Development of Literacy Skills from Preschoolers to Grade 3
ECED 5353, Spring 2018 (Jan 16 to Mar 4)
Three Credit Hours

COURSE INSTRUCTOR
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Online Office Hours via Skype: By appointments
Skype account: expire96
At other times, emailing to skim7@utep.edu is the best way to contact me.

COURSE 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 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 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 be also 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**

- Additional readings will be available for download on the Blackboard.

**Suggested Texts**

# STUDENT LEARNING OUTCOMES & ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>• Demonstrate knowledge of literacy development in the early years and effective emergent literacy instruction.</td>
<td>• Reading Reflection • Discussion • Midterm exam • Teaching portfolio</td>
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<td>• Use a culturally relevant curriculum that supports diverse learners.</td>
<td>• CL Activity • Midterm exam • Teaching portfolio • Discussion</td>
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## Technical Assistance

If you have technical problems with the course, 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

English Language Arts and Reading Generalist EC-6 Standards (Texas Certification Standards) will be the basis of this course. During this course, you will have numerous opportunities to make connections between theories of language/literacy development and early childhood pedagogy through a variety of interactive performance task.

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>Standard I.</td>
<td>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. 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>
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<tr>
<td>Standard II.</td>
<td>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. 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. 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. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.</td>
</tr>
<tr>
<td>Standard III.</td>
<td>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.</td>
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<tr>
<td>Standard IV.</td>
<td>Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions. 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. 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.</td>
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<tr>
<td>Standard V.</td>
<td>Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.</td>
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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)**

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

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**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.

- **RefWorks**
  Bibliographic citation tool. Check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide at http://libguides.utep.edu/RefWorks (You can also check your citation at (http://owl.english.purdue.edu/owl/resource/560/01/).

- **University Writing Center (UWC)**
  You can submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources at http://writingcenter.tamu.edu/.

**Academic Honesty**

Materials submitted to fulfill academic requirements must represent a student’s own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. For instance, cheating is not acceptable. Plagiarism is using information or original wording in a paper without giving credit to the source of that information or wording; it is also not acceptable. Do not submit work under your name that you did not do yourself. You may not submit work for this class that you did for another class. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. This also includes the use of electronic devices during classroom testing. Further information can be found at http://admin.utep.edu/Default.aspx?PageContentID=2084&tabid=30292.
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.

Student with Disabilities

If you have or believe you have a disability, you may wish to identify yourself. You can do this 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 DSSO yearly. Failure to report to do this will place 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 or the director of Disabled Student Services. If you feel that you may have a disability requiring accommodations and/or modifications, contact DSSO at 915-747-5148.

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.

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. 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.
If you anticipate your assignment will be late due to unusual circumstances, please contact the instructor and explain your situation prior to the due date of the assignment. The instructor will not accept ANY late works 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, 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.
- 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 11pm every Wednesday.

- **CL Annotated Bibliography (40 pts x 5 sessions=200 points, 20%)**
  - The goal 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, you will select 2 children’s books that deals with the topic of 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 11pm 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 11pm, Sunday.
    - Response to peers’ Discussion Postings: 2 points each x 3 responses x 5 sessions= total 30 points
    - Response to peers’ Reflective Journal: 2 points each x 3 responses x 5 sessions=total 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 an 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%)**
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 by the following 3 sections:

- **Introduction**
  You will include (1) a cover, (2) table of content, and (3) introduction page (e.g. description of your students and teaching context. This should be at least 300 words).

- **7 Lesson plans**
  Your project should include a practical application of children’s literature that could be used in a classroom setting. During the semester, you will create 7 Lesson Plans, and practice them with your students (you need to include at least one children’s book for each lesson plan). Each lesson plan should be at least 450 words. In your lesson plans, you should include a description of the activity/teaching procedure, and your experiences from the activity. The template of Lesson Plan will be provided by the instructor.

- **Reflection**
  At the end of the Portfolio, you will include a reflective paper about your overall experience related to this project (400 words).

### SCORE DISTRIBUTION

<table>
<thead>
<tr>
<th>Score Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response to Peer Postings</td>
<td>90</td>
</tr>
<tr>
<td>Discussion</td>
<td>110</td>
</tr>
<tr>
<td>Reading Reflection</td>
<td>200</td>
</tr>
<tr>
<td>Children’s Literature Annotated Bibliography</td>
<td>200</td>
</tr>
<tr>
<td>Mid-term Exam: Paper</td>
<td>150</td>
</tr>
<tr>
<td>Final Project: Teaching Portfolio</td>
<td>250</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

### GRADING SYSTEM

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0 (GPA)</td>
<td>900-1000</td>
</tr>
<tr>
<td>B</td>
<td>3.33-2.67</td>
<td>890-800</td>
</tr>
<tr>
<td>C</td>
<td>2.33-2.00</td>
<td>790-690</td>
</tr>
<tr>
<td>D</td>
<td>Retake of course</td>
<td>680-below</td>
</tr>
</tbody>
</table>
### TOPICS AND ASSIGNMENTS BY WEEK

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading</th>
<th>Assign</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| **Session #1** (1/16-1/21)  | • Introduction  
• Understandings of literacy (Article #1)  
• Supporting phonemic awareness (Article #2)  
• Chapter 1 (Genishi book) | • Responses to Discussion  
• Reading Reflection #1  
• CL Annotated bibliography #1 (2 books that can help children learn phonics; e.g. rhyming books)  
• Responses to peer posting | 11 pm, Tues  
11 pm, Wed  
11 pm, Fri  
11 pm, Sun |
| **Session #2** (1/22-1/28)  | • Essentials of early literacy instruction (Article #3)  
• Supporting vocabulary Learning (Article #4)  
• Chapter 2 & chapter 3 (Genishi book) | • Responses to Discussion  
• Reading Reflection #2  
• CL Annotated bibliography #2 (2 books that can help children learn vocabs)  
• Responses to peer posting | 11 pm, Tues  
11 pm, Wed  
11 pm, Fri  
11 pm, Sun |
| **Session #3** (1/29-2/4)  | • What every teacher needs to know (Article #5)  
• Fluency matters (Article #6)  
• Chapter 4 (Genishi book) | • Responses to Discussion  
• Reading Reflection #3  
• CL Annotated bibliography #3 (2 storybooks)  
• Responses to peer posting | 11 pm, Tues  
11 pm, Wed  
11 pm, Fri  
11 pm, Sun |
| **Midterm** (2/5-2/11)  | • Midterm paper | • Midterm exam Post: Writing an academic Paper | 11 pm, Fri |
| **Session #4** (2/12-2/18)  | • Writing as a social act (Article #7)  
• Using interactive writing instruction (Article #8)  
• Chapter 5 (Genishi book) | • Responses to Discussion  
• Reading Reflection #4  
• CL Annotated bibliography #4 (2 books that can help children learn writing (e.g. poem books)  
• Responses to peer posting | 11 pm, Tues  
11 pm, Wed  
11 pm, Fri  
11 pm, Sun |
| **Session #5** (2/19-2/25)  | • Interculturalism (Article #9)  
• Using multicultural children's literature (Article #10)  
• Chapter 6 & 7 (Genishi book) | • Responses to Discussion  
• Reading Reflection #5  
• CL Annotated bibliography #5 (2 multicultural children’s books)  
• Responses to peer postings | 11 pm, Tues  
11 pm, Wed  
11 pm, Fri  
11 pm, Sun |
| **Final** (2/26-3/4)  | **Final Project** | • Final Project: Teaching Portfolio | 11 pm, Fri |