

ECE 13: Emergent Literacy

Course Syllabus Fall 2023

Course Section: 53004 **Instructor:** Kendra Mull **Unit Load:** 3

Email: kendra.mull@reedleycollege.edu & via Canvas Inbox **Class Meets:** Online 8/7 – 12/8, 2023

Office Hours: To be determined **Room:** Online

Required Texts: None - *This is an OER (Open Educational Resource) course*

Required Materials: Access to print materials as needed, and access to a computer

The instructor will comply with the requirements of the Americans with Disabilities Act (ADA), by appropriately accommodating any student with a verified disability. If you have a verified need for academic accommodation or materials in alternative media (e.g. Braille, large print, electric text, etc.) per the Americans with Disabilities or Section 504 of Rehabilitation Act, please contact your instructor as soon as possible.

Course Description

This course is designed for current students, future early childhood educators, those who are considering teaching as a profession, and prospective literacy tutors. Students will develop competency in emergent literacy strategies that are essential for delivering culturally relevant reading instruction to emergent young readers, children from birth through age 8. Students will study and gain knowledge of research-based principles and practices for providing young children with a strong foundation in emergent literacy in early reading, writing and oral language within a developmentally appropriate approach. The theory and research are translated into practical strategies, assessment materials and preparation of a rich literacy environment.

Course Outcomes

Upon completion of this course the student will be able to:

SLO1: Analyze and select appropriate literature from a variety of genres of children's literature, authors, and illustrators as well as age-appropriate educational materials for diverse learners.

SLO2: Apply knowledge of emergent literacy theories, developmental stages of reading and writing, and research methods on emergent literacy by planning and designing developmentally appropriate curricula and environments that support language and literacy for children birth to age eight.

SLO3: Demonstrate knowledge of techniques and strategies for matching children and appropriate materials, including second language learners (ESL) and children with disabilities and / or other special needs.

SLO4: Describe the teacher’s role in promoting and assessing children’s language and literacy development in both the educational and home environments.

Course Objectives

In the process of completing this course, students will:

- Explain the specific theories of emergent literacy and describe early literacy research methods strengths and weaknesses.
- Analyze teaching skills and strategies for young children, including strategies for those who are culturally different, second language learners (ESL) and children with disabilities and / or other special needs.
- Examine instructional strategies which focus on alphabet knowledge, concepts of letters, concepts of word, concepts of print, phonemic awareness, phonics word recognition and analysis, oral language and fluency development.
- Design developmentally appropriate curricula and environments that support language and literacy for children birth to age five.
- Explain emergent early literacy and the developmental continuum of reading and writing stages for young children ages birth through five.
- Describe the teacher’s role in promoting and assessing children’s language and literacy.
- Evaluate and select at least 7 age-appropriate books from a variety of genres of children’s literature, authors and illustrators and 7 educational materials for young learners.

Full Semester Assignment Summary

Please take note EACH assignment will have VERY specific directions which need to be followed. Please make sure to read each assignment directions individually when the time comes. The course calendar is an EXCELLENT tool to keep track of the assignment due dates!

- Assignment #1: Theory Assignment – an assessment of a child’s knowledge of symbols, letters, and words. You will create your own Environmental Print assessment tool, conduct the assessment, and analyze where the child is, regarding the three stages, as described by Frith’s theory of reading acquisition. Work will also be completed, based upon the other four theories.

- Assignment #2: Techniques & Strategies Assignment – utilizing the information from the previous assignment, you will select 3 books, and create 3 literacy activities, for the child you assessed.
- Assignment #3: Curricula & Environment Assignment – create activities for a variety of age groups, and language and design features that you would include in age specific classrooms.
- Assignment #4; Assessment Assignment – describing the teacher’s role in promoting and assessing children’s language and literacy development in bot the educational and home environments.

Weekly Quick Post

Each week you must "check in" by responding to a Quick Post. It will be a short answer question; no more than a sentence or two will be required. This is due every Wednesday by 11:59 p.m. They will be available to you by each Monday morning, so you will have a few days to answer. Late posts will be worth half points, up until Friday by 11:59 p.m.

