

**Department of Education**

Term: Spring 2011

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| **Course:** | ECE 352 Section A Literacy Development in Young Children | **Professor:** | Ginger Riddle |
| **Credits:** | 3 hours | **Office Hours:** | MW 1:00-3:00, TTh 10:00 - 12:00 |
| **Classroom:** | LMC 211 | **Office Phone:** | 803-321-5202 |
| **Class Meets:** | MWF 12:00 - 12:50 | **Email:** | virginia.riddle@newberry.edu |
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| **Catalog Course Description:**  *Prerequisites: Admission to Teacher Education and ECE 252*.  This course will provide candidates content knowledge and experiences in developing literacy programs for  young children, ages PK-3. The content will focus on developmentally appropriate approaches, strategies,  and tools used in the acquisition of reading, writing, and speaking skills.  *Required of all Early Childhood Education candidates. Offered spring semester. Prerequisite: Admission to Teacher Education.* |
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| **Required Textbooks:**  *Early Childhood Language Arts* by Mary Renck Jalongo, Allyn and Bacon Publishers **ISBN: 10:0-13-707-392-5** |
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| **Supplementary Materials:** N/A |
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| **LiveText Account:** Students will need a LiveText account |
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| CACP: The research paper in this course may be used to satisfy Communication Across the Curriculum  Paper (CACP) requirements. Students will need to refer to the CACP booklet for Level 3 guidelines when writing  the paper. |

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| **Essential question**: How do young children learn to read?   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Learning Outcomes**  The student will… | | **Assessment(s)** | **INTASC** | **NCATE** | **NAEYC** | **ADEPT** | **Conceptual Framework** | | #1 | understand the 5 components  of quality reading instruction  and how to apply them in the classroom.  PLO #1 | Test | Content Pedagogy | Knowledge, skills, and professional dispositions | Teaching and Learning | Providing Content for Learners | Content | | #2 | apply various techniques,  strategies, philosophies, and approaches to develop  literacy in young children.  PLO #3 | Prop Box with Children's Literature  Storytelling with Props or Dressing the Part | Multiple Instructional Strategies | Knowledge, skills, and professional dispositions | Teaching and Learning | Using Instructional Strategies to Facilitate Learning | Best Practice | | #3 | create a classroom environment  with components that promote  literacy development.  PLO # 5 | Author's Chair | Motivation and Management | Knowledge, skills, and professional dispositions | Teaching and Learning | Using Instructional Strategies to Facilitate Learning | Best Practice | | #4 | analyze direct instruction and developmentally appropriate approaches to reading instruction for young children.  PLO #4 | Research Paper |  | Knowledge, skills, and professional dispositions | Teaching and Learning | Using Instructional Strategies to Facilitate Learning | Best Practice |   **Research Base:**  Cambourne, B. (2001). Conditions for early literacy learning: Why do some students fail to learn to read? Ockham's razor and the conditions of learning. *The Reading Teacher*, 54(8), 784-786.  Clay, M.M. (2000). *Concepts about print: What have children learned about the way we print language?* Portsmouth, NH: Heinemann.  Dickinson, D.K., & Neuman, S.B., (2006) *Handbook of early literacy research, volume 2*, New York: Guilford.  Hart, B.,& Risley, T.R. (2003). The early catastrophe: The thirty million word gap by age 3. *Education Review*, 17(1), 110-118.  National Association for the Education of Young Children . (2005). *Where we stand: Many languages, many cultures: Respecting and responding to diversity*. Washington, DC: Author. Available: www.naeyc,org/about/positions/pdf/diversity/pdf.  Snoe, C.E., Burns, M.S., & Griffin, P. (Eds). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academies Press. | |

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| Department of Education Policies **Attendance:** Candidates are expected to be present, on time, and prepared for all classes. A missed class means a missed opportunity to gain knowledge, skills, and dispositions necessary for your chosen career. Excessive absences or tardies will naturally lead to lower grades on work and tests because of these missed opportunities for learning. Three tardies count as one absence. Candidates may only miss a total of five T/TH classes or six M/W/F classes. Absences exceeding the stated number will result in a failing grade for the course.  Missing three classes without documented extenuating circumstances will result in a one letter grade reduction and a disposition form will be filed expressing concern about the candidate’s professional commitment. Candidates are responsible for content covered in class during their absence. Candidates who know in advance that they will be absent from class (for pre-authorized field trips, sports competition, conferences, or similar events) should notify the professor in writing before the absence and turn work in early. Education faculty members reserve the right to ask for verification when determining whether to allow candidates to make up tests or exams.  Candidates who are absent must contact the professor as soon as possible in writing and discuss the situation |

