Sam Houston
STATE UNIVERSITY

READ 5335, COGNITION AND EMERGENT LITERACY
READ 5335 is a required course for The Masters in Reading and Reading Specialist Certification.
College of Education
Department of Language, Literacy & Special Populations
Fall 2017

Instructor:	Dr. Donna Cox
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Office hours:	Monday: 10:00-3:00 pm
	Tuesday: 10:00-3:00 pm, TWC
	Thursday: 10-3:00 or online
	All other times by appointment

Course Format:
This class is an asynchronous online course. Lectures, small group discussions, whole group discussions, self-selected inquiries, literature groups and individual presentations are utilized.

Course Description: READ 5335 is designed as an "on-line only" course. This course provides an opportunity to examine language, cognition, and pre-reading skills of young children. By understanding how language is acquired, it will aid the candidate in understanding how it is used at all levels of instruction. It will enable the candidate to understand, develop and evaluate language and reading programs for young children. An inherent component of this course is interaction with children as they engage in many initial literacy experiences. It is assumed that learners in this course are practicing teachers and, subsequently, learning activities are designed to explore one's own classroom practice or the practice of early literacy educators in your district. 3 credit hours. Prerequisites: None

Text/Readings: Barone, D. & Mallette, M. (2013). *Best Practices in Early Literacy Instruction.* London: The Guilford Press. (**Required**)

Freeman, D. E. & Freeman, Y. (2004). *Essential Linguistics: What you need to know to teach reading, ESL, spelling, phonics and grammar*. Portsmouth, NH: Heinemann. (**Required**)

In addition to the required texts, students will read one additional book in a literature group format. The book will be one of Vivian Paley's books. We will choose these books the first week of class.

Course Objectives:

Through readings, individually selected topics, discussions and presentations candidates will:
- Demonstrate knowledge and understanding of resources in emergent literacy education.
- Demonstrate knowledge and understanding of current research on emergent literacy and cognition.
- Display a critical approach as a consumer of research.
- Demonstrate knowledge and understanding of literacy philosophies and models of emergent reading.
- Demonstrate knowledge and understanding of the sociological and collaborative aspects of literacy instruction
- Demonstrate knowledge of critical pedagogy: language and culture as a function of school success.

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: • **Texas Reading Specialist Standards** • *ILA Standards*
Demonstrate knowledge and understanding of processing models	Participate as a member of discussion groups focused on processing models Complete a PowerPoint or Prezi presentation focused on literate environments for the emergent reader (Inquiry Project)	Discussion group postings and self-evaluation PowerPoint or Prezi presentation	**4.1k, 4.1s, 4.2k** *1.1, 1.6, 1.7*
Demonstrate knowledge of major theoretical stances toward learning, literacy, and oral language development and the major proponents of each.	Participate as a member of discussion groups focused on oral language development and theories of oral language development and learning	Discussion group postings and self-evaluation Journals, paper and class presentation	**1.1k, 1.2k, 1.3k, 4.1k, 4.1s, 4.2k, 4.5k** *1.4, 1.5, 1.6, 1.7*
Demonstrate knowledge of language systems and functions	Participate as a member of discussion groups focused on language systems and functions. Complete three of five article reviews of current (within five years) journals. Articles can become part of the inquiry project.	Discussion group postings and self-evaluation Publish article reviews in course Discussion Board	**1.2k, 1,2s 1.3k** *2.1, 2.2, 2.3, 2.8, 2.10,*
Demonstrate knowledge of the characteristics of oral language, and the developmental stages of writing and reading	Participate as a member of discussion groups focused on language systems and functions. Compile a text log of appropriate children's literature for emergent readers and writers.	Discussion group postings and self-evaluation LibraryThing.com log	**1.2k, 1.29k, 1.33k, 1.34k, 1.35** *1.6, 2.5, 2.6, 12.4, 16.1, 16.6*

Demonstrate knowledge and understanding of the social and cultural effects of literacy events and their impact on emergent literacy.	Participate as a member of discussion groups focused on the social and cultural effects of literacy events. Participate in literature groups using books that examine the social and cultural realities of kindergarten students.	Discussion group postings and self-evaluation Literature group postings and fulfillment of roles associated with literature groups	**1.2k, 2.19k, 4.2k, 4.5k** *1.2, 1.4, 2.2, 2.8, 2.9, 3.1, 3.2,*
Analyze and explain the characteristics and management of a literacy rich school and home environment.	Participate as a member of discussion groups focused on the social and cultural effects of literacy events. Research and present an inquiry project focused on the components of a literacy rich school or home environment, appropriate pedagogy or phonics instruction tool.	Discussion group postings and self-evaluation PowerPoint or Prezi presentation, and reflection paper	**1.7s, 1.12s, 2.12k, 2.19k, 2.20k, 4.6, 4.2s** *1.2, 1.7, 5.1, 5.2, 5.3, 5.4,5.5, 5.8,*
Demonstrate knowledge and understanding of pedagogy appropriate for emergent literacy learners.	Participate as a member of discussion groups focused on the social and cultural effects of literacy events. Research and present an inquiry project focused on the components of a literacy rich school or home environment, appropriate pedagogy or phonics instruction tool.	Discussion group postings and self-evaluation PowerPoint or Prezi presentation, and reflection paper	**1.2s, 1.6k, 1.7k, 1.7s, 1.12s** *2.7*
Demonstrate knowledge of and proficiency in the concepts of phonemic awareness, phonology and phonics instruction and assessment.	Participate as a member of discussion groups focused on phonemic awareness, phonology and phonics instruction. Research and present an inquiry project focused on the components of a literacy rich school or home environment, appropriate pedagogy or phonics instruction tool. Complete an exam over code vocabulary and concepts.	Discussion group postings and self-evaluation PowerPoint or Prezi presentation, and reflection paper 80% mastery on written evaluation	**1.4k, 1.5k, 1.7s, 1.8k, 1.9k, 1.10k, 1.11k, 1.12k** *2.4,6.1, 6.2,*
Analyze and become familiar with literacy assessments for the emergent learner	Participate as a member of discussion groups focused on assessment measures used with emergent learners. Evaluate an assessment tool and share results with classmates	Discussion group postings and self-evaluation Handout and presentation	**2.1k, 2.2k, 2.3k** *3.1,*