Weekly Activity

Each week you will be assigned an activity to complete. Several times, it will be a discussion board, where you will engage in a discussion board with classmates. Other times, it may be a response to a video, or even a book report! The topics and tasks will vary, but will pertain to the weekly readings, videos or other resources provided. Knowledge gained through the weekly readings must be demonstrated for full points; this will be demonstrated through citation of sources and/or reference to weekly information. In the event that the activity is a discussion board, you must create an original post by each Friday by 11:59 pm and respond to a peer by each Sunday by 11:59pm. Discussion board posts are worth 15 points; up to 10 points for your original post and up to 2.5 points for each peer response given, up to 2 responses.

Additional Assignments

There will be several additional assignments given throughout the semester. There are a total of four assignments, which will be worth 100 points each. The comprehensive directions for each assignment will be found in the assignment directions, which will be available when each is assigned.

Grades

Assignment	Possible Points	SLOs
Syllabus Quiz	10	
Weekly Quick Post (18 @ 3 pts. each)	54	1, 2, 3 & 4
Activities/Discussion Boards (18 @ 15 pts. each)	270	1, 2, 3 & 4
Assignments (4 @ 100 pts.)	400	1, 2, 3 & 4
Total Points	734	

Total Percentage	Final Grade
90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
59% and below	F

Course Calendar

This document will also be provided separately, in Canvas, for printing and ease of use.

Week	Dates	Weekly Topic	Assignments
1	Aug. 7 - 11	Getting acquainted, syllabus, course overview and requirements	Log on to Canvas Activity 1 Quiz – Syllabus Quiz
2	Aug. 14 - 18	Foundations of Early Literacy Perspectives about Early Literacy Learning Theories Environmental Print	Activity 2 <i>Assignment #1 Given</i> ***Last day to drop a Fall 20232 full-term class for a full refund – Friday, August 18, 2023
3	Aug. 21 - 25	Foundations of Early Literacy Integrating the Language Arts into Content Areas Meeting National Standards	Activity 3 ***Last day to drop a Fall 2023 full-term class to avoid a “W” in person – Fri., Aug. 25, 2023 & on WebAdvisor – Sun., Aug. 27, 2023
4	Aug. 28 - Sept. 1	Research Methods in Early Literacy Qualitative and Quantitative Designs Teacher as Researcher	Activity 4 Assignment #1 Due Sept. 3 by 11:59 p.m.
5	Sept. 4 – 8	<i>*Sept. 4th – Labor Day Holiday – no classes held; campus closed</i> Language and Literacy Development Theories of Language Acquisition Objective Strategies, Materials and Assessments	Activity 5
6	Sept. 11 – 15	Language and Literacy Development Writing and Special Needs	Activity 6 <i>Assignment #2 Given</i>
7	Sept. 18 – 22	Children’s Literature and Literacy Development Objectives for Using Literature Genres of Children’s Literature Strategies and Materials: Promoting Voluntary Interest	Activity 7
8	Sept. 25 - 29	Children’s Literature and Literacy Development Integrating the Use of Literature in the Total Curriculum Children’s Literature and Special Needs	Activity 8
9	Oct. 2 – 6	Developing Knowledge of Print; Phonemic Awareness, Phonics, Content Clues, Sight, etc. Objectives, Strategies, Materials, and Assessment	Activity 9 ***Last day to drop a full-term class - (Letter grades assigned after this date) Friday, October 6 th , 2023
10	Oct. 9 – 13	Developing Knowledge of Print; Phonemic Awareness, Phonics, Content Clues, Sight, etc.	Activity 10

		Reading Readiness and Emergent Literacy Perspective Children with Special Needs (Disabilities)	Assignment #2 Due Oct. 15th by 11:59 p.m. <i>Assignment #3 Given</i>
11	Oct. 16 - 20	Developing Comprehension Objectives, Strategies, Materials, and Assessment Children with Special Needs (Disabilities)	Activity 11
12	Oct. 23 – 27	Organizing and Managing the Learning for Literacy Development Leveled Reading Materials to Meet Individual Needs	Activity 12
13	Oct. 30 - Nov. 3	Organizing and Managing the Learning for Literacy Development Organizational Strategies for Instruction	Activity 13 Assignment #3 Due Nov. 5th by 11:59 p.m.
14	Nov. 6 – 10	Organizing and Managing the Learning for Literacy Development Integrating Literacy Development into the Total Curriculum <i>*Nov. 11th – Veteran’s Day – no classes held; campus open</i>	Activity 14
15	Nov. 13 – 17	Organizing and Managing the Learning for Literacy Development Preparing Rich Literacy Classroom Environments	Activity 15 <i>Assignment #4 Given</i>
16	Nov. 20 – 22	The Family and Literacy Development Family Literacy <i>*Nov. 23 – 24th - Thanksgiving Holiday – no classes held; campus closed</i>	Activity 16
17	Nov. 27 - Dec. 1	Assessment Issues Standardized and Authentic Assessment, Running Records, etc.	Activity 17
18	Dec. 4 - 8	Finals Week <i>*End of Fall 2023 Semester</i>	Assignment #4 Due Wednesday, Dec. 6th by 11:59 p.m. <i>Have a wonderful winter break!</i>

