

Texas A&M University-Texarkana Course Syllabus

RDG 350: Emergent Literacy Development

Fall 2018

Instructor: Dr. Callie L. Fortenberry **Office Location:**
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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.

Course Delivery Method: Face to Face (with web-based support)

Required Textbooks/Resources:

Self-paced Phonics, A Text for Educators, fifth edition, 2013. Pearson Publishing ISBN 13: 978 0 13 288367 Student Learner Outcomes:

Student Learning Outcomes:

University Student Learning Outcomes: By the end of this course:

- 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.
- 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 apply decoding/encoding skills to code and classify multisyllabic words.

Methods of Evaluation

Graded Components	Totals
* Read Aloud Demonstration Video/Report	50
Emergent Literacy Resource Kit	75
3 Exams @ 100 points each	300
* Emergent Literacy “Lunch and Learn” Assignments 8 @ 15 pts. each	120
Self-Paced Phonics Workbook Completion	50
Total Possible Points for Course	595

***Artifacts to be submitted to TPP Portfolio for Program Review**

Course Assignments: Course instructor will schedule assignments, exams and reflective activities in a manner that best meets the specific needs of the class and course outcomes. Artifacts are due by the specific deadline announced in class or stated on course calendar. In class activities will provide students opportunities to engage in preparation for the specific components of the EC-6 Generalist Exam.

1. **Read Aloud 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 template will be provided. Students will video a 15 minute portion of the read aloud for instructor evaluation.

2. **Emergent Literacy Resource Kit.** Include 20 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 include: 4 language development, 3 letter identification, 4 phonological/phonemic awareness, 3 sight word development, 3 phonics generalization practice, and 3 vocabulary. At least three of the transition activities must be songs, chants or finger plays. At least 5 activities must use current technological applications, such as i-Pods, cell phones, Smart boards, or current websites. Accommodations for English Language Learners must be included on each card, as well.

3. **Self-Paced Phonics Workbook Completion.** Students will work through the text independently throughout the semester, completing each chapter’s practice and review section. Pre-test and Post-test activities will be administered in class.

4. **Emergent Literacy “Lunch and Learn” Assignments:** Students will read articles and watch short video clips on emergent literacy and will complete response assignments for each.
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 and in class. Exam #3 will be comprehensive/cumulative.

The professor retains the right to modify these deadlines as deemed necessary. Changes will be announced via email or posted on the course website; therefore all students are expected to meet those deadline changes.

It will be the discretion of the instructor if late work is accepted.

Grading Scale:

534-595 = A

476-533 = B

417-475 = C

357-416 = D

Below 356 = F

Class Requirement

Student Participation - Class attendance and participation are considered crucial for this class.

Students are expected to attend all face-to-face or virtual classes, to be on time, and attend for the full class. THERE ARE NO EXCUSED ABSENCES nor does the professor “give permission to miss class”. Missing more than two face-to-face or virtual classes will result in the student grade dropped one full letter. Missing more than four classes will result in student grade dropped two full letters.

If a student chooses to miss a class, the student is responsible for

- course announcements
- covering the material addressed in class independently
- obtaining notes from a peer

For University policies on Academic Integrity, A&M-Texarkana Email Address, and the Drop Policy, please refer to <http://tamut.edu/Admissions/Enrollment-Services/Registrar/syllabuspolicies.html>

For policies governing all web-enhanced and online courses, please refer to <http://tamut.edu/Academics/Online-Education/index.html>

Disability Accommodations: The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Student Life in UC room 126, or call (903)223-3116. For additional information visit <http://www.tamut.edu/Academics/Student-Support/Disability-Services/index.html>.

Course/Instructor Specific Information

1. All required written and presented work will be graded for format, spelling and grammar. Students should strive to use proper grammar and professional vocabulary at all times, as teachers are to be a model of appropriate oral language for their children.
2. Late work will not receive full credit. Any work turned in after the assigned class period or due date will drop one letter grade per day (not per class). Work more than two days late may not be accepted.
3. Make-up tests 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.
4. Class will begin on time. Promptness is strongly encouraged. Promptness is an indicator of professionalism.
5. Please turn off (or place on silent or vibrate) all cell phones during class time. It is not appropriate to text message during class.
6. If for any reason you are unable to complete any of the assigned course projects, please inform the instructor immediately.

Course Outline:

August 28	Class will NOT meet. (See Blackboard for Course Intro. and Assignment)
Sept. 4	Theories of Literacy Instruction / PreK-2 Standards
Sept. 11	Oral Language Development Print Rich/Language Rich Environment
Sept. 18	Letter Knowledge/Phonological Awareness
Sept. 25	Class will NOT meet.
Oct. 2	Decoding/Encoding/Syllabication
Oct. 9	High Frequency Words/Sight Word Development/Fluency
Oct. 16	Types of Reading /Read Alouds
Oct. 23	Types of Writing/Developing Writers
Oct. 30	Scheduling/Small Groups/Workstations
Nov. 6	Scheduling/Small Groups/Workstations
Nov. 13	Comprehension for Emergent Learners
Nov. 20	Class will NOT meet.
Nov. 27	Resource Kit Demonstrations
Dec. 4	Wrap-Up and Review
Dec. 11	In Class Exam #3 (Cumulative)