

Literacy Development in the Early Years 05:300:200:01, Spring 2013

Class meets on Mondays from 9:50 - 12:50 in room 101 in Scott Hall

Instructor: Maureen Hall

email: maureenhall@rutgers.edu

Office Hours: by appointment or before or after class

Catalog Description

This course emphasizes literacy development from birth to grade three. Explicit and problem-solving approaches are discussed as well as integrating reading, writing, listening, and speaking.

Required Texts

Morrow, L. M. (2012, 7th edition). Literacy Development in the Early Years: Helping Children Read and Write. (With ID for Website videos) Boston: Allyn & Bacon

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

Common Core State Standards, Link to the CCSS for ELA, K-5:

<http://www.corestandards.org/the-standards/english-language-arts-standards/>

Additional assigned readings and articles will be provided in class.

Student Learning Outcomes

By the end of the semester, students will:

1. Review research, theory, and policy about early literacy.
2. Study strategies for classroom practice in reading, writing, oral language, listening and viewing from constructivist and explicit instructional perspectives.
3. Discuss how to integrate literacy development throughout the school day and as an integral part of all content areas using thematic instruction.
4. Explore how to motivate children with relevant materials.
5. Organize and manage literacy instruction with an emphasis on shared, independent, and small group differentiated reading and writing instruction.
6. Discuss topics of importance, including: Common Core State Standards, assessment, diversity, technology, family literacy.

Philosophy Statement of Literacy Development and Learning

Today's schools serve children from a variety of family structures and backgrounds. All students deserve quality literacy instruction. This instruction should be differentiated to meet the needs and abilities of all learners. Research shows us that differentiated instruction is a key component in helping children become better readers and writers. Learning is a social process, as students learn from each other and from the teacher. Working cooperatively, students are motivated to participate in meaningful and engaging lessons. To support student learning a classroom environment must be purposefully organized and structured.

Student Responsibilities

Registration: It is the responsibility of each student to be registered for classes through the Registrar's Office. Students who attend classes but are not properly registered and cleared will not be reinstated into the class and will not receive credit. Additional information can be found at <http://nblogregistrar.rutgers.edu/>.

Class Preparation and Participation: To be an effective learner and contributor to class discussions, it is imperative that all readings and assignments for each class be completed prior to our class meeting. During class you are expected to bring your textbook, notes, and writing materials, and any additional resources or assignments requested. Late assignment will result in a lowered letter grade for each day past the due date.

When turning in assignments, please consider the following:

- I will only accept work that meets professional standards. As teachers, we are expected to clearly communicate information to students, parents, administrators, and colleagues. For this course, you are expected to revise and edit all work before handing it in.
- Late papers and weekly assignment will be graded as such. Assignments are due as indicated on the syllabus and as posted online.
- All written assignments should be typed double-spaced, using size 12 font and one-inch margins. Pages should be numbered, stapled, and include your last name. Always save a copy of your paper for your own records.

Class Attendance and Lateness Policy: Attendance in class sessions is mandatory. Two unexcused absences will result in the lowering of your final grade by one letter grade. Additional absences may result in a failing grade or a necessary withdrawal. As a future teacher who will be expected to be on time for teaching assignments and professional duties, you must be punctual. Habitual lateness (three or more occurrences) will result in a lowered grade due to missed class participation.

Evaluation

Academic Integrity: You will find the Policy on Academic Integrity for Undergraduate and

Graduate Students at the following site: <http://academicintegrity.rutgers.edu/>. Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the University be able to maintain the necessary commitment to academic integrity.

The University administration is responsible for making academic integrity an institutional priority and for providing students and faculty with effective educational programs and support services to help them fully understand and address issues of academic integrity. The administration is also responsible for working with other members of the academic community to establish equitable and effective procedures to deal with violations of academic integrity. Violations of Academic Integrity include any involvement with cheating, the fabrication or invention of information used in academic exercise, plagiarism, facilitating academic dishonesty, or denying others access to information or material. Any violation may result in disciplinary action being taken at either the college or university level. Breaches of academic integrity can result in serious consequences, ranging from reprimand to expulsion.

