The University of Texas of the Permian Basin

**School of Education**

**Fall 2014**

**EDUC 4313.001 Emergent Literacy**

**Class Information:**

Dates: Saturdays: September 6, September 20, October 4, October 11, November 1, November 15 (9:00-3:30) Location: MB 3205

**Instructor Information:** {redacted]

Contact Information: Blackboard messages

Office hours: 8:30 – 9:00 on scheduled class days or by appointment

**Diversity Proficiencies:**

1. Instill the awareness of diversity for implementing inclusive instruction
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community.
3. Model critical global thinking through coursework
4. Conceptualize diversity experiences from a variety of perspectives:
   1. to strive for social justice, equality, and equity for all learners
   2. to continue the process of self-growth, narrowing the student achievement gap in our nation
   3. to empower all learners as citizens in a global society

**Course Objectives:**

Upon successful completion of the readings and assignments for the course, the student will be able to:

* A. Explain the components of and the implementation of a balanced approach to literacy (K1, S2)
* B. Define terms related to emergent literacy (K2, S1)
* C. Plan and implement practices used in teaching young children to listen, speak, read and/or write (K2, K5, K6, S2, D2)
* D. Demonstrate knowledge of the use of phonics with young children (K2, S2)
* E. Discuss and use in lesson planning, information from the Texas Prekindergarten Curriculum Guidelines; the English Language Arts and Reading Texas Essential Knowledge and Skills for Kindergarten, First and Second Grades; and the Texas Reading Initiative (K2, K6, S1, S9, D3, D6)
* F. Discuss the plan for the use of informal and formal assessments including those used to evaluate literacy development (S6)

(Applicable knowledge [K], skills [S], and dispositions [D] in parentheses.

(The letters and numerals listed after each course goal explain which candidate proficiencies are emphasized in this course.)

**Course Description:**

This course focuses the development of literacy (reading, writing, listening and speaking) in young children and ways in which teachers can facilitate this development. Forms of assessment including those which evaluate literacy development and the use of phonics will also be studied.

**Course Participants:**

This course is designed for pre-service teachers whose goal is to teach young children.

**Course Prerequisites:**

The course that must be taken before a student may enroll in this course is: EDUC 4314 or permission from instructor.

**Required Textbooks:**

Machado, Jeanne M. Early Childhood Experiences in Language Arts: Early Literacy 9th Edition, Wadsworth, Cengage Learning, 2010

Put Reading First The Research Building Blocks for Teaching Children to Read

**Required software:**

Microsoft Office 2003, 2007, or 2010

**Specific TExES Competencies Covered in the Course**

The student will be involved in activities specifically related to the TExES in the areas of:

* Generalist EC-6:
  + Domain I - English Language Arts and Reading, Competencies 001-011
* Pedagogy and Professional Responsibilities EC-6:
  + Domain I - Designing Instruction and Assessment to Promote Student Learning, Competency 003
  + Domain III - Implementing Effective, Responsive Instruction and Assessment, Competency 009

Other competencies will be reviewed as discussion warrants.

**Assignments and Evaluation Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| Assignments: | Points Possible: | Date Due: | Applicable K,S,D |
| Quizzes  (Objectives ABCD) | 15 (each) | Oct. 4, Oct. 11,  Nov. 1 | K2, S2 |
| Literacy Bag  (Objective D F) | 30 | Oct. 4 | K2, K6, S1, S9, D3, D6 |
| TEKS Evaluation of Phonological Awareness | 50 | Oct. 9 (online submission) | K2, K5, K6, S2, D2 |
| Definitions  (Objective B) | 20 | Nov. 1 | K2, S1 |
| Phonics Activities  (Objectives CD) | 15 | Nov. 15 | K2, S2 |
| Concepts about Print Storytime presentations and lesson plans  (Objectives BCDE) | 50 | Will vary | K2, K6, S1, S9, D3, D6 |
| TExES questions  (Objectives ABEF) | 30 | Nov. 15 | K1, K2, S2 |
| Forms of Assessment  (Objective F) | 50 | Nov. 1 (online submission) | S6 |
| Assessment practice  (Objectives EF) | 15 | Through course | K2, K6, S1, S9, D3, D6 |
| Chapter questions and quotes  (Objective ABF) | 20 | Each session | K2, K6, S1, S9, D3, D6 |
| Extra Credit  (objective AB) | Definitions | Article Reviews or  Library review | SHARE (volunteer) |
|  | November 15 | November 15 | November 15 |

Evaluation Procedures:

