

Course Syllabus

I. RDG 350

II. Emergent Literacy Development

III. 3 SCH

IV. Course Description: The purpose of this course is to provide the pre-service 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.

V. Required Texts:

1. Cunningham, Pat. (2003) Phonics They Use, 5th Ed., AB Longman Publishing, ISBN 9780205608881, \$ 38.99 .
2. Fox, Barbara J. (2007). 100 Activities for Developing Fluent Readers, Pearson Publishers, 2nd edition, ISBN 978-0131561328, Price: \$31.99

Secondary Resources (optional):

- 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, 6th 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.

VI. Student Learner Outcomes (SLO):

The Student Learner Outcomes include three components: 1) Content, 2) Professionalism, and 3) Technology. The SLOs are aligned with the Texas Examination of Educator Standards (TExES) for Pedagogy and Professional Responsibilities EC-6, Generalist EC-6, Special Educators EC-12, and English as a Second Language EC-12.

Students will incorporate knowledge of effective emergent literacy instruction by planning and performing a read aloud session in class.

Students will compare and contrast first and second language acquisition and how language acquisition influences literacy development by researching the topic and participating in an on-line discussion.

Students will 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.

Students will differentiate the stages of emergent literacy development by administering and reflecting upon various emergent literacy assessments.

Students will identify characteristics of a language rich environment for all children by developing a repertoire of songs, chants, finger plays and games appropriate for emergent learners.

Students will examine various theories and approaches to literacy instruction by participating in class and on-line discussions.

2) Student Learner Professionalism Outcomes

The following “Professionalism Outcomes” are infused throughout the course. They are aligned with the Texas Code of Ethics and Standard Practices, the Council for Exceptional Children Code of Ethics, and the TExES. Progress towards these objectives will determine the nature of recommendations each student will receive towards admission to A&M-Texarkana Educator Program based on the following:

1. Appropriate attendance and promptness
2. Ability to meet deadlines
3. Positive, open attitude towards 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 professor and other students
10. Appropriate grammar, articulation and speech patterns
11. Professional and ethical behaviors throughout the semester

3) Technology Outcomes

The following 'Technology Outcomes' are infused into the learning opportunities throughout the course. Students do not need to be an expert in technology but are expected to develop the following skills:

1. Word processor to produce quality written documents
2. Power point to produce a quality presentation

VII. Course Outline

Topic

The Reading Process-Approaches to Reading Instruction
Theories of Reading / Language Acquisition/Development
Components of Emergent Literacy Development
Language Rich Environments/Listening, Speaking, Reading and Writing
Comprehension / Book and Print Awareness / Read Alouds
Letter Identification /Phonological and Phonemic Awareness
Phonemic Awareness / English Language Linguistic Concepts
Alphabetic Principle / Phonics Principles
Decoding Strategies
Spelling Strategies
Fluency Development / High Frequency and Sight Word Development
Writing Conventions / Authentic Writing for Emergent Learners
Differentiating Instruction for Emergent English Language Learners
Differentiating Instruction for a Wide Range of Literacy Behaviors

VIII. Course Requirements:

- 1. Shared Reading Demonstration:** Students will select an appropriate text, plan a share reading session and perform the shared reading for the class.
- 2. Read Aloud Demonstration:** Students will select an appropriate text, plan a read aloud session, and perform the read-aloud for the class. The read-aloud should include a thorough book introduction, incorporate open-ended questions, and include student engagement activities, including those appropriate for ELL students.
- 3. Transition Box.** Include 20 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. Accommodations for English Language Learners must be included as well.

4. Songs, Chants, Fingerplays Project. Develop a list of 15 songs, chants, and fingerplays used in emergent literacy classrooms to reinforce and encourage oral language development, print and book awareness, phonological awareness, alphabet knowledge, or the alphabetic principle. Lyrics, tune, hand motions and materials needed should be included in written list. These activities will be emailed to the class for them to create a file for future use in their classrooms. Choose one song or chant to demonstrate and teach to the class.

5. 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 questionnaire after each screening is administered.

6. Final Exam. Exam will consist of multiple choice, matching, fill in the blank, short answer and essay questions.

IX. Methods of Evaluation:

Student learner outcomes will be measured by class assignments, projects, presentations, and exam. Criteria for mastery are indicated within the description of each course requirement.

X. Grading Scale

The semester grade will be based on a 530-point scale. Below appear the course requirements and the point value of each.

	Points
Letter Knowledge Screening	40
Phonemic Awareness Screening	40
Phonics Survey	40
Shared Reading Project	75
Read Aloud Project	75
Transition Box	80
Songs, Chants and Fingerplays	80
<u>Examination</u>	<u>100</u>
Total	530

90%-100%	A	477-530
80%-89%	B	424-476
70%-79%	C	371-423
60%-69%	D	318-370
59% and below	F	317 and below

XI. Faculty Office Location and Contact Policy: TBD

XII. Complete Course Schedule:

Session	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

XIII. Student Participation:

a. Participation Policy:

1. 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 dropped from 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.
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.
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.

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

XV. 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.

XVII. Educator Standards for EC-6: The following SBEC standards are addressed in the course. A full description of the standards and competencies can be accessed using the link below:

<http://www.sbec.state.tx.us/SBECOnline/standtest/standards/ec6gen.asp>

English Language Arts and Reading EC-6 Standards:

Standard I: Oral Language 1.1k -1.11k

Standard II: Phonological and Phonemic Awareness 2.1k -2.3k

Standard III: Alphabetic Principle 3.1k-3.4k

Standard IV: Literacy Development and Practice 4.1k-4.5k, 4.9k

Standard V: Word Analysis and Decoding 5.1k-5.9k

Standard VI: Reading Fluency 6.1k-6.7k

Standard VII: Reading Comprehension 7.1k-7.5k

Standard IX: Writing conventions 9.1k-9.7k

Pedagogy and Professional Responsibilities EC-6Standards:

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

ESL Educator Standards:

- Standard I: Fundamental language concepts and structure and conventions of the English language. 1.1, 1.2, 1.3, 1.4., 1.5
- Standard III: Processes of first and second language acquisition. 3.1, 3.2, 3.3,3.4, 3.5

Special Education Standards

Technology Application Standards for All Beginning Teachers

XVIII. Texas Essential Knowledge and Skills (TEKS) The following TEKS are addressed in the course. The Texas Essential Knowledge and Skills can be accessed on the Texas Education Agency Web site using the A-Z index at the following URL: www.tea.state.tx.us

- Pre-K Guidelines for Emergent Literacy-Reading and Writing Domains
- Chapter 110 TEKS for ELAR Subchapter A. Elementary Grades K-2 110.2-110.4

XIX. English Language Proficiency Standards (ELPS): The following ELPS are addressed in this course:

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

The ELPs can be accessed on the Texas Education Agency Web site using the following link: www.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4

XX. Texas Assessment of Knowledge and Skills (TAKS): Not applicable to this course.

