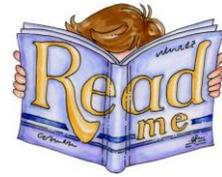RUTGERS
Graduate School of Education

Rutgers, The State University of New Jersey

15:299:514:01 Literacy Development in the Early Years
Fall 2015
Class meets on Tuesday 9:50-12:50
GSE Room 30

Instructor: Maureen Hall, Ed.S.	email: maureenmchall@gmail.com
Phone Number : 848-732-932-7496	Location: 10 Seminary Place, New Brunswick NJ 08901
Office Hours: Available By Appointment; before or after class	Prerequisites or other limitations: *Admission to the Teacher Education Program*
Mode of Instruction: _X_Lecture ____Seminar ____Hybrid ____Online ____Other	Permission required: ____No _X_ Yes Directions about where to get permission numbers: Contact the Academic Services Department at the GSE

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: hhttps://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

Course Description

Learning goals:
This course introduces students to the development of literacy in young children, beginning from birth and continuing into the early elementary grades. Students will learn about philosophies and theories of early literacy development that have shaped how teachers and others have approached their work with young children, both in the past and currently. Students will learn what research has revealed about how young children develop the insights, skills, and conceptual knowledge that enable them to successfully learn to read and write. Finally, the course addresses effective

instruction and organization of instruction for children in preschool, kindergarten, and the early elementary years.

New Jersey Professional Standards for Teachers (2014)[1]:

Standard 1 (Learner Development); Standard 4 (Content Knowledge); Standard 6 (Assessment); Standard 7 (Planning for Instruction)

Council for the Accreditation of Education Professionals (2013)[2]:

Standard One: Content and Pedagogical Knowledge

Course catalog description:
Focus on literacy skills for children from birth through third grade. Emphasis on emergent literacy strategies, language and vocabulary development, word study, comprehension, writing, and parent involvement. Children's literature is explored.

Required text:
▪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

Additional assigned readings and articles will be provided in class from:
▪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, NY: Guilford Publications.

▪Common Core State Standards, Link to the CCSS for ELA, K-5:
http://www.corestandards.org/the-standards/english-language-arts-standards/

Grading policy:

Grading Scale	Grading Summary
A = 90-100	A = Outstanding work
B+ = 87-89	B = Good work
B = 80-86	C = Satisfactory work
C+ = 77-79	F = Failing work (also stopped attending without withdrawing)
C = 70-76	
F = 69 and below	

Feedback: Rubrics for assignments have comments and the level of quality described. Papers are not returned, just rubrics, therefore keep copies of your work.

---

[1]   http://www.state.nj.us/education/code/current/title6a/chap9.pdf
[2]   http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

Late Papers: Grades will be lowered for all assignments that are late and do not have arrangements that were made in advance of the due date. This pertains to all assignments.

Evaluation of Written Work:
- 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, edit, and hand in proofread work.
- Late papers and weekly assignments 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 font size 12 and one-inch margins. Pages should be numbered, stapled, and include your last name. Do not hand in papers typed on both sides of a page. Do not use covers for your papers.**

Academic Integrity Policy:
Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to http://academicintegrity.rutgers.edu/integrity.shtml for a full explanation of policies.

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, and 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 the policy strictly. It is expected that you comply with standards of academic integrity in this course. If you need assistance in an assignment or course content, please seek assistance from your professor or other appropriate resources. Assignments should be your own work, except in cases where it 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.

Course Requirements

Attendance Policy: Attendance during 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 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 (3 or more occurrences) will result in a lowered grade due to missed class participation.

Student Learning Outcomes

By the end of the semester, students will:

1. Review research, theory, and policy about early literacy.
2. Discuss strategies for classroom practice in reading, writing, oral language, listening and viewing from Constructivist and explicit instructional perspectives.
3. Discuss how to integrate literacy instruction throughout the school day and identify literacy as an integral part of all content areas using thematic instruction.
4. Explore how to motivate children using relevant instructional 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, and family literacy.

Philosophy Statement of Literacy Development & Learning

All students deserve quality literacy instruction and I have formed a number of core beliefs around this understanding. Literacy instruction should be differentiated to meet the various needs and abilities of all students. Research shows that differentiated instruction is a key component in helping children become better readers and writers, as today's schools serve children from a variety of families and backgrounds. Learning is also a very social process, as students learn from each other and from the teacher. Working cooperatively, students are motivated to participate in meaningful and engaging lessons. This is why Social Learning Perspective is a major theoretical trend in reading classrooms today, where cooperative learning has been proven effective for all types of students. To support student learning, a classroom environment must be purposefully organized and structured. These core beliefs provide a strong foundation for a classroom that promotes literacy learning.

Student Responsibilities

Registration: It is the student's responsibility to be registered for classes through the Registrar's Office. Students who attend classes and who 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://nbregistrar.rutgers.edu/.

Class Preparation and Participation:

To be an effective learner and contributor to class discussions, it is imperative that all readings & assignments for each class be completed prior to our study group meeting. During group meetings, you are expected to bring your textbook, notes and writing materials, and any additional resources or assignments. Late assignments will result in a lowered letter grade for each day past-due. This will maximize our face-to-face meetings.

wiki website

Some classes have online components that will be done or found on our wiki website. Access to this site will allow you to fully participate in our online Professional Learning Community (PLC). Participating in the use of this site will not only enhance your learning in this course, but also your understanding of how to use technology to support teaching and learning in the future. Additional details about online components, assignments, etc. will be distributed in class.

