Early Childhood Literacies: Pre K-3rd grade
Fall 2011

Instructor: Dr. Margaret Hagood
Office: School of Education, 86 Wentworth St, Room 332
Contact information: hagoodm@cofc.edu
843-953-3377 (office)
Please use email as a primary form of contact as I only check office voicemail sporadically
Office hours: T/Th 10:45-11:45; T 1:30-3:30
Virtual office hours through email contact M-Th
Will respond within 24 hours
By appointment

Scope: This course provides a study of the fundamentals of literacy, including reading, writing, listening, speaking, and viewing relevant to learners from PreK through 3rd grade. It emphasizes the literacy process, factors affecting that process, and the principles and skills involved in the development of literacy within young children. (NCATE 1, 2b, 3a-e; NAEYC/EC 1, 4, 4a-c & 3; ACEI 2.1)

This course is intended to PUSH you outside your comfort zone. It is not intended to confirm what you know. It has been created so as to help you question what you know and to force you to be able to articulate what you learn about BEST PRACTICE in literacy instruction. This course will also push you to create projects in formats that you’ve not used before, which will push you to think differently.

Course Outcomes: All teacher preparation programs in the School of Education (SOE) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency, which are at the heart of the SOE Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course, helping you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

Course outcomes are derived from the standards set forth by several areas. The standards listed in parentheses at the end of each course outcome relate to those of the SOE, IRA (International Reading Association), NAEYC (National Association for the Education of Young Children), ACEI (Association for Childhood Education International), and NCATE (National Council for the Accreditation of Teacher Education). These standards define, respectively, expectations for the School of Education, early childhood teachers, and literacy instruction. The following outcomes are organized by the Elements of Teacher Competency:

Understanding and Valuing the Learner:
- Demonstrate knowledge and understanding of first and second language development to design emergent literacy programs and strategies that build on students’ skills and backgrounds and are effective (NCATE 1, 2b & 3a-e; NAEYC/EC 1, 4 &4a-c; SOE Standard I, II, III).
- Demonstrate an understanding of the different preconceptions, miscue patterns, and misconceptions that student may exhibit and how these should be addressed instructionally (NCATE 1, 2b, 4; NAEYC/EC 1, 4b, 3; SOE Standard V).

Knowing What and How to Teach and Assess and How to Create Environments in Which Learning Occurs:
- Model effective use of the English language (NCATE 2b; NAEYC/EC 4b; ACEI 2.1; SOE Standard V).
• Demonstrate a thorough knowledge of the developmental process of emergent literacy and all the factors involved in it (NCATE 1, 2b & 3a-e; NAEYC/EC 1, 4, 4a-c; SOE Standard II).
• Demonstrate an ability to use effective instructional strategies, technologies, and varied language activities (including the use of children’s literature) to help students become strategic beginning readers and respond to what they have read (NCATE 2b & 3a-e; NAEYC/EC 4 & 4a-c; ACEI 3.1; IRA 1; SOE Standard III).
• Demonstrate a thorough knowledge of the lexicon, syntax, history, varieties, literature, and processes of the English language/Language Arts (NCATE 2b & 3a-e; NAEYC/EC 4 & 4a-c; ACEI 2.1; SOE Standard II).
• Demonstrate knowledge of all major approaches to reading and an ability to teach students using a balanced reading program that includes emphasis on the use of phonemic relationships, context, and text that has meaning for the students (NCATE 2b & 3a-e; NAEYC/EC 4b & 4a-c; IRA 2 and 4; SOE Standard III).
• Demonstrate the ability to communicate with, guide, and assist parents in fostering early and continued growth in literacy (NCATE 5b & 5c; NAEYC/EC 5 & 2; ACEI 5.3; SOE Standard V).
• Design formative and summative assessments to determine the level of students’ competence in their understanding and use of language and use the results of such assessments to design beginning instruction (NCATE 4 & 3a-e; NAEYC/EC 3 & 4a-4b; ACEI 4; IRA 3; SOE Standard VI).
• Demonstrate the ability to organize and manage a classroom climate within which all students have the desire to learn and to engage in emergent and early literacy (NCATE 3a-e & 5b, 5d; NAEYC/EC 4a-c & 5, 2; ACEI 1, 3.2; IRA 2 and 4; SOE Standard III & VI).