I will follow this policy strictly. It is expected that you comply with standards of academic integrity in this course. If you need assistance with an assignment or with course content, please seek assistance from your professor or other appropriate resources. Assignments should be your own work, except in cases where there is a group product. Any resources that are used to guide your thinking and/or written work should be appropriately referenced. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious.

Assignments and Grading

Center Materials with Skill Development and Storytelling	20%
Case Study, parts one and two	30%
Tests	25%
*Class Participation	25%
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Total Possible Grade	100%

*Class discussion, attendance, punctuality, preparedness, etc.

Grading Scale

A = 90 - 100
B+ = 87 - 89
B = 80 - 86
C+ = 77 - 79
C = 70 - 76
F = 69 and below

Grading Summary

A = Outstanding work
B = Good work
C = Satisfactory work
F = Failing work (also - stopped attending without withdrawal)

Feedback: Once a grade has been given, you can choose to revise and resubmit the assignment using my feedback.

Late Papers: Any assignment that has not been given an approved extension and that is more than a week late may receive a failing grade. Unless arrangements are made in advance of the due date, late papers and assignments will be graded as such.

Professional Recommendations

1. Join a professional organization (NAEYC, IRA, NCTE, NJEA, etc.).
2. Subscribe to a professional journal or teacher magazine.
3. Read novels, newspapers & magazines regularly, and attend cultural events as well.
4. Attend a professional conference about literacy such as:
Rutgers Reading and Writing Conference on: April 12, 2013
5. Ask questions at any time. **During the semester talk with me before or after class, via e-mail or on the phone if you need to.**

Assignments

Detailed information about each assignment will be discussed and distributed during our class meetings and through email.

All assignment will be added to a Literacy Portfolio Binder, which will demonstrate your growing knowledge of best practices in literacy instruction.

Center Materials With Skill Development and Storytelling

Sign up to complete a project dealing with a particular skill for a particular night.

- Select a skill to teach using one from the sheet I distribute.
- Select a piece of children's literature that is either narrative or expository that helps to reinforce the skill.
- Create a lesson to teach the skill which can either begin or end with storytelling.
- Create the materials used to tell the story. The materials will become a center activity for children to practice and to reinforce the skill.
- When you present:
 1. Tell us the skill you are teaching first.
 2. Explain and display the materials being used.
 3. ***Tell the story; do not read it.***
 4. Prepare a lesson based on the guidelines given to you. Include the title, author, and publisher. Plans are one page.
 5. Presentations are 15 minutes maximum.
 6. Put your lesson on our course Wiki-site as a resource.
 7. Include sturdy, well-designed and well-built props.
 8. Include explicit directions on a separate sheet.

20%

INDIVIDUAL DUE DATE _____

Case Study, parts one and two

The case study assignment will involve assessing a child on many measures and suggesting instruction based on the outcomes of the assessments.

30%

The Case Study format is described on a separate sheet.

Part one is due on _____

Part two is due on _____

Class Participation

There will be a test toward the end of the semester. It will deal with our readings and what has been emphasized in class. Be sure to make explicit references from our books on the test.

25%

Test date _____

Readings

Students are expected to read assigned readings and to participate in class discussions. Each week designated student/s will be discussants for the readings on the topic of the week. Discussants will post a 250 - 300 word reaction to the reading, along with a question for the class. Students will respond to the postings. (One original posting during the semester and at least two responses each week.) This is part of class participation.

Assigned discussant date _____

Course Outline

Schedule is subject to change

Week One: Welcome to Literacy Development In the Early Years

Monday, January 28

Topic/Activity: What is Literacy?

What are the major components of balanced literacy?

Review of syllabus/course expectations/ theories of literacy instruction/history and philosophy of early literacy

For next week: log into the Wiki-page

Chapter Readings: Each week, refer to the Wiki-page for assigned readings, etc.