Activities/Discussion Boards

Each week, there will be an activity assigned for this class. Sometimes, it will be a discussion, and you will be required to "discuss" a topic related to the lesson for that week. You "discuss" the topic by posting your response (or work) to the question I have provided, then responding to the reflection posts of at least **2** other students with full, complete sentences (at least 3-4). This will be the expectation EACH week unless otherwise noted. If you only need to create an original post, I will clearly indicate so, and the original post will be worth

15 points. Discussion boards are worth 15 points each; you will receive up to 10 points for your original reflection post and up to 2.5 points for each response you post to other students. Do not assume that you will automatically be awarded full points for simply completing the assignment. Make sure your posts, and work, are thoughtful, follow directions, and answer the questions fully. To answer the question fully, I expect to see evidence you have read and applied the information from the week's readings. It's always best practice to refer to the content from the week. If you are utilizing the information from the text or from resources provided you must cite this information using APA format AND remember to use correct grammar. Do not use text language (brb, idk, u, rn, et cetera) in your writing. "lol" is acceptable in discussion posts, as it can be used to soften a message. Please be sure to always capitalize a person's name if you're addressing them. **If you use "i" instead of "I" when referring to yourself, you will lose points.**

Each week your activity will be due by Sunday, and if it's a discussion, the original post is due Friday by 11:59 p.m. and your peer response is due Sunday by 11:59 p.m. You are able to submit original posts late up to 7 days late (with a possible reduction of 50% points but you are **not** able to reply to peers late). You may not submit late peer responses.

Access to each activity or discussion board is available within the module or you can access through the link on the left-hand navigation menu. Use the guides below for some additional information on creating posts.

Attendance

Utilizing Canvas is a **REQUIRED** component of this course. All course correspondence and material including (but not limited to) syllabus, assignments, and reading requirements will only be available through Canvas. All assignments must be submitted within the Canvas system.

You should expect to spend 6 - 9 hours a week working on our course. Since ALL course content is only available online in Canvas this means you will spend 6 - 9 hours LOGGED in working on content.

Students must contribute to the course weekly through participation in weekly discussion boards. If you fail to log in and participate for 2 consecutive weeks, you will be dropped from the course.

If you are having difficulty navigating Canvas the [Student Guides](#) provide information on almost anything you might need a little extra support with!

Communication

In an online course it can be difficult to remember that an instructor is not available to answer email at 1 am. So, what can you expect? Messages to be answered within **24** hours. If you have not heard from me in 24 hours, please send me a respectful reminder. Oftentimes, I will look at my messages without having the time to respond, which marks it as read, which means I forget to respond. I do not mind a RESPECTFUL, KIND reminder; in fact, I greatly appreciate it.

Written Work Expectations

Proper writing is a basic expectation when someone has earned a college degree and writing quality does matter as not only a college student, but also as a professional and educator. If you intend to work with children and families, there will be many times when you need to communicate information that is crucial. This may include a rationale for continued funding for your job and the children and families you serve. It will be valuable to you to be able to communicate through writing and that you utilize consistent writing mechanics.

All assignments completed in this class are expected to have *college level quality writing*, which includes proper use of grammar, usage, mechanics, style, as well as proper APA citing style, where applicable. All assignments are to be typed. Assignments turned in handwritten will result in a score of zero.

As noted above, the quality of your writing matters. Below you will find a general description of the characteristics that are necessary for an 'A' paper*, a 'B' paper, etc. All work completed outside of class will be graded for content and synthesis of ideas as well as writing format and mechanics.

*Note that in these descriptions, "paper" is used to refer to all assignments written for the class. Including discussions, papers, projects, presentations, etc.

A - A superior paper that thoroughly and insightfully addresses each aspect of each item. There may be slight flaws, but overall, this is a paper that demonstrates a thorough and complex understanding of the many concepts covered. Additionally, this paper is void of spelling and grammar mistakes, and thoughts are clearly and succinctly expressed and organized. All sections are complete.