UNDERSTANDING SELF AS A PROFESSIONAL:
• View professional development as a career-long effort and responsibility (IRA 5; SOE Standard IV, V, VII).

Required texts:


Selected videos and articles located online

Required technology:
Internet access for course content on the online course space. You will be invited via your email address on MyCharleston to join this space.

Internet access for grade posting on Oaks.

Understanding and use of applications such as google docs and movie making software (such as imovie, Movie Maker, or other application that can produce an mp4).

Assignments:

Exams (35 points total- Midterm: 15 points; Final: 20 points)
Two exams will cover information learned over the course. All examinations are content-based (from readings, in-class discussions, class notes) and cumulative. They require that you use your knowledge of research, theory, and practice of information specific to EDEE 375 in an application-type scenario analysis (much like what you’ll have to do on the literacy portion of Praxis II exam). NEITHER STUDY GUIDES NOR MAKE-UP EXAMS WILL BE GIVEN.

Midterm will cover content about the Learner (Birth-Grade 4).

Final Exam will cover the learner, assessment and instruction of the learner (PreK-Grade 4).

Please leave cell phones in bookbags during examinations. No exceptions.

**ATI: [10 points total]** Due throughout the first-half of the semester

At the end of each chapter of *L.B* is a section entitled “Applying the Information.” These case studies apply the information from the chapter in a hypothetical scenario given pieces of data. After reading Chapters 1-5, you will analyze the scenario using the template provided online, answering the question using substantiating evidence from the chapter in no longer than one single-spaced typed page. All ATI assignments are due in class on the date noted on the syllabus and will be graded on both form and content.

**Online Discussion (10 points):** Due throughout the semester

The study of early childhood literacy includes many content-specific terms. To assist in your growing knowledge and use of these terms as educators and to build a community of learners, you will be expected to post ideas from the chapters read in an online discussion board community. These ideas could include the following: clarification of definitions, application of terminology to your own learning experiences, or connections to field experiences with young children. They might include pictures you take on your phone of literacy examples you see, links to useful websites, or Youtube videos that connect to literacies.

Original Posting: AT LEAST SIX POSTS

An original idea is a posting that begins a new thread of discussion and assists others in understanding, synthesizing, and/or analyzing material that has been read.

Response Posting: AT LEAST FOUR POSTS

A response is a posting that adds onto and furthers the thinking/comments of an original idea posting. IT IS NOT A COMMENTARY OF SUPPORTIVE REMARKS.

Discussion postings will be graded on relevancy, accuracy, helpfulness, and contribution to the learning community OVER THE SEMESTER. Please note that **QUESTIONS POSED** (both Original and Response Postings) are important BUT DO NOT COUNT TOWARD THE TOTAL NUMBER OF POSTINGS.

**Literacy lesson plans:** 20 points

You will develop and teach three literacy lessons that will be officially observed by your cooperating teacher, your field instructor, or me (Reading/ Writing: 7 points; Designing: 7 points; and Word Study: 6 points.) One lesson will be built upon a spelling assessment (see description below) and then a follow up one-on-one spelling/word study lesson. The second will be a reading/writing lesson plan. And the third will be a designing multiliteracies lesson plan.

It is expected that you will gather feedback from various folks before you teach your lesson. Drafts with written and SIGNED feedback must be obtained from your (1) cooperating teacher and (2) your helpful professor 😊 before you teach the lesson.
You must have signed approval from your cooperating teacher and from me THAT YOU SUBMIT TO YOUR FIELD SUPERVISOR before teaching your lesson. You must submit your final approved lesson plan and any accompanying assessments used, samples of students’ work, proof of approval from your cooperating teacher and from me, and a final reflection of your lesson plan within 24 hours of teaching. Your lesson plan must be formally evaluated using ADEPT.