Week Two:

Monday, February 4

Foundations of Early Literacy

- Perspectives in Early Literacy (Direct Instruction, Balanced, Whole Language, etc.)
- Theories of Learning (Constructivist, Explicit, Behaviorism)
- The Integrated-Interdisciplinary Language Arts
- Common Core State Standards
- Organizing the Language Arts Block (and Small Group Differentiated Instruction)

Week Three

Monday, February 11

Literacy and Diversity: Meeting the Needs of Children with Special Concerns

- Multicultural Concerns
- The Gifted, Learning Disabled, and Children with Physical Disabilities
- Early Intervention Programs, Response to Intervention, Meeting Special Needs, Reading Recovery, etc.
- NCLB and RTI

Week Four

Monday, February 18

Language and Literacy Development: Listening, Speaking, Vocabulary

- Theories of Language Acquisition and Developmental Stages
- Objectives, Strategies, Materials, and Assessment
- Addressing Special Language Needs (ELL, Dialects)

Week Five

Monday, February 25

Word Study: Phonemic Awareness, Phonics, Context Clues, Sight Words

- Objectives, Strategies, Materials, Assessment, Diversity, and Special Needs

Week Six

Monday, March 4

Developing Comprehension and Fluency

- Objectives, Strategies, Materials, Assessment, Diversity, and Special Needs

Week Seven

Monday, March 11

Developing Writing and Early Literacy Development

- Theories of Writing Acquisition and Developmental Stages
- Objectives, Strategies, Materials, Assessment, Diversity, and Special Needs

3/18 - No Class - Rutgers Spring Break

Week Eight

Monday, March 25

Assessment Issues

- Running Records, Portfolio Assessment, Standardized, High Stakes Tests
- Meeting Standards and Standards Testing

Week Nine

Monday, April 1

Organizing and Managing Literacy Learning

- Preparing Literacy-Rich Physical Classroom Environments

- Integrating Literacy into the Curriculum with Themes (Art, Play, Music, Math, etc.)
- Small Group and One-on-One Differentiated Instruction (Guided Reading)
- Creating Centers for Independent and Collaborative Learning

Week Ten

Monday, April 8

Motivating Literacy Development: Children's Literature, Technology, Play

- Strategies and Materials to Create Motivated Readers and Writers
- Using Children's Literature: Genres, Authors, Illustrators, Literature About Diversity
- Use of Technology and Literacy
- Literacy and Play

Week Eleven

Monday, April 15

Motivating Literacy Development: Children's Literature, Technology, Play

- Strategies and Materials to Create Motivated Readers and Writers
- Using Children's Literature: Genres, Authors, Illustrators, Literature About Diversity
- Use of Technology and Literacy
- Literacy and Play

Week Twelve

Monday, April 22

The Family and Literacy Development

- Family Literacy: Home and School, Intergenerational, Multicultural Programs

Week Thirteen

Monday, April 29

Professional Development

- School Plan: In School, At Home
- Personal Plans, Professional Organizations

Weeks Fourteen and Fifteen?

Monday, May 3

How to Build a Literacy Portfolio

Reflecting on Key Elements and Their Importance

Literacy Portfolio Presentations

Course Evaluations

Course Topics

1. History and Philosophy of Early Literacy

- Review from the 1700's to the Present

2. Foundations of Early Literacy

- Perspectives in Early Literacy (direct instruction, balanced, whole language, etc.)
- Theories of Learning (constructivist, explicit, behaviorism)
- The integrated-interdisciplinary language arts
- Common Core State Standards
- Organizing the Language Arts Block (small group differentiated instruction)

3. Literacy and Diversity: meeting the needs of children with special concerns

- Multicultural concerns
- The gifted, learning disabilities and children with physical disabilities
- Early intervention programs, response to intervention, meeting special needs, Reading Recovery, etc.

(All topics dealing with methods will include technology, differentiated instruction, diversity, standards, assessment, family involvement and relevant teaching)

4. Language and Literacy Development: listening, speaking, vocabulary

- Theories of language acquisition & developmental stages
- Objectives, strategies, materials, and assessment
- Addressing special language needs (ELL, dialects)

5. Word Study: phonemic awareness, phonics, context clues, sight, et al

- Objectives, strategies, materials, assessment, diversity, and special needs

6. Developing Comprehension and Fluency

- Objectives, strategies, materials, assessment, diversity and special needs

7. Developing Writing and Early Literacy Development

- Theories of writing acquisition and developmental stages
- Objectives, strategies, materials, assessment, diversity and special need

