ESP-719b Literacy Instruction for Early Childhood Education

Syllabus
Department of Special Education
College of Education, University of Nevada, Las Vegas

I.   **Prefix & Number**   ESP-719b
II.   **Title**   Literacy Instruction for ECE
III. **Credit**   3
IV.   **Semester/Time/Location**
V.   **Office Hours**
V.   **Telephone/Email**
VI.   **Office Location**
VII.   **Instructor**
VIII. **Prerequisite(s)**   Graduate Standing

X.   **Course Description**

This course provides current trends, practices, materials and methods utilized in early childhood literacy. It includes language development, readiness, concepts and application of current research.

InTASC Standards ADDRESSED:

*   Standard 1.0 Learner Development

*   Standard 2.0 Learning Differences

*   Standard 3.0 Learning Environments

*   Standard 4.0 Content Knowledge

*   Standard 5.0 Application of Content

*   Standard 6.0 Assessment

*   Standard 7.0 Planning for Instruction

*   Standard 8.0 Instructional Strategies

*   Standard 9.0 Professional Learning and Ethical Practices

*   Standard 10.0 Leadership and Collaboration

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NAEYC (NAEYC) Standards Addressed:

*   Standard 1: Promoting Child Development and Learning

*   Standard 2: Building Family and Community Relationships

*   Standard 3: Observing, Documenting, and Assessing to Support Young Children

*   Standard 4: Using Developmentally Effective Approaches

*   Standard 5:   Using Content Knowledge to Build Meaningful Curriculum

*   Standard 6:   Becoming a Professional

*   Standard 7:   Field Experiences

XI. Course Objectives
   Knowledge
   (Subject matter or discipline(s), Professional field of study, Pedagogical
   knowledge, Pedagogical content knowledge, Professional knowledge)

1. Examine and reflect upon teaching beliefs as they relate to literacy
    Instruction for young children **(InTASC1.w, InTASC2.k, InTASC3.r
    InTASC 5.i, InTASC8.j, NAEYC 1.a, NAEYC1.b, NAEYC1.c, NAEYC4.b,
    NAEYC4.c, NAEYC5.a, NAEYC5.b, NAEYC5.c)**
       Measurement/Evaluation: Midterm, Article/oral presentation

2. Compare and contrast traditional readiness programs with emergent
    literacy approaches. (**InTASC4.j, InTASC8.l, NAEYC4.a, NAEYC4.b,
    NAEYC4.c NAEYC5.a, NAEYC5.b, NAEYC5.c)**
       Measurement/Evaluation: Midterm

3. Demonstrate knowledge in program development and evaluation.
    (**InTASC1.d, InTASC4.n, In InTASC6.k NAEYC1.a
    NAEYC1.b, NAEYC1.c, NAEYC3.a, NAEYC3.b, NAEYC3.c, NAEYC3.d,
    NAEYC5.a, NAEYC5.b, NAEYC5.c)**
       Measurement/Evaluation: KWL Paper, Poster Presentation

4. Understand the socio-cultural, historical, and political forces that
    influences the diverse delivery systems through which programs are
    offered for young children and their families **(InTASC9.i, NAEYC2.a,
    NAEYC2.b, NAEYC2.c NAEYC3.d).**
       Measurement/Evaluation: Midterm

5. Collect and interpret research, translate research findings into practice, demonstrate personal research skills and implement applied research **(InTASC9.k, NAEYC6.d)**
        Measurement/Evaluation: KWL Paper

Performance (Skills)
The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning)

1. Discus the influence of language acquisition theories upon literacy instruction in the classroom. (**InTASC4.a, NAEYC5.a, NAEYC5.b, NAEYC5.c**)
        Measurement/Evaluation: Article/oral presentation

2. Discuss and critique recent research as it relates to emergent literacy. **(InTASC9, NAEYC5.a, NAEYC5.b, NAEYC5.c, NAEYC6.d)**
        Measurement/Evaluation: article/oral presentation,
                        Poster Presentation

3. Investigate naturalistic methods of assessing young children's literacy development. **(InTASC6.a, NAEYC3.a, NAEYC3.b, NAEYC3.c, NAEYC3.d)**
        Measurement/Evaluation: Midterm

4. Apply theoretical and research knowledge to practice in early childhood settings. **(NAEYC6.d**)
        Measurement/Evaluation: KWL Paper

5. Demonstrate deeper understanding and exemplary practice in at least one area of specialization. (**InTASC4.c, NAEYC5.a, NAEYC5.b, NAEYC5.c**)
        Measurement/Evaluation: KWL Paper

Disposition(s)
(Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation and development as well as the educators own professional growth—guided by beliefs and attitudes related to values such as caring fairness, honesty, responsibility and social justice.)

