

RDG 350
Emergent Literacy Development



Course Description: The purpose of this course is to provide the preservice EC-6 teacher with knowledge and skills necessary to promote early literacy development. Students will develop competency in the components of emergent literacy, including oral language development, phonological and phonemic awareness, the alphabetic principle, high frequency vocabulary development, decoding and spelling strategies, and fluency development. To that end, a variety of techniques will be examined which will enable the preservice teacher to design a multidimensional word recognition program. The targeted grade levels for this course are Early Childhood through Grade Two.

Instructor Information:

Dr. Callie L. Fortenberry

callie.fortenberry@tamut.edu

Phone: (903)434-8355 (w) or (903)577-3539 (h)

Office Hours: M-R 9:30-4 and by appointment

Required Texts:

Christie, J., Enz, B., and Vukelich, C. (2011). *Teaching Language and Literacy, 4th edition*. Pearson: Boston, MA.

AND

Fox, Barbara J. (2007). *100 Activities for Developing Fluent Readers*, Pearson Publishers, 2nd edition, paperback, ISBN 978-0131561328.

Recommended Texts:

Adams, M., Foorman, B., Lundberg, I., & Beeler, T. (1998) *Phonemic awareness in young children*. Paul H. Brookes Publishing.

- Armbruster, B., Lehr, F., & Osborn, J. (September, 2001). *Put reading first: The research building blocks for teaching children to read. The Partnership for Reading.*
- Lehr, F. & Osborn, J. (2004) *Research-based practices in early reading: A focus on vocabulary.* Pacific Resources for Education and Learning.
- Publication manual of the American Psychological Association. (1994, 4th ed.) Washington D.C.: American Psychological Association.
- Sampson, M. & Allen, R.V. (1991) *Pathways to literacy.* ISBN: 0-03- 033968-National Research Council. (2004). *Starting out right: A guide to promoting children's reading success.* National Academy Press.

Student Learner Outcomes:

Upon completion of the course, the student will

- demonstrate knowledge of effective emergent literacy instruction by planning a comprehensive read aloud and earning at least 30 of 40 points on the instructor provided rubric.
- apply oral language development, phonological awareness, letter knowledge, print and book concepts, decoding, high frequency word knowledge, and English language learners knowledge by creating an emergent literacy transition box and earning 50 out of 75 points on the instructor provided rubric..
- differentiate the stages of emergent literacy development by administering and reflecting upon various emergent literacy assessments and earning at least 7 of 10 points with regard to grammar and content.
- demonstrate knowledge of emergent literacy strategies by scoring 70% or better on three announced class exams.

Course Outline

Topic	
1	The Reading Process-Approaches to Reading Instruction
2	Theories of Reading / Language Acquisition/Development
3	Components of Emergent Literacy Development
4	Language Rich Environments/Listening, Speaking, Reading and Writing
5	Comprehension / Book and Print Awareness / Read Alouds
6	Letter Identification /Phonological and Phonemic Awareness
7	Phonemic Awareness / English Language Linguistic Concepts
8	Alphabetic Principle / Phonics Principles
9	Phonics Principles / Decoding Strategies
10	Decoding Strategies / Spelling Strategies
11	Fluency Development / High Frequency and Sight Word Development
12	Fluency Development

- 13 Writing Conventions / Authentic Writing for Emergent Learners
- 14 Differentiating Instruction for Emergent English Language Learners
- 15 Differentiating Instruction for a Wide Range of Literacy Behaviors

Course Requirements:

1. Read Aloud Report and Demonstration: Students will select an appropriate text and plan a read aloud session. The read-aloud should include a thorough book introduction, incorporate open-ended questions, and include student engagement activities, including those appropriate for ELL students. A separate form/rubric will be provided for specific requirements.

2. Transition Box. Include 25 transition activities in this box. Each activity must be explained in detail on a 4 X 6 or 5 X 8 index card. Explanation or instructions must be computer-generated. The front of the card should include the title of the activity, explanation and instructions, and a materials list. The back of the card should include the title of the card and what skill is being addressed with the activity. These cards can be bound with a metal ring or tied string. For the purpose of this class, ALL materials should be included in the box. Activities should vary to include language development, comprehension, phonological/phonemic awareness, sight word development, and phonics generalization practice. At least five of the transition activities must be songs, chants or finger plays. Accommodations for English Language Learners must be included as well. A separate form/rubric will be provided for specific requirements.

3. Word Recognition/Fluency Demonstrations. Students will be assigned 2 activities from Fox text. At assigned times throughout the semester, students will demonstrate each activity for the class. All materials must be provided and the activity must be presented as if being presented to the appropriate group of elementary school children.

4. Emergent Literacy Screenings. Students will select an emergent learner and administer the following assessments as they are covered in class: letter knowledge screening, phonological awareness screening, and phonics survey. Student will complete a reflection response sheet after each screening is administered. Reflection response sheets will be submitted via Blackboard.

5. Three announced exams. Exams will consist of multiple choice, matching, fill in the blank, short answer and essay questions. Exams will be taken online through blackboard.

6. Online Assignments: throughout the course, various activities will be assigned to be completed online via Blackboard. Students will submit these assignments via the Discussion Board, through e-mail or in class. These assignments are explained in detail under the Assignments tab for each module.

Grading Scale

The semester grade will be based on a 470-point scale. Below appear the course requirements and the point value of each.

	Points
Letter Knowledge Screening	10
Phonemic Awareness Screening	10
Phonics Survey	10
Online Activities 4 @ 10 pts. Each	40
Read Aloud Project	40
Word Recognition Demos	15
Transition Box	75
Examinations 3 @ 100 pts. each	300
Total	500

Methods of Instruction

A variety of instructional methods will be used to create an interactive learning environment, including lectures, large and small group discussions, group presentations, individual presentations, independent study, guest practitioners, cooperative learning, and reflection.

