



READ 3380– Emergent and Beginning Literacy

Fall 2017 B1

This course is required for the EC-6 Certification.

College of Education

Department of Language, Literacy and Special Populations

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Office hours: Monday/Wednesday/Friday 1:00-3:00 Office and Online
Other times by appointment

Location, Day and time the class meets: Online

Textbook: Tompkins, Gaile E. (2015). *Literacy in the Early Grades: A Successful Start for PreK-4 Readers and Writers*, 4th edition. Upper Saddle River, NJ: Pearson.

Course Description/Objectives:

1. To provide knowledge about current practices, research, and methodology for teaching and assessing reading, writing, and speaking.
2. To develop an understanding of the cognitive development of children in regard to their literacy acquisition and to plan learning activities appropriate to developmental levels.
3. To develop an awareness of diversity in student's abilities and cultural backgrounds with the goal of providing appropriate instructional practices for each learner.
4. To develop knowledge of the wide range of trade books available for children and strategies for helping children select appropriate materials.
5. To provide opportunities for reflection through verbal and written responses to literacy understandings.

IDEA Objectives:

Essential: Gaining factual knowledge in this area of study (terminology, classifications, methods, trends).

Important: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Course Format: **The course will follow an online format.** Students will view PowerPoints, narratives, YouTube videos, etc., and will participate in online discussions.

speaking, reading, and writing theories and instructional practices with children from birth to grade 3.

Course Requirements:

1. **Attendance:** Regular attendance is expected. Since this is an online course, attendance is considered participating in each class in a timely manner. If extenuating circumstances arise please discuss them with the instructor immediately.
2. **Learning to read autobiography:** Students will write a one to two page reflection about what they remember about learning to read/write. **(30 points)**
3. **Reading Response Activities :** Students will participate in discussions of chapter readings. For each chapter, specific instructions will be given for how to respond. **(10 points each response – total of 120 points)**
4. **My Favorite Things:** Students will prepare a list of ten of their favorite books in each of three categories – 10 alphabet books, 10 wordplay books and 10 story or concept books. Each entry will include:
Title of book,
Author and illustrator of book,
A short summary description of the book,
An estimate of age/grade appropriateness of the book.
(A sample entry will be illustrated on Blackboard under assignments)
We will post these on a discussion board to share. **(30 points possible)**
5. **Book S-t-r-e-t-c-h-i-n-g:** Students will select a picture book to read. Students will also prepare a full written description of at least four follow-up activities that you might use with children after sharing this book with them. We will post our Book Stretching assignments on a discussion board to share.
Your stretching activities might include:
 - a. Language activities
 - b. Social studies activities
 - c. Science activities
 - d. Mathematics activities
 - e. Art or music activities **(30 points possible).** ***For 5 Bonus points, you can make a YouTube or similar video of yourself reading the book to post for your classmates on the discussion board.**
6. **Phonics Test:** Students will pass a proficiency test of phonics knowledge with a score of 80% or better. **(50 points- possible)**
7. **Examinations:** Two short Quizzes will be scheduled throughout the course period **(30 points each; 60 total points).**

Course Evaluation: Grading Scale based on 320 total points possible in this course.

- A (90-100%)
- B (80-90%)
- C (70-79%)
- D (60-69%)
- F (below 60%)

The instructor reserves the right to alter course requirements to better meet the learning needs and maturity levels of the preservice teachers.

Expectations:

- Regular and punctual attendance is expected. As a reminder, since this class is online, regular and punctual attendance means participating in each class in a timely manner. State attendance laws are strictly adhered to for children and parents, thus as educators we must model the importance of being present and punctual. For these reasons it is important that you attend class each session. If

immediately.

- All assignments must be completed and turned in on time in order to receive a grade for the course.
- Late assignments will only be accepted if prior arrangements have been made with the instructor.
- Professionalism must be maintained. This is a professional course of study which prepares students to be responsible, accountable, and inspiring educators in preparing our greatest assets, our children, for a successful future. As an educator you will additionally be responsible to parents, colleagues, and the community which should not be taken lightly. Enthusiasm and dedication to your coursework will better prepare you in engaging children in the learning process. Behaviors considered unprofessional will be addressed on an individual basis.
- Student Syllabus Guidelines: www.shsu.edu/syllabus

Conceptual Framework Statement, Descriptors (5 indicators) and Logo:

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.



