EDEE 617
Early Childhood Literacies: Pre K-3rd grade
Fall 2009

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 voicemail sporadically

Office hours: Tuesdays and Thursdays 10:45-11:45; Wednesdays 1:15-2:45
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 have been invited via your email address on Cougar Trail to join this space.

Internet access for grade posting on WebCT.

Understanding and use of applications such as google docs, PhotoStory, and Voice Thread.

Assignments:

Exams (40 points total- Test 1: 15 points; Test 2: 10 points; Test 3: 15 points)
Three 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.

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 LB is a section entitled “Applying the Information.” After reading each chapter, you will use this section to analyze a hypothetical case study (ATI). All ATI assignments are due in class on the date noted on the syllabus and will be graded on both form and content.

The ATIs are case studies that apply the information from the chapter in a hypothetical scenario. After reading chapters 1-5, use the template provided for the chapter under the folder labeled ATI in the online space and answer the question posed in **no longer than one single-spaced typed page**, demonstrating your application of the chapter’s information to the scenario. Submit your printed paper during class the date it’s due.

**Discussion Postings** (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, you will be expected to post ideas from the chapters read in a learning community to the online course space. 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.

- **Original Posting:** AT LEAST THREE POSTS (6 points)
  - 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 TWO POSTS (4 points)
  - 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** (15 points):

You will develop and teach three literacy lessons (each worth 5 points). One lesson will be built upon a spelling assessment and then a follow up one-on-one spelling 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):
You will learn how to diagnose children’s spelling according to spelling stages and then plan developmentally appropriate instruction based upon children’s individual needs. You will need to assess at least one child and determine his/her spelling stage and create and teach a detailed lesson plan to meet the child’s print-based spelling needs. You may choose your own child in conjunction with your field experience cooperating teacher.

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, zine, etc. NO POWERPOINT PRESENTATIONS ACCEPTED.

Digital Recording of Children’s Picture Book (10 points):
You will choose an age appropriate book to read aloud and record. The book you choose should have merit and significance. All texts must be preapproved before recording. (see LB Appendix A for text recommendations.) Using media equipment, you will digitally record the book—both the pictures and your reading of the text. Software to be used may include Photostory, imovie, Movie Maker or Voice Thread (and must be submitted for grading by uploading 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.

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.

It is important for students to remember 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.

** Grading **

Late submissions of assignments are unacceptable under normal circumstances. Please do not attempt to submit any assignments after the due date. I will NOT accept any late work.

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. As an educator, you will be expected to demonstrate competency not only in verbal but also in written communication with parents, administrators, and other educators. 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 www.cofc.edu/~csl/ 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 let’s all print responsibly. Please use recycled paper to print your papers. By this I mean use 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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<thead>
<tr>
<th>Week (field course requirements)</th>
<th>Date</th>
<th>Topic to be discussed on this date</th>
<th>Assignment due on this date</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Jan. 14</td>
<td>Introduction &amp; course overview&lt;br&gt;Put Reading First; NCLB; IRA Standards&lt;br&gt;Multiliteracies &amp; pop culture</td>
<td>Peruse online &amp; post your definition of literacy&lt;br&gt;Skim PRF, NCLB, IRA standards&lt;br&gt;<em>LB</em>: Preface&lt;br&gt;<em>WIS</em>: Preface&lt;br&gt;Reading online</td>
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<td>Week 3 (field: observe pop culture in classroom)</td>
<td>Jan. 26</td>
<td>Birth to age three: Beginner stage&lt;br&gt;Word study and orthographic knowledge&lt;br&gt;Introduction to diagnostic for spelling assessment</td>
<td><em>LB</em>: Ch. 2 &amp; <em>ATI</em>&lt;br&gt;Bring book for approval for DST - see <em>LB</em>&lt;br&gt;Appendix A for ideas</td>
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<td>Week 4 (field: observe phonics use in classroom)</td>
<td>Feb. 4</td>
<td>Ages three to five: Novice stage&lt;br&gt;Phonemic awareness and</td>
<td><em>LB</em>: Ch. 3 &amp; <em>ATI</em>&lt;br&gt;Take phonics assessment in class (ungraded)&lt;br&gt;Bring book for approval</td>
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<td>Week</td>
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<td>Topic</td>
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<td>Week 5</td>
<td>Feb. 11</td>
<td>Ages five to seven: Experimenter stage</td>
<td>LB: CH. 4 &amp; ATI</td>
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<td>Connections to spelling development</td>
<td>LB: Appendix B and C and other docs online</td>
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<td>Week 6</td>
<td>Feb. 18</td>
<td>Ages six to eight: Conventional stage</td>
<td>LB: Ch. 5 &amp; ATI</td>
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<td>Connections to spelling development</td>
<td>Bring spelling assessment to class</td>
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<td>LB: CH. 4 &amp; ATI</td>
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<td>Week 7</td>
<td>Feb. 25</td>
<td>Lesson planning</td>
<td>Bring drafts of written lessons-including roughed out standard, objective, and assst</td>
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<td>LB: CH. 4 &amp; ATI</td>
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<td>Week 8</td>
<td>Mar. 4</td>
<td>EXAM 1</td>
<td>DST project due by Friday, Mar. 5 uploaded as mp4 to online space</td>
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<td>LB: Ch. 7</td>
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<td>Week 9</td>
<td>Mar. 18</td>
<td>Supporting literacy in preschool</td>
<td>WIS: Ch. 2</td>
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<td>Phonemic Awareness</td>
<td>At least one lesson plan must be approved by today</td>
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<td>LB: Ch. 7</td>
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<td>Week 10</td>
<td>Mar. 25</td>
<td>Supporting literacy in Kindergarten</td>
<td>WIS: Ch. 3</td>
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<td>Early word identification</td>
<td>At least one lesson plan must be approved by today</td>
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<td>LB: Ch. 8</td>
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<td>Week 11</td>
<td>Apr. 1</td>
<td>Supporting literacy in First grade</td>
<td>LB: Ch. 9</td>
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<td>Phonics: Moving from alphabet/sound to patterns</td>
<td>WIS: Ch. 4 &amp; 5</td>
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<td>Pop culture/ multiliteracies project</td>
<td>Appendix A &amp; B</td>
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<td>LB: Ch. 9</td>
<td>Reading: to be determined &amp; posted online</td>
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| Week 12 (teach a lesson) | Apr. 8 | Supporting literacy in Second through Fourth grades  
Fluency development; Vocabulary; Connections between spelling patterns and meaning | LB: Ch. 10  
WIS: 6  
Appendix C & D  
Literacy Asst Report  
Revisions due |
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<td>Week 13 (field: teach a lesson)</td>
<td>Apr. 15</td>
<td>EXAM 2 (inclusion of phonics knowledge)</td>
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| Week 14 | Apr. 22 | Literacy-rich classrooms and Diverse learners | LB: Ch. 6 & 11  
WIS: Ch. 7  
PC/ multiliteracies project due |

**Final Exam:** Wed., May 5 4-7 PM