The following are the levels established by the faculty of the School of Education

Undergraduate courses: Graduate courses:

A 90 – 100% A 93 – 100%

B 80 - 89% B 85 - 92%

C 70 - 79% C 77 - 84%

D 60 - 69% D – no grades of “D” are given

F Below 60% F – Below 77%

Evaluation Procedures:

The student’s final grade for the course will be determined using a criterion-referenced format. The student can earn a maximum of 325 points for the courses. The student’s grade will be determined as follows:

292.5-325 points (90% - 100%) = A

260-292 points (80% - 89%) = B

227.5-259 points (70% - 79%) = C

It is possible to earn a grade lower than “C” but a student in danger of earning less than 238 points for the course must arrange a conference with the instructor prior to the end of the semester.

***Penalty for Late Written Assignments****:* Work is to be completed by the due dates. Due Dates are listed in the syllabus. Barring unusual circumstances, 10% of the points possible for the assignment will be deducted for each assignment turned in late and it will **NOT be accepted more than 3 days** **after the due date**.

**Important:** **All assignments must be completed for the student to pass the course.**

Brief Explanation of Assignments (more detailed explanations for the assignment marked with an asterisk \* are provided under “Notes and Handouts” on the course webpage):

**Phonics Quizzes** - The student will take 3 quizzes over Phonics textbook and lectures. Quizzes will be taken on the date scheduled unless prior consent has been given by the instructor. Make-up quizzes will be taken at the next class date or by arrangement with instructor.

**Literacy Bag\*** - The student will create a literacy bag by generating **two** activities that complement the reading of a book suitable for use with kindergarten students.

**TEKS Evaluation of Phonological Awareness\*** - The student will evaluate the Texas

Pre-Kindergarten Curriculum Guidelines and the English Language Arts and Reading Texas Essential Knowledge and Skills for Kindergarten, First and Second Grades for phonological awareness. The assignment must be submitted via Blackboard.

**Definitions** - The student will define terms related to emergent literacy.

**Phonics Assignments Put Reading First** – Chapters will be assigned and completed during class.

**Reading Plan and Presentation\*** - The student will develop a lesson plan appropriate for use with preschool children and present it during class or in an appropriate educational setting TBA

**The plan must be submitted to the instructor via email at least one week before the presentation is to be done**. (\***Portfolio Component**)

**TExES Questions** - The student will answer TExES-like questions related to the material presented in the Machado textbook and additional resources.

**Assessment Practice-- Throughout the semester the student will practice developmentally appropriate assessment for lessons, strategies and activities.**

**Forms of Assessment\*** – The student will interview a kinder **or** first grade teacher **AND** a3rd, 4th, 5th or 6th -grade **public** school teacher to determine which forms of assessment are used in his/her classroom. The assignment must be submitted via Blackboard. (\***Portfolio Component**)

**Chapter Questions and Quotes –** The student will be responsible for all reading assignments. the student will compose a question and copy a quote for each reading assignment. The questions and quotes will be collected at each class session.

**Extra Credit Opportunities**

1) The student will find an article relating to emergent literacy (reading and/or writing) and give a brief summary of the article and their reflections.

2) The student will define the terms listed on the page entitled Terms Associated with Phonics found behind page 3 of Definitions (or Terms Associated with Emergent Literacy.

. 3.) Student will plan and execute additional storytime lesson

4.) Volunteer at SHARE for information call, The SHARE Coordinator @ [432-212-5973](tel:432-212-5973" \t "_blank).

5.) Student will visit and write a critique of a children’s section of a local public library.

**Policies:**

University Policies**:**

*Academic Dishonesty:*

Academic dishonesty will be handled as outlined in UTPB’s "Student Conduct and Discipline" found at [www.utpb.edu/utpb\_student/Students/StudentGuide/sg3\_index\_frame.htm](http://www.utpb.edu/utpb_student/STudents/StudentGuide/sg3_index_frame.htm)

***Writing Center***—the center is available to help organize and proofread papers. Information on the Writing Center can be found at  <http://www.utpb.edu/artsci/writing/writing.htm>

*Digital Courtesy*

Cellular telephones should be on vibrate or silent mode during class to insure an interruption-free class. **Talking on the phone or texting while in class is not permitted.** Only phone calls considered to constitute emergencies should be taken during class, and then you are expected to leave the classroom to talk. Excessive phone use during class may result in a reduction in course grade.  **Text messaging and the taking of pictures while in class are not permitted.** Violators may be asked to leave the class.