1. Work collaboratively with colleagues, children and their families. (**InTASC9.l, InTASC10.p, NAEYC2.a, NAEYC2.b NAEYC2.c,**)
        Measurement/Evaluation: Poster Presentation

2. Engage in reflective inquiry and demonstrate professional self-knowledge. (**InTASC9.n, NAEYC5.b**)
        Measurement/Evaluation: KWL Paper

XII. Suggested Resources

Morrow, L.M. (2009). Literacy development in the early years. Needham
    Heights, MA: Allyn & Bacon

Supplemental Readings
 (See Reserved Readings)

XIII.   Course Assignments and Grades

a.   Readings and actively participating and class discussions
b.   KWL Paper   (25%)
c.   Poster Presentation (20%)
d.   Student generated books utilizing word attack skills/phonics
        (Task Analysis)   (20%)
e.   Midterm   (25%)
f.   Article (Oral Presentation)   (10%)

Class participation includes having read the assignments, bringing the
necessary materials, participating and contributing to small group
discussions, readings and critiquing research articles.

Grading Scale:

96 = A   72 = C-
92 = A-   69 = D+
89 = B+   66 = D
86 = B   62 = D-
82 = B-
79 = C+
76 = C

Papers not meeting adequate writing proficiency standards will not be
accepted. Students are expected to proofread papers carefully before
submitting them to the instructor. Spelling, punctuation, typographical and
grammatical errors and organizational problems will result in the grade
being lowered by 1 or more letter grades. Poorly written papers may also be
returned to students for rewriting.

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Weekly Schedule:

Session I.   Introduction to the course
                    Review of Assignment Expectations

Session II.   "Learning Theories that have shaped Practices"
                    "Early Literacy: Learning to Read and Write
                     Using Developmentally Appropriate Practices"

Session III.   Article of the Week
                     Video: Language Development
                     Vocabulary Developent
                    Comprehension

Session IV.   Article of the Week
                     "The Big Five (continued)
                      Phonics

 Session V.   Article of the Week
                    Supporting Literacy Learning in the Preschools
                    Supporting Literacy Learning in the Kindergarten

Session VI.   Article of the Week
                    Supporting Literacy Learning in the First Grade
                    Supporting Literacy Learning beyond the First Grade
                    Workshop

Session VII.   Article of the Week
                      Final Exam

Session VIII.   Poster Conference
                     KWL Paper – due
                     Student generated book using phonics
                     Poster Presentation due

Poster Presentation Specifications

The Poster Presentation Conference is a way of promoting interaction and active exchange of ideas among class participants. Please create a self-standing Styrofoam (foamcore) poster to be displayed on a table. In addition,, please prepare a sufficient number of copies of project summaries (i.e., an abstract or more complete description of the project) for distribution to other students. The information included on the poster presentation should include the following if applicable:

* title of the presentation or a few key words
* project participant's name
* visual aids that clarify the information you wish to share (e.g., a brief (2-3 page) abstract of the project (in large typescript), program objectives, figures, tables, highlights and key information; examples of materials associated with the project- photos, brochures, pamphlets, among other things)
* a short one page handout and attached list of references and resources associated with the project, and
* any other information deemed pertinent by the project team

The key element to a successful poster presentation is visual display, therefore, it is important to be creative. Bright colors, construction paper, and graphics, enhance poster displays.

The written project must include the following format:

Introduction
Characteristics of the research
Description
Conclusion

I hope you agree that this is an excellent way for you to share your work with other participants in the class and to facilitate discussion. Please contact me if you have questions regarding the poster presentations.