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| **Academic Integrity:** Cheating and plagiarism will not be tolerated.  Perpetrators will receive a “0” on the assignment and a disposition letter will be placed in their Teacher Education file, as it violates Conceptual Framework Ethics. A report of Academic Dishonesty will be filed as part of the student’s record in the Registrar’s Office and with the Associate Dean of Academic Affairs.  A student may receive a grade of “F” for the course. A student whose offense is particularly heinous may be recommended to the Associate Dean of Academic Affairs, who may convene the Academic Integrity Committee, possibly resulting in a judicial sanction and/or expulsion. Students with additional questions should consult the office of the Associate Dean of Academic Affairs (321-5110).  Please remember that plagiarism includes, but is not limited to: turning in someone else’s work as your own, not citing quoted material, using the same assignment for more than one class without PRIOR approval from the instructors, and including your name on a group project when you did not do your share of the work. |

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| **Disabilities Support:** If you are a student with a documented **learning or physical disability** who requires special accommodations, it is your responsibility to make such arrangements by contacting Director of Student Academic Services, Kay Chandler, who also heads our office of Disabilities Support Services.  Her office is located in Wright Hall and she can be reached at 803-321-5187.  Following a confidential interview with you, she will contact your instructors to inform them of your special needs.  Note: Your instructors are not permitted to discuss your disabilities with you until you have registered with the office of Disabilities Support Services.  For further information, please visit [http://www.newberry-college.net/dss](https://mail.newberry.edu/owa/redir.aspx?C=5dc26cc0967c4b13abc85b0d3094a4f7&URL=http%3a%2f%2fwww.newberry-college.net%2fdss) |

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| **Electronic Media:** Please turn off all electronic devices, other than your laptop, when entering the classroom. During class, please refrain from taking cell phone calls, sending and receiving text messages and emails, surfing the Internet and listening to IPods as these activities interfere with the learning environment.  *Personal computers may be used in class for note-taking and other assignments given by the professor. Students using computers for a purpose other than mentioned above will be asked to shut down the computer* |

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| **Course Requirements**   * Tests (3) (4 points each) * Storytelling with Props or Dressing the Part (4 points) * Creation of a Prop Box (4 points) * Current Research Paper (4 points) * Creation of an Author's Chair (4 points) * Class Participation (4 points) * Final Exam (4 points)   All tests will be based on 100 points.....The percentage correct on each test will then be converted to a 4 point scale. |

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| **Instruction:** The methods used in class will vary, depending on the content to be covered, and will model “best practices” in instruction. |

**Emergency Procedures**:  In case of an extended loss of in-class time due to inclement weather, sickness, natural disasters, etc. students are still responsible for completing course work by following the syllabus and posting assignments in Live Text or emailing to the extent possible.  The professor will provide course resources, answer questions and make clarifications.  It is essential that we continue with instruction and assignments during a loss of in-class time.

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| Grading Scale: Rubrics will be given for each assigned project and for class participation. The scale for each rubric will be 0 to 4 points. | 3.5 < A ≤ 4  3.0 < B+ ≤ 3.5  2.5 < B ≤ 3.0  2.0 < C+ ≤ 2.5  1.5 < C ≤ 2.0  1.0 < D+ ≤ 1.5  0.5 < D ≤ 1.0  F ≤ 0.5 |