Professional Recommendations

1. Join a professional organization (NAEYC, IRA, 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 is on October 23, 2015.
5. Ask questions at any time. **During the semester talk with me after class, via e-mail/Skype 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 assignments will be added to a Literacy Portfolio binder, which will demonstrate your growing knowledge of best practices in literacy instruction.

Using Children's Literature to Create a Center Material for Skill Development Sign up to complete a 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.	20%

(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. <u>TELL THE STORY, DO NOT READ IT</u>.
      4. Prepare a lesson based on guidelines given to you. Include the title of the book, author, and publisher. Plans are one page.
      5. Presentations are 10-15 minutes maximum.
      6. Put your lesson on our course Web-site as a resource.
      7. Include sturdy, well designed props
 	
   Individual Due Date_____	

Case Study Parts 1 and 2 The case study assignment will involve assessing a child on many measures and suggesting instruction based on the outcomes of the assessments. **The Case Study format is described on a separate sheet.** Part 1 is due on _____ Part 2 is due on _____	20% 20%
Planning an Exemplary Literacy Day This assignment requires the planning of an exemplary literacy day. Include time slots and materials to use. Provide for whole class, small group lessons. Plan to meet specific learning needs of the children. The lessons will be linked by a common theme. Further description of this assignment will be distributed in class several weeks prior to the due date.	25%

Class Participation
This component of your grade includes:
   a. In-class discussion
   b. Attendance
   c. On time for class
   d. Requested materials brought to class
   e. Chapter quizzes
   f. Participation in online discussions
  g. **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
	15%

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 5 postings. This is part of class participation. Readings are listed on a separate sheet	
Assigned Discussant Date:	
Total Possible Grade:	100 points

Course Outline   **Schedule is Subject to Change**
Week One: Welcome to Literacy Development in the Early Years   Tuesday , September 1, 2015   ▪**Topic/Activity: National Reading Panel Report─**   Closer Look at the Theories Related to Literacy Instruction/History & Philosophy of Early Literacy/ "What is Literacy?"/What are the major components of balanced literacy?   Common Core State Standards (CCSS) /Danielson Teacher Evaluation/Student Goal Objectives(SG0's)   A Review of Syllabus/Course Expectations/
Week Two: Tuesday, September 15, 2015   ▪**Topic/Activity:** Using Children's Literature to Create a Center Material that Teaches a Literacy Skill/ Continue course requirement description   ▪Foundations of Early Literacy   • Perspectives in Early Literacy (Direct Instruction, Balance, whole language, etc.)   • Theories of Learning (Constructivist, Explicit, Behaviorism)   • The integrated-interdisciplinary language arts   • Organizing the Language Arts Block \(Small group differentiated instruction)
Week three: Tuesday, September 22, 2015   Literacy and Diversity: Meeting the Needs of Children with Special Concerns   • Multicultural concerns   • The gifted, learning disabilities and children with physical disabilities   Language and Literacy Development: Listening, Speaking, Vocabulary   • Theories of language acquisition & developmental stages   • Objectives, strategies, materials, and assessment   • Addressing special language needs (ELL, Dialects)

Week four:

Tuesday, September 29, 2015

Word Study: Phonemic Awareness, Phonics, context clues, sight, et al

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

Week five:

Tuesday, October 6, 2015

Developing Comprehension and Fluency

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

Week six:

Tuesday, October 13, 2015

Developing Writing and Early Literacy Development

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

Week Seven:

Tuesday, October 20, 2015

Developing Comprehension and Fluency

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

Week Eight:

Tuesday, October 27, 2015

Developing Writing and Early Literacy Development

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

Week Nine:

Tuesday, November 3, 2015

Assessment Issues

- Running records, portfolio assessment, standardized high stakes tests
- Meeting standards, and standards testing
- Introduction to SGOs (Student Growth Objectives)

Week Ten:

Tuesday November 10, 2015

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

Week eleven:
Tuesday, November 17, 2015
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:
Tuesday November 24, 2015
Commercial materials and the teaching of reading
- Selection and evaluation of materials
- Blending commercial materials, the school's curriculum, children's literature, your philosophy of teaching and your school district's philosophy

Week Thirteen
Tuesday December 1, 2015
The Family and Literacy Development
- Family literacy: Home and School, Intergenerational, Multicultural Programs

Week Fourteen
Tuesday, December 8, 2015
Topic/Activity:
- Early Intervention Programs, Response to Intervention (RTI), Meeting Special Needs, Reading Recovery, etc.
- Portfolio Presentations/Course Evaluations

All topics will include technology, differentiated instruction, diversity, standards, assessment, family involvement and relevant teaching.

Teacher websites for ideas:
http://www.reading rockets.org.
http://www.ecb.org.
http://www.thinkfinit.org/welcome
http://wwwstoryarts.org/
http://wwwteachertbe.clom/
http://www.prniterest.com/
Teaching Channel
Pinterest