8. Assessment Issues

- Running records, portfolio assessment, standardized high stakes tests
- Meeting standards, and standards testing

9. Organizing and Managing Literacy Learning

- Preparing rich literacy physical classroom environments
- Integrating literacy into the curriculum with themes (art, play, music, math, etc.)
- Small group, and one-on-one Differentiated Instruction (Guided Reading)
- Creating Centers for independent and collaborative learning

10. Motivating Literacy Development: children's literature, technology, play

- Strategies and materials to create motivated readers and writers
- Using children's literature: genres, authors, illustrators, literature about diversity
- Use of technology and literacy
- Literacy and play

11. Commercial materials and the teaching of reading

- Selection and evaluation of materials
- Blending commercial materials, the school's curriculum, children's literature, and your philosophy of teaching and your school districts

12. The Family and Literacy Development

- Family literacy: home and school, intergenerational, multicultural programs

13. Professional Development

- School Plan: in school, at home
- Personal Plans, professional organizations

Instructor's Requirements

1. Please hand assignments in on time. Grades will be lowered when work is late.
2. Type on only one side of the paper. Hand in papers in person.
3. All papers should have a title page with your name, e-mail, address
4. Do not use term paper covers on papers. Just staple papers together.
5. Coming to class and being on time is considered important. More than two absences will affect your grade.

In-Class Requirements

1. **Please participate in class discussions and bring materials when requested for demonstrations and displays. These count toward your grade. Always bring the book, Literacy Development in the Early Years, and other books when requested. Participation and attendance is a major part of the course work. No credit can be given for participation if you are absent. This course is to teach you about early literacy, but it also includes professional behavior as you prepare to become a professional.**
2. Students in the Early Childhood/Elementary/Special Ed. Masters Certification Programs need a field experience. You will be notified and have an orientation. If you are in a degree program other than the ones above you do not have a field experience.
3. Students will take weekly multiple choice tests based the chapter being focused on in LDEY. They will count as part of your participation grade.

Out-of-Class Requirements

1. **Readings:** Students are expected to read assigned readings and participate in class discussions. Each week designated students will be discussants for the readings on the topic of the week. Students must participate when they are discussants: pose a question to the class and put it on the website for others to respond to. Post a question once during the semester and respond to five postings. This is part of class participation. There will be a sign up sheet for this.

2. **Creating Center Materials:** Sign up to do project dealing with a particular skill for a particular day.

(A) Select a skill to teach using one on the sheet I distribute.

(B) Select a piece of children's literature that is either narrative or expository that helps to reinforce the skill.

(C). Create a lesson to teach the skill which can either begin or end with storytelling.

(D). Create a material used to tell the story. The material will be a center activity for children to practice and reinforce the skill. When you present:

1. Tell the skill you are teaching first.
2. Explain and display the materials being used.
3. **TELL THE STORY, DO NOT READ IT,**
4. Prepare a lesson based on guidelines given to you. Include the title of the book, the author, and publisher. Plans are one page.
5. Presentations are five minutes **maximum**.
6. Put your lesson on our website for the class to copy.
7. There must be props as part of this lesson for students to practice skills
8. Explicit directions on a separate sheet.

Due date _____

3. **Test:** There will be a test toward the end of the semester. It will deal with our readings and what has been emphasized in class. Be sure to have references from our books in the test.

Due date for test: _____

4. **Student Evaluation Case Study:** The case study will involve assessing a child on many measures and suggesting instruction based on the outcome. The **Case Study format is described on a separate sheet.**

The first half of the case study is due on _____ The last half is due on _____.

5. Experienced Teachers who have done any of the Assignments above can see me about a substitute such as working on your portfolio, doing a teacher research project, etc.

Grading:

- | | |
|---|-----|
| 1. Center Material with Skill Development and Storytelling: | 20% |
| 2. Case Study (Part 1 and 2): | 30% |
| 3. Test: | 25% |
| 4. Class Participation | 20% |
| a. discussion | |
| b. attendance | |
| c. on time for class | |
| d. requested materials brought to class | |
| e. chapter tests | |
| f. participation in online discussions | |