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| **Class Conduct:** Learning is a social activity. The success of our class depends just as much on the preparation and participation of every student as it does on the preparation and participation of the instructor. Thus, the burden of instruction is shared by all in class. So it is your job to come to class prepared and willing to participate. As the instructor, I am dedicated to making our class a place where all can freely and openly participate. Everyone comes to class with a variety of ideas, points of view, and opinions. You should feel free to express those on the topics at hand while in class, regardless of what those opinions are. You should also, then, be prepared to entertain challenges to those views, either from other students or the instructor. Self-examination, questioning of assumed and long-held views, and the articulation and defense of deeply held beliefs will be asked of you. This can be scary and even painful, but our goal is to allow it to take place in a safe environment, where individuals are free to express their views and dissent. As the instructor, I am not free of these obligations. I have my own views about the topics at hand; my stand on various positions will be apparent. Yet my views should not become your views, nor should they be the views parroted back on various examinations or assessments. Test your views, argue for them, try out others. Just do not be afraid to question the assumptions of yourself and others around you, or all this college business will be largely in vain.  In an effort to create a place where views can be freely expressed and discussed, I expect (and will enforce) civil conduct in our discussions. Belittling, sarcasm, insults, and raised voices will not be tolerated. |

**Course calendar:**

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| **Class** | **Date** | **Topic/Activity** | **Assignments for next class** |
| 1 | Jan. 14th | Overview of Course | Chapter 1: Appreciating Diversity and Educating the Young English Language Learner |
|  | Jan. 17th | **No Class/MLK Jr. Day** | Chapter 1: Appreciating Diversity and Educating the Young English Language Learner |
| 2 | Jan. 19th | Cultural Context and Home Literacy Environment  Collaboration with Families and Professionals  Meeting Needs of Children with Differences | Chapter 1: Appreciating Diversity and Educating the Young English Language Learner |
| 3 | Jan. 21st | Autism Spectrum Disorder  English Language Learners  Gifted and Talented in Language  Language Delay  Language Disabilities  Dialectical Difference  Teacher Concerns and Basic Strategies | Chapter 2: Organizing Every Child's Language Growth Through Family Literacy |
| 4 | Jan. 24th | Characteristics of Family and Community Engagement with Schools  Collaboration with Families and Professionals  Parent and Family Contributions to Early Literacy | Chapter 3: Understanding Language Development in Early Childhood |
| 5 | Jan. 26th | What is Language?  How Do Children Learn to Communicate?  Components of Language: Pragmatics, Semantics, Syntax, Graphophonics  Overview of Language Development  Theories of Language Acquisition | Examine Current SC Standards for ELA and New Common Core Standards for ELA - PreK-Grade 3 |
| 6 | Jan. 28th | Current SC Standards for ELA and New Common Core Standards for ELA | **Study for Test #1 Chapters 1-3** |
| 7 | Jan. 31st | **Test #1 Chapters 1-3** | Chapter 4: Helping Children Become Better Listeners |
| 8 | Feb. 2nd | Effective Listening  Collaboration with Families and Professionals  Why Listening is Important | Chapter 4: Helping Children Become Better Listeners |
| 9 | Feb. 4th | Overview of Listening Development | Chapter 5: Supporting the Speaking Abilities of the Very Young |
| 10 | Feb. 7th | Positive Talk Environments  Collaboration with Families and Professionals  How Young Children Use Speech | Chapter 5: Supporting the Speaking Abilities of the Very Young |
| 11 | Feb. 9th | Overview of Speech Development | Chapter 6: Using Narrative and Expository Texts to Foster Growth in Literacy |
| 12 | Feb. 11th | Overview of Narrative and Expository Styles | Chapter 6: Using Narrative and Expository Texts to Foster Growth in Literacy |
| 13 | Feb. 14th | Classroom Activities to Support Children's Mastery of Narrative and Expository Styles | Chapter 7: Literacy With Print  **Prepare Storytelling with Props or Dressing the Part** |
| 14 | Feb. 16th | **Overview of Emergent Literacy** | **Prepare Storytelling with Props or Dressing the Part** |
| 15 | Feb. 18th | **Sharing of Storytelling with Props or Dressing the Part** | Chapter 7: Literacy With Print |
| 16 | Feb. 21st | Classroom Activities to Support Emergent Literacy | **Study for Test #2 Chapters 4-7**  **Work on Prop Box** |
| 17 | Feb. 23rd | **Test #2 Chapters 4-7** | Chapter 8: Supporting Early and Independent Reading  **Work on Prop Box with Children's Literature** |
| 18 | Feb. 25th | What Children Need to Become Readers | Chapter 8: Supporting Early and Independent Reading  **Work on Prop Box with Children's Literature** |
| 19 | Mar. 2nd | Print, Meaning, and Story Knowledge  Word Configuration and Sound/Symbol Correspondence  Knowledge of Print and Story  **Prop Boxes Due** | Chapter 8: Supporting Early and Independent Reading |
| 20 | Mar. 4th | Reading Programs for Young Children | Reading assignment will be given... |