College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Standards Matrix

Objectives/Learning Outcomes	Activities (* indicates fieldbased activity)	Performance Assessment	Standards: • <u>State Standards</u> • <u>Specialty Organization Standards</u>
The candidate understands that literacy develops in an often predictable pattern from prereading (emergent literacy) to conventional literacy and that individual variations occur in literacy acquisition.	Lecture In-class additional reading activities Text Inquiry	Self evaluation Inquiry Quiz Course reflections	4.1k, 4.2k, 4.3k, 4.4k, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.7s, 4.8s, 4.9s, 410s CF 1

The candidate understands the need for a variety of assessment tools and techniques and examines the rationale for and how to use specific informal assessment tools and techniques to determine the reading level of a student in order to provide reading/writing instruction.	Study of informal assessment tools and techniques of observation, interest inventories, checklists, writing samples, conferences, informal reading inventories, retelling Lecture Text Group discussion Online discussions	Self evaluation Quiz Inquiry Assessment Course reflections	1.8k, 3.3s, 4.9s, 5.4k, 5.7s, 6.3k, 6.1s, 7.1s, 7.10k, 9.6k, 9.1s, 10.1k, 10.2k, 10.4k, 10.7k, 10.1s, 10.2s, 10.3s 2b, 4, 5 CF 4, CF 5
The candidate understands the components of a balanced literacy program.	Lecture Text Inquiry Group discussion Online discussions	Literacy Centers, book baggies, big books, evaluations, inquiry, story stretchers course reflections	7.1k – 7.3k 1, 2b, 2i, CF 1
The candidate understands the importance of fluency to reading comprehension and is aware of ways to provide opportunities for children to improve their fluency.	Lecture Text Inquiry Group discussion	Literacy Centers, book baggies, big books, evaluations, inquiry, story stretchers, self evaluation, course reflections	6.1k, 6.2k, 6.4k, 6.2s, 6.2s, 6.6s, CF 1, CF 5
The candidate understands that writing to communicate is a developmental process and is aware of ways to provide instruction that helps young children develop competence in written communication.	Lecture Text Inquiry Interactive writing Group discussion Online discussions	Reading and Writing connections, Literacy Centers, Big Books, self evaluation, course reflections	8.1k – 8.3k, 8.1s – 8.8.4s, CF1, CF4, CF 5

Web address for state standards: www.tea.state.tx.us

Web address for specialty organization standards: reading.org

NCATE Unit Standards

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Web link on Educator Preparation Services site for *Conceptual Framework*:

http://www.shsu.edu/~edu_edprep/

SHSU Dispositions and Diversity Proficiencies

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
4. Practices ethical behavior and intellectual honesty. (CF 3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)

7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. *(Please provide additional information for the candidate if the DDP is administered during your course.)*

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Americans with Disabilities Act

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its

official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

Bibliography:

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- McGee, L. M., & Richgels, D. J. (2003). *Designing early literacy programs: Strategies for at-risk preschool and kindergarten children*. New York, NY: Guilford Press.
- McGee, L. M. and Richgels, D. (2010). *Literacy's Beginnings-Supporting Young Readers and Writers*. Boston, MA: Pearson/Allyn Bacon.
- Raines, S., Miller, K., & Curry-Rood, L. (2002). *Story stretchers for infants, toddlers, and twos*. Beltsville, MD: Gryphon House.
- Rhyner, P. M. (Ed.). (2009). *Emergent literacy and language development: Promoting learning in early childhood*. New York, NY: Guilford Press.
- Tompkins, G.E., & Collom, S. (2004). *Sharing the pen: Interactive writing with young children*. Boston, MA: Pearson.
- Temple, C. and Makinster, J. (2005). *Intervening for Literacy*. Boston, MA: Pearson/Allyn Bacon.