

Rutgers, The State University of New Jersey
05:300:494:02 Literacy Development in the Early Years
Fall 2016
Class meets on Wednesdays 4:30-7:30p.m.
Scott Hall 201



Instructor: Kristin Gristina	Email: kgristina@gmail.com / kristin.gristina@rutgers.edu
Phone Number: 908.930.3951 (cell)	Location: TBA
Office Hours: Available by appointment before or after class; or through email or phone	Prerequisites or other limitations: <i>Admission to the Teacher Education Program</i>
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> 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: <https://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 website 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:

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

² http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

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 Texts:

▪Morrow, L. M. (2015, 8th edition). Literacy Development in the Early Years: Helping Children Read and Write. Boston: Allyn & Bacon ***Note: Text is made available in e-Book format.**

Recommended Texts to Use for Assignments:

▪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.

▪New Jersey Student Learning Standards; Link to the NJSLS for ELA, K-5:
<http://www.state.nj.us/education/aps/cccs/lal/>

Additional assigned readings and articles will be provided in class.

Grading policy:

<i>Grading Scale</i>	<i>Grading Summary</i>
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: I am happy to give feedback and read drafts of assignments as long as you submit them at least one week before they are due. You will then be able to use my feedback to make revisions before the assignment is graded.

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

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. Always save a copy of your paper for your own records.

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.
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: NJ Student Learning 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. 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.

Online Learning



Portions of our class may have online components that will utilize our own Google Group. As an undergraduate, participating in an online Professional Learning Community (PLC) 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: October 28, 2016.
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 assignments will be added to a Literacy Portfolio binder, which will demonstrate your growing knowledge of best practices in literacy instruction.

Create and Present a Literacy Center

- Sign up to present a center activity focused on a particular reading skill/strategy to present on a particular night of class.
- Select materials/manipulatives that will help teach the skill/strategy appropriately to the age/development of the students you are teaching.
- Be prepared to teach the activity in class within a 10-15-minute timeframe- maximum.
- Explicit directions will be provided on a separate sheet.

10%

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 _____ (TBD)

Part 2 is due on _____ (TBD)

30%

Professional Reading Assignment

- Choose one of the recommended texts from our syllabus or another professional text focused on best practices in literacy instruction (which must be approved by the instructor in advance).
- Read the text and reflect on your literacy knowledge gained while critiquing the text.
- Present the content learned and engage the class in a short presentation.
- Further details will be provided.

20%

Due Date for Presentation: _____

Planning the Exemplary Literacy Day

- Create a day's worth of lesson plans that would follow the sharing of a grade level text with a whole class of students (K-2)
- Include lessons for the whole class as well as small group instruction, demonstrating your knowledge of differentiation for a variety of students in your classroom.
- Further description of this assignment will be distributed in class several weeks prior to the due date.

20%

Class Participation

This component of your grade includes:

- In-class discussion
- Attendance and punctuality
- Preparedness with materials needed in class
- Participation in online forums, when necessary

20%

Readings: Students are expected to read assigned readings and participate in class discussions. Each week designated students will lead class discussions based on the readings and topic of the week.

Assigned Discussion Leader Date: _____

Total Possible Grade:

100 pts.

Course Outline
Schedule is Subject to Change

Week One: Welcome to Literacy Development in the Early Years

Wednesday, September 7, 2016

Getting to know one another and our literacy history.

Important: Get your books.

Accept Google Group invitation.

For Week 2: Read Chapter 1 in Literacy Development in the Early Years

Week Two:

Wednesday, September 14th

Ch. 1 Foundations in Early Literacy Development

- History of Educational Theories
- Approaches to Teaching Early Childhood Literacy
- Public Policy and Evidence-Based Research
- NJ Standards K-3
- What's happening in today's schools?

For Week 3: Read Chapters 9 in Literacy Development in the Early Years

Begin looking for choice literacy book. Decide if you will work alone or in a small group.

Week Three: Wednesday, September 21st

Ch. 9 Organizing and Managing Literacy Learning

- Classroom Environments
- Organizing a daily schedule: Framework for Balanced Literacy
- Guided Reading/Differentiated Small Group Instruction/Strategy Groups
- Literacy Centers
- Case Study Part 1 introduced

For Week 4: Read Chapter 8 in Literacy Development in the Early Years

Finalize your choice literacy book. Decide if you will work alone or in a group. Notify the instructor.

Week Four: Wednesday, September 28th

Ch. 8 Motivating Young Readers

- Read Alouds and Storytelling
- Digital Literacy
- Literacy Centers/Play
- Motivation and Stamina
- **All choice books must be approved by the instructor by today**

For Week 5: Read Chapter 4 in Literacy Development in the Early Years

Begin reading your choice literacy text independently or with your book group

Week Five: Wednesday, October 5th

Ch. 4 Language and Literacy Development: Listening, Speaking, Vocabulary

- Theories of language acquisition & developmental stages
- Schema
- Addressing special language needs (ELL)
- **Center Presentations (6)**

For Week 6: Read Chapter 5 in Literacy Development in the Early Years

Continue reading your choice literacy text independently or with your book group

Week Six: Wednesday, October 12th

Ch. 5 Word Study: Phonemic Awareness, Phonics,

- Meaning, Structure and Visual Clues
- What to do when a student miscues
- Hands-on, differentiated phonics instruction
- **Center Presentations (6)**

For Week 7: Read Chapter 6 in Literacy Development in the Early Years

Continue reading your choice literacy text independently or with your book group

Week Seven: Wednesday, October 19th

Ch. 6 Developing Comprehension and Fluency

- Read Aloud
- Reader's Workshop
- Comprehension Strategy Instruction Research
- Assessments for comprehension development
- **Center Presentations (6)**
- **Case Study Part 1 DUE** / Case Study Part 2 Introduced

For Week 8: Read Chapter 2 in Literacy Development in the Early Years

Continue reading your choice literacy text independently or with your book group

Week Eight: Wednesday, October 26th

(Midterm Evaluation---Course Survey Distributed)

Ch. 2 Assessment in Early Literacy

- Running Records
- Surveys and Interviews
- Conferences/Checklists

For Week 9: Read Chapter 7 in Literacy Development in the Early Years

Continue reading your choice literacy text independently or with your book group

Week Nine: Wednesday, November 2nd

Ch. 7 Developing Writing and Early Literacy Development

- Writing Workshop
- Spelling Programs
- Assessment and Standards
- Introduce the "Planning the Exemplary Literacy Day" assignment

For Week 10: Read Chapter 3 in Literacy Development in the Early Years

Continue reading your choice literacy text independently or with your book group

Week Ten: Wednesday, November 9th

Ch. 3 Literacy and Diversity

- Teaching students with special concerns
- ELL
- Gifted and Talented
- Respecting cultural backgrounds and differences
- Intervention Programs

For Week 11: Read Chapter 10 in Literacy Development in the Early Years

Finish reading your choice literacy text independently or with your book group

Week Eleven: Wednesday, November 16th

Ch. 10 Home and School

- Family Involvement
- Exploring picture books
- Crafting lesson plans for literacy learning
- **Case Study Due**

For weeks 13-14: Complete your book presentations

Week Twelve: Wednesday, November 23rd

Online Class- Submit All Necessary Discussion and Paperwork via Google Groups

- **Exemplary Literacy Lesson Plans Due (email directly to kgristina@gmail.com)**

Week Thirteen: Wednesday, November 30th

Book Presentations

For Week 14: Additional Reading TBD

Week Fourteen: Wednesday, December 7th

Book Presentations

Week Fifteen:

Wednesday, December 14th

LAST DAY OF CLASS!