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|  | Mar. 7th | **No Class/Spring Break** |  |
|  | Mar. 9th | **No Class/Spring Break** |  |
|  | Mar. 11th | **No Class/Spring Break** |  |
| 21 | Mar. 14th | Phonemic Awareness - What is It? | Reading assignment will be given...  **Begin Working on Research Paper** |
| 22 | Mar. 16th | Phonemic Awareness - How is It Taught? | Reading assignment will be given... |
| 23 | Mar. 18th | Phonics - What is It? | Reading assignment will be given... |
| 24 | Mar. 21st | Phonics - How is It Taught? | Reading assignment will be given... |
| 25 | Mar. 23rd | Comprehension - What is It? | Reading assignment will be given... |
| 26 | Mar. 25th | Comprehension - How is It Taught? | Reading assignment will be given... |
| 27 | Mar. 28th | Vocabulary - What is It? | Reading assignment will be given... |
| 28 | Mar. 30th | Vocabulary - How is It Taught? | Reading assignment will be given... |
| 29 | Apr. 1st | Fluency - What is It and How is It Developed? | Chapter 10: Drawing and Writing to Communicate |
| 30 | Apr. 4th | The Relationship Between Drawing and Writing  Stages of Writing  Teaching Handwriting  Classroom Activities to Support Children's Drawing and Writing | Chapter 12: Designing and Managing a Language Arts Program  **Test #3 - Take Home Test on Chapters 8 and 10 and the 5 Components of Reading** |
| 31 | Apr. 6th | Quality Programs and Literacy Environments | **Work on Author's Chair** |
| 32 | Apr. 8th | **Test #3 Due**  Quality Programs and Literacy Environments | Chapter 13: Documenting Children's Progress in the Language Arts |
| 33 | Apr. 11th | Assessing Reading and Writing | Reading assignment will be given... |
| 34 | Apr. 13th | Assessing Reading and Writing | Reading assignment will be given... |
| 35 | Apr. 15th | Taking Running Records | Reading assignment will be given... |
| 36 | Apr. 18th | Taking Running Records | Chapter 11: Understanding Media Influences and Applying Technology |
| 37 | Apr. 20th | Media and Technology | **Finish Author's Chair**  **Finish Research Paper** |

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|  | Apr. 22nd | **No Class/Good Friday** | **Finish Author's Chair**  **Finish Research Paper** |
| 38 | Apr. 25th | **Presentation of Author's Chairs**  **Research Papers Due** | **Study for Final Exam** |
| 39 | April 28th | **Final Exam: 4:00 pm** |  |

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| **CLASS PARTICIPATION RUBRIC** |

**Name Date**

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| CATEGORY | **4 Exceptional** | **3 Proficient** | **2 Developing** | **1 Emerging** | **Score and Comments** |
| **Attendance and Punctuality** | Attends all classes  Is always on time | Misses 1 or 2 classes  Is tardy between 1 and 3 times | Misses 3 classes  Is tardy 4 times | Misses between 3 and 5 classes (Write the number: \_\_\_\_ )  Is tardy more than 4 times |  |
| **Level of Engagement in Class** | Proactively contributes to class by offering ideas and/or asking questions once per class | Proactively contributes to class by offering ideas and/or asking questions regularly | Rarely contributes to class by offering ideas and/or asking questions. | Never contributes to class by offering ideas and /or asking questions. |  |
| **Preparation** | Is almost always prepared for class with assignments and required class materials. | Is usually prepared for class with assignments and required class materials. | Is rarely prepared for class with assignments and required class materials. | Is almost never prepared for class with assignments and required class materials |  |
| **Completion of Assignments** | Turns in all assignments in on time. | Turns in most assignments in on time. | Turns in some assignments on time. | Does not turn assignments in on time or at all |  |
| **Collaboration** | Always contributes in meaningful ways during group activities | Usually contributes in meaningful ways during group activities | Sometimes contributes in meaningful ways during group activities | Never contributes in meaningful ways during group activities. |  |

**Score:**

**Instructor Comments:**