TEA Reading Specialist Standards:
http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=1001

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):
        Essential: Learning fundamental principles, generalizations, or theories.
        Important: Learning to *apply* course material (to improve thinking, problem solving, and decisions).

Course Content:
Course overview, technology exploration, introductions
Processing models

Language development and its role in early reading and writing activities
Language functions, routines and activities for early reading and writing
Cultural capital and language development
Diversity and language development
Talk in schools
The role of peer interactions in language development and cognition
Functions of language and the relation to reading and writing
Collaboration as a function of growth and development
Developmental Writing
Phonics, Developmental reading and writing
Critical pedagogy: language and culture as a function of school success

Course Evaluation:

Because your active participation is so important in an online course, it is imperative that all assignments be submitted on dates due. Assignments will be considered "on time" if submitted by 11:59 pm the day due unless otherwise specifically stated in the description of an assignment. (All due dates/times are based on **Central Standard Time**.) Submission of work after 11:59 pm (or noon where specified) will be considered late. Late assignments lose 10% of the points for that assignment **for each calendar day** late. All assignments must be completed in order to pass this course. Some assignments will require a self-evaluation to be submitted to the professor (these will be noted when the assignment is presented).

Book Clubs	15 points	**A= 261-290**
Readings Discussion	50 points	**B= 232-260**
Article Reviews (3)	50 points	**C= 203-231**
Inquiry Groups	40 points	
Professionalism	15 points	
Phonics Mastery Test	50 points	
Children's Literature Log	50 points	
Assessment evaluation	20 points	
Total Points:	290 points	

Course Requirements:

1.)   **Article Reviews.** Candidates will summarize at least three, current (within the last five years) peer-reviewed journal articles, in APA format. The reviews will survey and summarize the studies. Specific instructions and rubrics will be provided.

2.)   **On-line Discussions**: Candidates are required to participate in discussion boards. These discussions require that candidates post inquiries, insights, and other responses to the discussion board. Forum instructions will be varied and a discussion rubric will be utilized.

3.)   **Book Clubs.** Book clubs using Paley's books will be organized according to groups. Candidates will submit two choices to the Discussion Board the instructor will place

each candidate into a group. The book clubs will follow the discussion model proposed by Harvey Daniels.

4.)   **Inquiry Groups.** Groups will be formed to examine various components of reading and writing instruction with emergent learners. The group will engage in inquiry about a selected topic and post the results of their inquiry for other colleagues to view. This will require each group to coordinate activities and share inquiry results using PowerPoint or Prezi and upload to the Discussion Board. Each student will view and evaluate the presentations of all groups.

5.)   **Phonics Proficiency.** A knowledge and understanding of the role code instruction plays in emergent literacy classrooms is critical. As such, each student must pass at an 80% mastery level an exam focused on phonemic awareness, phonics, and other syntactic, semantic and morphological components of early literacy learning.

6.)   **Children's Literature Log.** Using LibraryThing.com as a platform, each candidate will compile a log of 100 quality children's literature suitable for emergent readers and writers. An example log and genres will be provided.

7.)   **Assessment evaluation.** Choose an assessment from those approved for use with emergent learners (TPRI, Conroe Observational Survey, Concepts of Print, etc.). Describe the assessment, evaluate how well it meets the criteria discussed in class and present your findings to your classmates.

8.)   **Professionalism.** It is expected that graduate students be active, enthusiastic, and knowledgeable participants during the semester and that work submitted be error free. In addition, professionalism also refers to participation in professional activities (conferences, workshops, etc.) and the sharing of knowledge gained with colleagues

Student Guidelines

University Policies
- SHSU Academic Policy Manual-Students
    - **Procedures in Cases of Academic Dishonesty #810213**
    - **Students with Disabilities #811006**
    - **Student Absences on Religious Holy Days #861001**
    - **Academic Grievance Procedures for Students #900823**
- **SHSU Academic Policy Manual-Curriculum and Instruction**
    - **Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728**

Attendance and Course Expectations: Given the heavy emphasis on discussion and engagement, regular and prompt attendance is required to receive an A or B. Missing more than

3 hours of class will trigger a conference with the instructor. Missing more than six hours of class will probably result in a grade reduction.

References

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College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

NCATE Standards

CAEP Standards