B - A very good paper that is beyond adequate. This is somewhat less developed, insightful, and organized than the 'A' paper, yet still is indicative of a good understanding of the concepts. It may have minor problems with writing mechanics such as spelling or grammar but is clear and coherent. All sections are complete.

C - A good paper that is adequate and addresses each aspect of each item in a satisfactory way. This paper, though, lacks the depth of understanding and synthesis that is evident in the 'A' and 'B' papers. Each item is addressed fully, but there is a lack of complexity, synthesis of ideas, and quite possibly consistency in understanding concepts. This paper may have numerous but minor problems with writing mechanics. All sections are complete.

D - A minimally acceptable paper that, in a significant way, does not address all of the items. This paper shows problems in many areas and may reflect a more serious lack of understanding about the course concepts and/or information being elicited through each paper item. This paper is likely to have serious problems with writing mechanics. There may be incomplete sections.

F - A failing paper has major deficiencies and does not meet the minimum requirements of addressing each aspect of each item in a way that clearly articulates understanding of course concepts. It is likely that there are serious problems with writing mechanics. There may be incomplete sections.

When computing final course grades at the end of the semester, issues such as participation and percentage of work completed will be taken into consideration when determining borderline grades. For instance, if you are only two or three points away from a B, have participated actively, and have turned in all assignments, you may be judged to have earned a B in the course.

The Writing Center offers free writing assistance to students on campus. For more information on all they offer, visit, or call Writing Center Information at 638-3641 ext. 3619 or email rcwritingcenter@reedleycollege.edu. Learning to study more effectively will also help with writing, and The Tutorial Center (Library Building LRC 111) has a variety of services to help you succeed in college through more effective learning strategies. For more information, call the Tutorial Center at 559-638-0358.

Student Conduct and Cheating

Students ... are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.

Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another's work, supplying one's work to another, giving or receiving copies of examinations without an instructor's permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely."

Plagiarism

Plagiarism is a specific form of cheating: the use of another's words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which

may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor.

Cheating/Plagiarism: Cheating and/or plagiarism will not be tolerated. A student will receive no credit for the assignment if in the opinion of the instructor the individual has cheated. If a second violation occurs the student will be reported to the Dean of student services and an F will be issued for the course.

A plethora of resources exist to help students learn how to cite properly. I will provide a few resources for you if you are not familiar with citing resources in APA format.

Late Work

Oftentimes, student work is submitted at 12:02 a.m., when the due date ended at 11:59 p.m. To combat this occurrence, and the fear of having a 50% reduction of points, there will be a short “grace period” for assignments to be submitted, as students may have internet issues or technology problems. The length of this period will be at the instructor’s discretion. Late assignments have the possibility of losing up to 50% of the available points and must be turned in within 7 days after the due date. After 7 days, the assignment will NOT be accepted, as the submission folder will close. Quizzes can NOT be submitted late. Peer replies on discussion board can NOT be submitted late, but original posts can be submitted 7 days late.

Submitting Assignments

All assignments must be submitted in Canvas; No e-mailed assignments will be accepted! All assignments must be submitted electronically using the median specified in each assignment instructions. Make sure to read all directions carefully. ALL assignments must be submitted in the .doc, .docx, or .pdf format. If you submit in another format the assignment will be considered late while you resubmit in the correct format.

Retaining Returned Assignments

Students disagreeing with the assigned final grade will be required to supply evidence to the contrary. Therefore, it is suggested that students retain all returned/graded assignments and tests until after they have signed-out on the final day of class.

Accommodations for Students with Disabilities

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible. If you have not yet visited our DSP&S office on campus, use the link provided below to obtain more information.

[Disabled Student Programs & Services \(DSP&S\)](#) (Links to an external site.)

Important Dates to Remember

First Day of Classes	Monday, August 7 th , 2023
Last day to drop for a full refund & avoid a “W” (WebAdvisor)	Sunday, August 27 th , 2023
Labor Day Holiday (No classes held; campus closed)	Monday, September 4 th , 2023
Last day to drop a class	Friday, October 6 th , 2023
Veteran’s Day (No classes held; campus open)	Friday, November 10 th , 2023
Thanksgiving Holiday (No classes held; campus closed)	Thurs. & Fri., November 23-24 th , 2023
End of Semester	Friday, December 8 th , 2023