*Drop Policy:*

If a student is unable to complete the course, the last day to drop/withdraw is July 19, 2013. This procedure must be completed by the student through UTPB’s Registrar’s Office. Failure to complete the course or this procedure may result in the student receiving a grade of “F”.

*ADA Policy:*

Any student who feels that he or she may require assistance for any type of physical or learning disability should consult with the instructor as soon as possible. To request academic accommodations for a disability contact Leticia Madrid, MAEd, Director of the PASS Office in the Mesa Building Room 1160, 432-552-2631 or e-mail Ms. Madrid at [madrid\_l@utpb.edu](mailto:madrid_l@utpb.edu) . Students are required to provide documentation of disability to PASS Office prior to receiving accommodations.

School of Education Policy:

***Plagiarism:***

All work submitted for a grade in this course must be **your original effort**. The work cannot be copied from:

* Materials purchased or copied from a pre-made kit,
* A lesson plan, activities or worksheets downloaded from the Internet (in part or in whole),
* Another individual’s work (to include but not be limited to a current or former student, current or former classroom teacher)
* Your own work completed for another class
* Any other copyrighted materials.

If you use any of the materials listed above as a **source (or inspiration)** for your work, you must give credit to that individual. **APA format should be used for all assignments requiring format.**

Policies Specific to This Course:

*Attendance Policy:*

**It is vital that students attend all six classes. Attendance will be taken at 9:30 for the morning sessions and again for the afternoon sessions. Students coming to class late will be considered absent. Students must attend all six class dates. If a student is unable to attend all six class dates s/he must take an incomplete and make up the class date the following semester. (If unusual circumstances exist, student may petition the program head of reading. The petition must state reason(s) for the absence and documentation may be required. The instructor and/ or program head may provide possible alternate solutions to the problem. Suggestions must be equivalent to time and rigor of the full day of the missed class and this in addition to the course assignments. Instructor, and program head must agree on the solution and the student must have a B or better average in the class. Only one petition will be accepted .)**

**Pertinent Dates:** (see the UTPB homepage under Calendar – Academic)

|  |  |
| --- | --- |
| Fall 2014 for regularly schedule classes |  |
|  |  |
| |  |  | | --- | --- | | August 25 | Classes begin | | November 26-28 | Thanksgiving Break | | September 3 | Last day to add a course | | September 10 | Last day to drop a course with a refund | | September 10 | Last day to drop without creating an academic record | | October 24 | Last day to file for graduation | | October 30 | Last day to drop or withdraw | | December 4 | Last day of class for regular classes | | December 13 | Commencement | |  |  | |  |
|  |  |

**Tentative Schedule:** (instructor reserves the right to change as needed)

**One Question and one quote is due on all reading assignments on assigned class days**

**Bring to Class on the first day: 3 ring binder (at least 2 inches), pink, yellow, and blue highlighters, and empty, square tissue box (to make an “All About Me” box that relates to Phonological Awareness)**

**Print out: Pre-Kindergarten Guidelines for Language and Communication, and Emergent Literacy: Reading and Writing and Kindergarten, First, and Second Grade TEKS for English/language Arts to develop understanding of phonological awareness and alphabetic principle.**

**1st Class Date: September 6**

Class begins at 9:30 am

Overview of class, assignments, textbooks

Bring environmental print to class

Discuss:

Ice Breaker Avid Strategy: Advanced Organizer

**What is Emergent Literacy?**

**Lecture topic: Course overview including:**

* TExES Competencies
* Proficiencies for Teachers in Learner-Centered Schools
* Indicators of Best Practice Allington Article (Ten principles for looking at reading/language arts lessons in your classroom)
* 4 Principles of Understanding and Facilitating Literacy
* Joint Statement and Milestones of Early Literacy
* The Twelve Essentials of Beginning Reading Instruction
* Prekindergarten Guidelines: English Language Arts (ELA) and Reading TEKS for Kindergarten, First Grade and Second Grade

Lecture Topic: Phonics and the Balanced Literacy Approach

* Oral Language Development
  + Phonological Awareness
  + Concepts about Print
  + Storytime Presentations (ch 16, Machado text, question and quote)
* Modeling Shared Reading
  + First Day Book
* What is Emergent Literacy?
  + Discuss and respond by completing Poster one pager
  + AVID Strategy
* Environmental Print Activity: How does environmental print relate to phonological awareness?