**Spelling Diagnostic and Assessment (5 points):**
Before you teach your spelling/word study lesson, you will learn how to diagnose children’s spelling according to spelling stages. From those data, you will then plan a developmentally appropriate lesson using *Words Their Way* and based upon children’s individual needs. You may choose your own child in conjunction with your field experience cooperating teacher. You must submit for grading the child’s actual assessment and the analysis of the *Words Their Way* Error and Feature Guides (see Appendix A in *WTW*).

**Multiliteracies/Pop culture project (10 points):**
This project allows you to demonstrate your understanding of (1) a broadened definition of literacy and text and (2) the connections between identity, literacy, and pop culture.

You will choose one pop culture text that is well liked among children in your field experience placement. Then you must research this text and explore how children use the text to construct identities for themselves and how they develop their literacies (reading, writing, listening, speaking, viewing) through the text. Use the interactive technological tools in your life (internet, fb, twitter, television, radio, etc.) to delve deeply into the children’s meanings and uses of this text.

You must present your findings in a multimedia format: a video (no longer than 7 minutes), a montage (such as on glogster.com), zine, or short graphic novel. NO POWERPOINTS, BROCHURES, POSTERS ACCEPTED.

**Digital Recording of Children’s Picture Book (10 points):**
You will choose an age appropriate book (preK-grade 3) to read aloud and digitally record for playback on a computer. The book you choose should have merit and significance and engage the age group you select. All texts must be preapproved before recording. (See LB Appendix A for text recommendations. But don’t feel limited by these.) Using media equipment (digital camera, microphone, and software), you will digitally record the book—both the pictures and your reading of the text. Software to be used may include imovie, Movie Maker or other software application. Your finished product must be uploaded to the online community in an *mp4* format. This project will be graded on presentation of the text, use of media, inclusion of background sounds (music and/or sound effects) and reading fluency.

You must include a one-paragraph description of why you chose the book and explain how you designed your presentation of the story to meet the specific literacy needs of a particular literacy stage or stages. Include in your description the concepts are important about the book (specific vocabulary, comprehension skills, phonics skills, etc.) and how a focus on these areas will meet the needs of the learner stage for whom you recorded the text.

**General tidbits:**

**EDEE Attendance Policy**
- Class attendance is expected. Students are responsible for all content and assignments for each class. Students arriving to class 10 or more minutes late will not be allowed to enter and will be considered absent. Leaving class prior to dismissal is considered an absence. One absence for ANY reason is allowed. Students may not submit assignments when absent,
although students may submit an assignment early. Upon a second absence, the student will automatically be withdrawn from a course with the grade of WA. *WA becomes an F on a transcript.*

- If a student exceeds allowable absences due to extenuating circumstances, a panel of professors from that semester will review the circumstances and make a final decision.
- Students who qualify for SNAP must see the professor within the first two weeks of the course if they wish special accommodations.

**Honor Code and Academic Integrity**
Lying, cheating, attempted cheating, and plagiarism are violations of the College of Charleston Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Incidents where the professor believes the student's actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Please note that unauthorized collaboration--working together without permission-- is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from another's exam, fabricating data, and giving unauthorized assistance.

Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

Students can find a complete version of the Honor Code and all related processes in the *Student Handbook* at [http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html).

**Grading**
** Late submissions of assignments are *unacceptable* under normal circumstances. Please do not attempt to submit any assignments after the due date unless you have extenuating circumstances.

Any written assignment submitted is considered a final product that will be graded on both what is written (clarity, depth, insight) and how it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, adherence to assignment guidelines, and neatness will affect your grade. Please use the resources around you to proofread and to edit your work. The Writing Lab also provides FREE, INDIVIDUALIZED help on all parts of the writing process. See [http://csl.cofc.edu/labs/writing-lab/index.php](http://csl.cofc.edu/labs/writing-lab/index.php) for further information.

**Miscellaneous**
I do not hear very well. So if you ask me a question and I don’t answer, please ask again. Likely it is because I didn’t hear it the first time.
Please be attentive to the environment and print responsibly. I welcome any papers printed by using the back of papers already printed upon.

Class always begins with Announcements. Please wait until class starts and share questions and comments during this allotted time.

