

Title Literacy Development in the Early Years
 Course Number 15:299:514:01
 3 Credits

Instructor Name: Lesley M. Morrow	Email address: lmorro@rci.rutgers.edu
Phone Number: 732-932-7496 ex 8119	10 Seminar Pl Rm _206a__
Office Hours By appointment, usually Tuesdays.	Prerequisites or other limitations: Any graduate Student in any program. Required for post bach students in elementary Ed. and p-3 endorsements
Mode of Instruction: ¹ <input checked="" type="checkbox"/> Lecture: group activities <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other (possible online sessions)	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: Instructor

Learning goals²

1. Review research, theory, and policy about early literacy.
2. Strategies for classroom practice in reading, writing, oral language, listening and viewing will be discussed from a constructivist and explicit instructional perspectives
3. There will be an emphasis upon integrating literacy development throughout the school day and as an integral part of all content areas using thematic instruction.
4. Organizing and managing literacy instruction with an emphasis on shared, independent and small group differentiated reading and writing instruction.
5. Topics of importance include: standards, assessment, diversity, technology, family
6. Motivating children with relevant materials

Course catalog description:

This course introduces students to the development of literacy in young children, beginning from birth through grade 3 from a social, emotional, physical and intellectual perspective. Students will learn about philosophies and theories of early literacy that have shaped practice. Learning strategies to teach phonological awareness, phonics, vocabulary, comprehension, fluency and writing to children are emphasized as well as the organization of instruction for children in preschool through grade 3

Other description of course purposes, context, methods, etc:

Grading policy:

1. Please hand assignments in on time. Grades will be lowered when work is late.
2. Coming to class on time and attendance are important.
More than 2 absences will effect your grade.
3. A. 90 to 100
 B+ 87 to 89
 B 80 to 86

¹ Check 1:

² These can be TEAC claims or objectives from other sources.

- C+ 77 to 79
- C 70 to 76
- D Below 70

Assignments³:

1. Center Material with Skill Development and Storytelling: 20%
2. Case Study (Part 1 and 2) 35%
3. Test 25%
4. Class Participation 15%
 - Discussion, b. attendance, on time for class, requested materials brought to class, chapter tests, participation in online discussions
5. Books :Morrow, L. M. (2009, 7th edition). Literacy Development in the Early Years: Helping Children Read and Write. (With ID for Website videos) NY; Pearson
 Morrow, L.M. (2002, 2nd edition) The Literacy Center: Contexts for Reading and Writing. York, Maine: Stenhouse, Publishers.
 Morrow, L.M. (2003) Organizing and Managing the Language Arts Block: .A Professional Development Guide. New York. Guilford Publications (Optional)

Boiler plate from Academic Integrity Policy

Academic Integrity: It is expected that you comply with standards of academic integrity (that is, you will not cheat) in this course. If you need assistance in an assignment or course content, please seek assistance from your professor or other appropriate resources. Assignments, however, should be your own work, except in cases where it is a group product. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious and can have a tremendous negative impact on your academic progress and future career. You should not turn in the same work in two separate classes without the specific written approval of the faculty members involved. Exams are also your own work. Please familiarize yourself with the university policy on academic integrity (<http://academicintegrity.rutgers.edu/integrity.shtml#I>).

Web site: (If any)

Sakai

Course Schedule

Appropriate Book chapters are read each week to match topics

Week	Assignments & Readings
Week 1	History or of Early Literacy
Week 2	Policies that have influenced practice (Center and Storytelling begins and continues weekly.)
Week 3	Literacy and Diversity: Meeting Children with Special needs

Week 4 Language and Vocabulary Development

Week 5 and 6 Word Study

³ With exams and assignments

Week 7 and 8	Developing Comprehension and Fluency
Week 9	Developing the Ability to Write (Genres and Mechanics)
Week 10	Assessment Issues (Child Case Study due)
Week 11	Organizing and Managing Literacy Learning
Week 12	Motivating Literacy Development: Children's Literature, Technology, Play
Week 13	Commercial materials and the teaching of reading
Week 14	The Family and Literacy Development
Week 15	Professional Development (Test due)