times)
There will be class slides each class. You will read class slides, do a class activity, and complete the activity sheet.

Discussion: 240 points (40 points each x 6 times)
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 50 words, Q2: at least 50 words, Q#3: at least 100 words). 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.

TExES Prep: 160 points (4 Preps total, 40 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.

2 Lesson plans: 120 Points (60 pts each)
You will tutor your student in-person to conduct some literacy activities. In your lesson plans, you should include strategies about (1) phonemic awareness (or vocabulary), (2) reading (or writing). The total number of lesson plans has to be 2. You will use a template provided by the instructor.

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.

2 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: 150 Points (3 pts x 50 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>Activity (20 pts each)</th>
<th>40 Points</th>
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<tbody>
<tr>
<td>TExES Prep (quiz) (40 pts each)</td>
<td>160 Points</td>
</tr>
<tr>
<td>Lesson plans (120 pts) (60 pts each)</td>
<td>120 Points</td>
</tr>
<tr>
<td>Teaching portfolio</td>
<td>55 Points</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>150 Points</td>
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<tr>
<td>Final Exam</td>
<td>150 Points</td>
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<tr>
<td>Participation</td>
<td>12 Points</td>
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<tr>
<td>Midterm &amp; Final Exam Statement (5 pts each)</td>
<td>10 Points</td>
</tr>
<tr>
<td>Total</td>
<td>1000 Points</td>
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GRADING SYSTEM

<table>
<thead>
<tr>
<th>Grading based on UTEP Policies</th>
<th>Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  4.0 (GPA)</td>
<td>900-1000</td>
</tr>
<tr>
<td>B  3.33-2.67</td>
<td>890-800</td>
</tr>
<tr>
<td>C  2.33-2.00</td>
<td>790-690</td>
</tr>
<tr>
<td>D  Retake of course</td>
<td>680-below</td>
</tr>
</tbody>
</table>
## COURSE CALENDAR

Morrow book (**9th edition**)

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong>&lt;br&gt;(Starts 06/10)</td>
<td>• Introduction  &lt;br&gt;• Theory and Evidence-based teaching</td>
<td>• Morrow, Chapter 2</td>
<td>• Self-introduction  &lt;br&gt;• Discussion  &lt;br&gt;• TExES Prep #1 &amp; 2  &lt;br&gt;• Responses to peer postings</td>
<td>11 pm, Tues  &lt;br&gt;11 pm, Thurs  &lt;br&gt;11 pm, Fri  &lt;br&gt;11 pm, Sun</td>
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<td><strong>Session 2</strong>&lt;br&gt;(Starts 06/17)</td>
<td>• Oral language development &amp; ELL learning</td>
<td>• Morrow, Chapter 5</td>
<td>• Activity  &lt;br&gt;• Discussion  &lt;br&gt;• TExES Prep #3 &amp; 4  &lt;br&gt;• Responses to peer posting</td>
<td>11 pm, Tues  &lt;br&gt;11 pm, Thurs  &lt;br&gt;11 pm, Fri  &lt;br&gt;11 pm, Sun</td>
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<tr>
<td><strong>Session 3</strong>&lt;br&gt;(Starts 06/24)</td>
<td>• Phonics &amp; vocab development</td>
<td>• Morrow, Chapter 8</td>
<td>• Activity  &lt;br&gt;• Discussion  &lt;br&gt;• Lesson plan #1  &lt;br&gt;• Responses to peer posting</td>
<td>11 pm, Tues  &lt;br&gt;11 pm, Thurs  &lt;br&gt;11 pm, Sat  &lt;br&gt;11 pm, Sun</td>
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<tr>
<td><strong>Session 4</strong>&lt;br&gt;(Starts 07/01)</td>
<td>• Reading</td>
<td>• Morrow, Chapter 9</td>
<td>• Activity  &lt;br&gt;• Discussion  &lt;br&gt;• TExES Prep #5 &amp; 6  &lt;br&gt;• Responses to peer postings</td>
<td>11 pm, Tues  &lt;br&gt;11 pm, Thurs  &lt;br&gt;11 pm, Fri  &lt;br&gt;11 pm, Sun</td>
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<tr>
<td><strong>Session 5</strong></td>
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<td><strong>Midterm Exam (07/12)</strong></td>
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<tr>
<td><strong>Session 6</strong>&lt;br&gt;(Starts 07/15)</td>
<td>• Writing</td>
<td>• Morrow, Chapter 10</td>
<td>• Activity  &lt;br&gt;• Discussion  &lt;br&gt;• Lesson plan #2  &lt;br&gt;• Responses to peer posting</td>
<td>11 pm, Tues  &lt;br&gt;11 pm, Thurs  &lt;br&gt;11 pm, Sat  &lt;br&gt;11 pm, Sun</td>
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<tr>
<td><strong>Session 7</strong>&lt;br&gt;(Starts 07/22)</td>
<td>• Motivating reading &amp; writing  &lt;br&gt;• Diversity &amp; multicultural literature</td>
<td>• Morrow, Chapter 4 &amp; 12</td>
<td>• Discussion  &lt;br&gt;• TExES Prep #7 &amp; 8  &lt;br&gt;• Responses to peer posting</td>
<td>11 pm, Thurs  &lt;br&gt;11 pm, Fri  &lt;br&gt;11 pm, Sat  &lt;br&gt;11 pm, Sun</td>
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<tr>
<td><strong>Session 8</strong></td>
<td></td>
<td></td>
<td><strong>Teaching Portfolio (07/29, 11 pm)</strong>  &lt;br&gt;<strong>Final Exam (08/02)</strong></td>
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