This class is designed as a web-enhanced course supported by two major delivery methods: Face-to-face instruction in the classroom with the instructor and online enhancement through Blackboard web references, resources, and quizzes.

Students are required to use *Microsoft Office 2007 or 2010* when accessing Blackboard documents, downloading documents from Blackboard to print, and submitting documents for grading through Blackboard. Campus computer labs have this software package for student use at NTCC and the Main Campus in Texarkana.

Online Learning Environment

- Conduct yourself in a professional, respectful manner in all online activities (email, discussion boards, peer reviews, etc.).
- Discussion board etiquette includes respectful responses to others and Standard English composition (correct grammar, spelling, & punctuation).
- Be respectful of other students and the instructor in print and tone.
- Students are responsible for reading, understanding, and following the A&M-Texarkana Code of Conduct.
- Assignments and quizzes are due by the specific deadline announced on the course Blackboard or stated on **course calendar!**
 1. The instructor retains the right to modify these deadlines as deemed necessary. Changes will be posted on the course Blackboard; therefore, all students are expected to meet those deadline changes.

Late assignments (that do not meet both the time & date deadline) will not be accepted. **Student**

Technical Assistance:

- Solutions to common problems and FAQ's for your web-enhanced and online courses are found at this link: <http://www.tamut.edu/webcourses/index.php?pageid=37> If you cannot find your resolution there, you can send in a support request detailing your specific problem here: <http://www.tamut.edu/webcourses/gethelp2.php>
 - Blackboard Helpdesk contacts:
 - Kevin Williams (main contact) 903-223-1356 kevin.williams@tamut.edu
 - Frank Miller (alternate) 903-223-3156 frank.miller@tamut.edu
 - Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu
- Office hours are: Monday - Friday, 8:00a to 5:00p

Student Participation:

a. Participation Policy:

1. As face to face class meetings are limited, class attendance and participation. Attendance is necessary for participation and is considered crucial for this class. After 1 absence your grade final grade may be lowered by one letter. After 2 absences you may be encouraged to drop the course. *If you are not present when attendance is taken, you will be considered absent.*

b. Course Etiquette:

1. All required written work will be graded for format, spelling and grammar.
2. Students should strive to use proper grammar and professional vocabulary during class meetings, while interacting on the course discussion board, and on course assignments. Teachers are to be a model of appropriate oral language for their children.
3. Late work will not receive full credit. Any work turned in after the assigned class period will drop one letter grade per day (not per class). Work more than one week late may not be accepted. Online assignments will not be accepted past the due date and time.
4. Make-up exams will only be administered if the student has an urgent need to reschedule due to medical or family emergency. The instructor must be informed in advance of the student's inability to sit for an exam. The instructor reserves the right to refuse make-up testing or to limit the highest possible earned score.
5. If for some reason you must miss class, it is your responsibility to inform the instructor via e-mail or phone. It is also your responsibility to find out what you missed, catch up on class notes, and have someone who will pick up handouts for you during the missed class. All handouts will be available online as well.
6. Class will begin on time. Promptness is strongly encouraged. Promptness is a sign of professionalism.
7. Please turn off (or place on silent or vibrate) all cell phones during class time. It is not appropriate to text during class.
8. If for any reason you are unable to complete any of the assigned course projects, please inform the instructor immediately.

Disability Accommodations: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

Academic Integrity: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of ‘F’ in the course and/or disciplinary actions. For additional information, see the university catalog.

TEExES Educator Frameworks for EC-6

ELAR Standards:

- I. Oral Language (1.1-1.11)
- II. Phonological and Phonemic Awareness (2.1-2.3)
- III. Alphabetic Principle (3.1-3.4)
- IV. Literacy Development and Practice (4.1-4.5, 4.9)
- V. Word Analysis and Decoding (5.1-5.9)
- VI. Reading Fluency (6.1-6.7)
- VII. Reading Comprehension (7.1-7.5)
- VII. Writing conventions (9.1-9.7)

PPR Standards:

Domain I

- Competency 1: Human Development
- Competency 2: Diversity
- Competency 3: Designing Effective Instruction

Domain II

- Competency 5: Safe and Productive Environment

Domain III

- Competency 8: Active Engagement
- Competency 10: Assessment and Feedback

Texas Essential Knowledge and Skills (TEKS)

Prekindergarten Guidelines: Emergent Literacy-Reading and Writing Domains

TEKS K-2 for Taglines: Print Awareness, Phonological Awareness, Phonics, Fluency, Vocabulary Development, and Comprehension of Literary Text, Figure 19

English Language Proficiency Standards (ELPS)

ESL Educator Standards:

- I. Fundamental language concepts and structure and conventions of the English language. (1.1, 1.2, 1.3, 1.4., 1.5)

III. Processes of first and second language acquisition. (3.1, 3.2, 3.3., 3.4, 3.5)

ELPS:

Cross-curricular Second Language Acquisition Skills/ Learning: (A,B,D, E, F, G)

Listening: (A,B, C,D, E, F, G,)

Speaking: (A,B,C, F) Reading: (A,B, C, D)\

Writing: (A,B,C,D)

Professional Behavior Outcomes

The following "Professional Behavioral Outcomes" are infused throughout the course.

Students will demonstrate ...

1. appropriate attendance and promptness.
2. ability to meet deadlines.
3. positive, open attitude toward learning.
4. ability to utilize constructive feedback.
5. appropriate organizational skills.
6. appropriate collaboration skills.
7. emerging presentation skills.
8. growth as a reflective practitioner.
9. respectful attitude towards instructor and other students.
10. appropriate grammar, articulation and speech patterns.