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Journals to be Reviewed:

Child Development, Early Child Development and Care, Phi Delta Kappan, Early Childhood Research Quarterly, Journal of Early Intervention, Zero to Three, Journal of Research on Development in Education, The Researcher, Child Study Journal, American Educational Researcher, Journal of Family Issues, Developmental Psychology, Journal of Language Arts,, TESOL Quarterly, Reading Research Quarterly, Journal of Teacher Education, Early Childhood Education Journal, Topics in Early Childhood Special Education, Young Children, Reading Teacher, Exceptional Children, Childhood Education

Journal Article Presentation

This assignment requires the student to select and orally present a research study on some area of early literacy development.

Purpose of the research
Include subjects involved in the study
Procedure and Method used in the study: (test instruments, intervention approaches, treatments, unique instruments and special equipment and etc**.)**
Findings/Results:
Conclusions (researcher's interpretation of whether hypothesis is substantiated)
Reflections: (the most important section, the place for students to express personal
 opinions, questions to consider, Is it a worthwhile study? Are there any points of
 agreements or disagreements with the researcher? What are the theoretical
 implications.

Journal Article Criteria:
Organization   2
Content addressed by answering all of the above requirements   3
Reflection   3
Oral Presentation   2

KWL RESEARCH PAPER

The KWL RESEARCH PAPER is less formal than a regular research paper but a means that can be used to help organize learning about a particular topic. KWL is a learning strategy developed by Donna Ogle (1986) to improve students' comprehension. It also works well as an organizing framework for engaging learners in any new material in nearly any situation.

The "K" stands for KNOWS . . . . what the learner already knows about a topic.

The "W" stands of What . . . . what the learner wants to know or learn about a topic.

The "L" stands for LEARNED . . . . what was learned as a result of study or research.

The purpose of this assignment is for the student to identify some aspect of early literacy development that they want to know more about and do individual research. The topic should be fairly specific. For example, a broad subject like "Whole Language" would require an in depth study and need to be a major research paper, while "Guided Reading" is a component of a whole language program that would be specific enough for a KWL Research paper.

The critical aspect of this assignment is that the topic should be of interest to you. Study of the topic might include interviews, reading, observation, videos, etc.

WHAT SHOULD BE TURNED IN:

written summary of your study that includes:
  a) Why you selected the topic
  b) What you knew about the topic before you did the study
  c) What did you want to learn
  d) What you learned

papers usually are generally no less than 5 pages and no more than 10... however, the length really depends on the topic.

ICG 728 Literacy Instruction
Project Poster Presentation Rubric

Proficiency	Format (25%)	Quality of Information (75%)

	* All essential parts include
	* Format extremely well organized
	* Excellent visual appeal
		* All essential parts provide significant information: thorough
		  * Introduction
		  * Background
		  * Findings
		  * Future Questions

Target Exemplary		

	* One essential part missing
	* Format sufficiently organized
	* Sufficient visual appeal
		* Most parts provide significant information
		  * Introduction
		  * Background
		  * Findings
		  * Future Questions

Acceptable		
	* Two or more parts missing * Format unorganized * Lacks visual appeal	* Provides little information
Unacceptable		

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Student generated books utilizing word attack skills/phonics

 This assignment requires the student to originate a phonics story book
and present it to the class. Students will identify decoding behavior objectives,
sight words that will be included in the book, and comprehension questions
that parents can use when reading the book to their children.

Decoding behaviors (task analysis):
CVC words
CVCC words
Sight words
CVC with ending, (er, est, ing, s, ed)
Final Digraphs   (ck, th, sh, ch)
Consonant Blends
CVCE words
CVCE with endings
Vowel combinations
Mulitisyllabic words
Suffixes

Comprehension Questions
Literal
Inferential
Critical/Evaluative
Affective
Organizational

Students are expected to write a story that is phonetically based and is applicable
to the task analysis above, You are writing this book for parents to share with their
children at home.

Criteria:

Objectives;   (4)
Sight words: (2)
Comprehension questions: (6)
Story mechanics consistent with the objectives: (6)
Organization/creativity   (2)

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*SPECIAL NOTES * IMPORTANT PLEASE READ ***

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.
An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only**. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

https://www.unlv.edu/provost/teachingandlearning

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https://www.unlv.edu/provost/transparency

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian   is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students
at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with
appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The
student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are
requested   for   the   consultation.   More   information   can   be   found   at: http://writingcenter.unlv.edu/.

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(https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

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Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.