Lecture topic: Phonemic awareness

**One Question and one quote is due on all reading assignments on assigned class days**

Assignment for 2nd Class Date: September 20

(1) Read:

* Chapters 8, 9, 10, 11, and 16 of Machado textbook (Question and Quote)
* Chapter 1 Put Reading First (State Document) (Phonemic Awareness Instruction)

(2) Research and print an Internet article on Literacy Bags not an advertisement for literacy bags but a research article about the importance or value of literacy bags

(3) Bring an ABC/alphabet book to class, and empty, clean ½ gal milk/juice carton (not plastic jug) to class

(4) Discuss Hands on Activities for next meeting.

**2nd Class Date: September 20**

Lecture Topic: Alphabetic principle including:

* + - Awareness of letters that builds to understanding Concept about print
    - Word Knowledge

Lecture topic: Phonemic Awareness Instruction

* Practice sound activity with phonemic awareness following PRF guide
  + Phoneme isolation
  + Phoneme identity
  + Phoneme categorization
  + Phoneme blending
  + Phoneme segmentation
  + Phoneme deletion
  + Phoneme addition
  + Phoneme substitution
* Prepare Literacy Bag AVID Strategy

Lecture topic: Developing Listening Skills

* Model Read Aloud using picture book (PB)
  + followed by partner share: retelling
* Refer to Chapters 8 of Machado textbook: Listening Skills
  + Four Corner Discussion AVID Strategy

Lecture topic: Concept About Print

* Signs of Reading readiness
* Exploring print in picture books
* Choosing books for read alouds at this level

Hands on practice activity:

* Definitions – Page 1 Phonological Awareness Activity
* Word Sort AVID Strategy:

Assignment for 3rd Class Date: October 4

1. Read:

- Chapter 2 Put Reading First (Phonics Instruction)

(2) Guided Reading

Running Records

(3) Chapter 17 of Machado textbook Reading and Preschoolers (Question and

Quote)

1. Prepare for Phonological Awareness Quiz #1

**3rd Class Date: October 4**

Lecture topic:Assessing Fluency with running records

* getting comfortable with running records
* tape record first and record late
* You tube Running Records training films 3&4
* Then practice

Phonological Quiz #1 beginning of period

Discuss using : Four corner discussion model AVID

* Review TEKs Guidelines for Pre-K through Second grade in relation to phonological awareness

Lecture topic: Teaching Guided Reading

* Follow with YOU tube video on guided reading
* Practice guided reading with reading hands on activity
  + Plan and teach Guided Reading lesson in partners

Lecture topic: Introduction to Systematic and Explicit Phonics

* Jigsaw activity in table groups :Chapters 2 Put Reading First (Phonics Instruction) AVID
* Focus on the vocabulary of phonics instruction as introduced in PRF
  + Grapho-phonemic relationships
  + Letter-sound associations and relationships
  + Sound-symbol correspondences
  + Sound-spelling

Lecture topic: Developing decoding skills

* Practicing modeling one and two syllable words that are decodable

Lecture topic: Assessing Fluency

Running Records Practice: You Tube training films 1 and two

* + Comprehension Hands on Activities and Games
* Definitions – Page 2 Phonological Awareness
* AVID Strategy: Snowball

Share Literacy Bag

Assignment for 4th Class Date: October 11

Assessments in Early Literacy

Multisensory Learning Stations

Guests Speaker for Special Needs Population

(1) Read:

-Chapter 3 Put Reading First (Fluency Instruction)

(2) Prepare for Phonics Quiz #2

(3) TEKS Evaluation

Fourth class day date October 11

Guest Speaker: Case study of Sensory Perception Disorder child from infancy to first grade.

This lecture leads to the following lecture and follow-up activity.

Lecture topic: Teaching through Multisensory Approach

* Instructor will have multisensory stations for hearing, sight. smelling, tasting, touching
* Students will travel to each station and experience it.

Lecture Topic: Fluency continued; Running records to guide reading instruction

* Complete You Tube series parts 3 and 4
* Practice taking running record with partner

Additional activities

* Assessment: How to Implement Shared Reading
* Practice recognizing definitions – Page 3 Phonological Awareness handout
* Inside Outside Circle AVID Strategy: to cloze the day

Assignments for 5th Class Date: November 1

(1) Prepare Forms of Assessment Interview Questions AVID Strategy: Four Corner Discussion

(2) Prepare for Phonics Quiz #3

Read:

(3) Chapter 16 in Machado textbook Print-Early Knowledge and Emerging Interest

(4) Read Chapter 4 Put Reading First (Vocabulary Instruction)