Everyone is busy. Let’s all do our parts to stay positive and supportive of one another and not spend valuable time complaining about assignments, etc.
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic to be discussed</th>
<th>Assignment due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Aug. 23</td>
<td>Introduction, course overview, and quick write</td>
<td>Peruse online course site, sign up for Twitter, &amp; post your definition of literacy</td>
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<td>Legislation affecting literacies: Put Reading First; NCLB; IRA Standards for Reading Professionals</td>
<td>SKIM PRF, NCLB, IRA standards LB: Preface</td>
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<td>Week 2</td>
<td>Aug. 30</td>
<td>Meeting needs of diverse learners</td>
<td>LB: Ch. 11</td>
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<td>Multiliteracies &amp; pop culture: Connections between literacy and identity</td>
<td>READ PC ARTICLE posted online Complete Column one of PC Survey (posted online) and bring to class</td>
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<td>Week 3</td>
<td>Sept. 6</td>
<td>Overview: Understanding children’s literacy development</td>
<td>LB: Ch. 1 &amp; ATI</td>
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<td>Word study and orthographic knowledge</td>
<td>WTW: SKIM Chapters 1 &amp; 2</td>
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<td>Introduction to diagnostic for spelling assessment</td>
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<td>VIDEO: Words Their Way</td>
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<td>Week 4</td>
<td>Sept. 13</td>
<td>Beginner stage: Birth to age three (Analysis and examples)</td>
<td>LB: Ch. 2 &amp; ATI</td>
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<td>Connections between literacies, identities, and pop culture</td>
<td>Read Skinner &amp; Hagood, 2008. Online.</td>
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<td>Week 5</td>
<td>Sept. 20</td>
<td>Digital storytelling overview</td>
<td>Read DST directions for format you’ll use.</td>
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<td>Peruse DST project examples online</td>
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<td>Bring book for approval for DST- see LB Appendix A for ideas</td>
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| Week 6 | Sept. 27 | Novice stage: Ages three to five (Analysis and examples) Word study for Emergent stage | LB: Ch. 3 & ATI
Take phonics assessment in class (ungraded)
WTW: Ch. 4
Bring book for approval for DST- see LB Appendix A for ideas |
| Week 7 | Oct. 4 | Experimenter stage: Ages five to seven (Analysis and examples) Word study for Letter-Name Stages | LB: CH. 4 & ATI
WTW: Ch. 5 |
| Week 8 | Oct. 11 | Conventional stage: Ages six to eight (Analysis and examples) Word study for Within Word Pattern Stage | LB: Ch. 5 & ATI
WTW: Ch. 6 |
| Week 9 | Oct. 25 | MIDTERM EXAM
Individual conferences for lesson plans (sign up for 15 minute blocks) | Focus on The Learner
Bring draft of written lesson standard, objective, and asst
Submit Spelling Lesson Plan by Thursday, Oct. 27 |
| Week 10 | Nov. 1 | Literacy-rich classrooms Pop culture project discussion
Supporting literacy in preschool-Connections between asst and instruction | LB: Ch. 6
READ ARTICLE posted online
DST project due-uploaded as mp4 to online space
LB: Ch. 7 |
| Week 11 | Nov. 8 | Supporting literacy in Kindergarten -Connections between asst and instruction | LB: Ch. 8
Review WTW Ch. 4 |
| Week 12 | Nov. 15 | Supporting literacy in First | LB: Ch. 9 |
| AT MSA | Supporting literacy in Second through Fourth grades- Connections between asst and instruction  
Phonics: Moving from alphabet/sound to patterns | Review of *WTW* Ch. 5  
**Week 13**  
**AT MSA** | Nov. 22 | Supporting literacy in Second through Fourth grades- Connections between asst and instruction  
Fluency development; Vocabulary; Connections between spelling patterns and meaning | *LB*: Ch. 10  
Review of *WTW* Ch. 6  
READ ARTICLE posted online  
**Week 14**  
**Nov. 29** | Supporting literacy in Second through Fourth grades- Connections between asst and instruction  
Course summarization | *WTW*: Ch. 7  
PC/multiliteracies project due uploaded to online site By Mon., Nov. 28 |

**FINAL exam-ONLINE** Tuesday, Dec. 13 Focus on the connections between learner, assessment, and instruction