**5th Class Date: November 1**

Phonics Quiz #3

Lecture topic Writing and the young child

* + Recognizing Developmental stages
  + Learning Experience Activity
  + Writing in the early childhood classroom

Hands on activities for the child

* Class books
* Individual books

Hands on activities: Round Robin or Rainbow Writing

* + Interactive Writing in journals and with classmates
  + Independent and Guided Writing

Motivating Reading and Writing

Avid Strategies: Quick-write, Rainbow writing

Lecture topic; Tips for increasing comprehension in Phonics, Phonemic Awareness, and Word Analysis for Teachers,

Hands on practice in literacy

* Analyzing Writing Samples,
* Inventive Spelling,
* Logographics for ELL)

Assignment for 6th Class Date: November 15

(1) Prepare Definitions pages and TExES Questions

(2) Read: Chapter 12, 14, 15, 18, 19 in Machado textbook (Question and Quote for each chapter)

(3) Read Chapter 5 Put Reading First (Text Comprehension Instruction)

(4) Bring a nursery rhyme, classic children’s story, song **and** fingerplay to class for rhyming activity

(5) Print out and read “Technology in Early Childhood Education: Finding the Balance” found at [www.nwrel.org/request/june01/ByRequest.pdf](http://www.nwrel.org/request/june01/ByRequest.pdf)

(6) Locate and print one Internet article that relates to the issue of the use of computer technology with young children

Optional: Prepare Extra Credit

* Browse Chapter 4 Put Reading First (Vocabulary Instruction)

**6th Class Date: November 15**

Lecture topic: Use of Technology in the primary classroom

* Technology and Young Children AVID Strategy: Jigsaw
* Use of smart board

Lecture topic: Bulding story with flannel board

* Hands onl earning: Creative Dramatics Fairytales with Flannel Board

Lecture topic Phonemic Awareness using Nursery Rhymes and Literacy Centers

* Building fluency through poetry
* Onset andrime review
* Building vocabulary through familiar text

Final activity: End of Course AVID poster “What I have Learned about Emerging Literacy”

**Conceptual Framework of the School of Education of UT Permian Basin:**

Vision Statement

The vision of the School of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

Mission Statement

The mission of the School of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

* Facilitating the acquisition of necessary knowledge, skills, and dispositions;
* Cultivating the value of diversity
* Encouraging collaborative inquiry, innovation, and research;
* Promoting collegiality and service in schools and communities;
* Integrating technology into practice;
* Providing opportunities for professional growth; and
* Influencing educational practices and policies at the local, state, and national level.

Learning Outcomes for Teacher Candidates and Other School-Based Professionals:

The faculty expects that candidates will:

* Demonstrate content knowledge in their respective content-area
* Use appropriate processes and teaching practices
* Apply knowledge about child and adolescent development
* Incorporate knowledge of diversity in planning and delivering instruction
* Incorporate technology in planning and delivering instruction
* Plan for and assess students’ learning
* Create an appropriate learning environment
* Communicate and collaborate with all stakeholders
* Engage in professional growth

Candidate Proficiencies

To achieve the learning outcomes, candidates must demonstrate that they “are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning” (NCATE, 2000, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit.

KNOWLEDGE (K):

Our candidates will exhibit knowledge about and understand the impact on teaching and student learning of:

1. theoretical perspectives of the profession
2. the content, processes, and practices appropriate for their students
3. child and adolescent development
4. diversity
5. technology
6. planning and assessment
7. the learning environment and classroom management
8. collaboration
9. legal and ethical issues related to education

SKILLS (S):

Our candidates will be able to:

1. select appropriate content for use in lesson planning and delivery
2. apply best practices to promote learning in all students
3. use knowledge of child and adolescent development to direct their teaching
4. select from an array of techniques to meet the needs of diverse learners
5. integrate the use of technology into the learning environment
6. use appropriate assessments to measure students’ developmental progress
7. develop an appropriate learning environment
8. apply classroom management techniques
9. communicate with all members of the educational community (students, families, other educators, administration, community members)
10. reflect on their professional performance in order to improve their professional effectiveness
11. employ ethical and legal standards in education

DISPOSITIONS (D):

Our candidates will demonstrate a/an:

1. respect for themselves and a positive regard for others
2. passionate nature about learning
3. belief in the value of a learner-centered instruction
4. dedication to providing a safe and supportive learning environment
5. acknowledgement of and respect for the fact people are shaped by their cultures
6. commitment to clear and accurate communication
7. professional and ethical attitude
8. desire to keep current on educational research and practice.