Instructor: Dr. Margaret Hagood
Office: School of Education, 86 Wentworth St, Room 332
Contact: hagoodm@cofc.edu (Please use as primary contact)
                843.953.3377 (Please use only after having sent email)
Office hours: Tuesdays and Thursdays: 8:30-10:30
Virtual office hours via email M-Th
Will respond within 24 hours
By appointment

Scope: This course provides a study of the fundamentals of literacies, including, reading, writing, listening, speaking, and viewing relevant to learning from PreK through grade 3. It emphasizes literacy processes, factors affecting those processes, and the principles and skills involved in the development of literacy with young children (NCATE 1, 2b, 3a-e; NAEYC/EC1, 4, 4a-c, 3; ACEI 2.1)

This course intends to challenge your assumptions in these areas: diverse students, the process of literacy, characterizations and components of literacy instruction, and the roles/responsibilities of students’ and teachers’ teaching and learning. This course also intends to PUSH you outside your comfort zone. It is not intended to confirm what you know. It has been designed to help you question what you know and to force you to articulate what you learn about BEST PRACTICE in literacy instruction. This course is a co-requisite to EDEE 510, which focuses on observation, participation, and teaching literacies across the content areas.

Course Outcomes: All teacher preparation programs in the School of Education (EHHP) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency: (1) understanding and valuing the learner, (2) knowing what and how to teach and assess and how to create a learning environment, and (3) understanding oneself as a professional. These competencies underlie all learning and assessments in this course to help students develop the knowledge, skills, and dispositions necessary to become an effective teacher.

Several educational organizations influence course outcomes. The standards listed in parentheses at the end of each course outcome relate to those of NAEYC (National Association for the Education of Young Children), ACEI (Association for Childhood Education International), IRA (International Reading Association), NCATE (National Council for the Accreditation of Teacher Education), ISTE (International Society for Technology in Education), SC (SC Teacher Education Standards), and EHHP (School of Education, Health, and Human Performance). These standards define the expectations for highly qualified teachers of literacy instruction. The following outcomes are organized by EHHP’s 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/EC1, 4&4a-c; EHHP I, II, III; SC 4 [EEDA]; ISTE 1).
• Demonstrate an understanding of the different preconceptions, miscue patterns, and misconceptions that students may exhibit and how these should be addressed instructionally (NCATE 1, 2b, 4; NAEYC/EC1, 4b, SC 3 & 4 [EEDA]; EHHP 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; EHHP V).
• Demonstrate a thorough knowledge of the developmental process of emergent literacies and all the factors involved (NCATE 1, 2b &3a-e; NAEYV/EC 1, 4a-c, EHHP II).
• Demonstrate an ability to use effective instructional strategies, technologies, and varied language activities (including children’s literature) to help students to become strategic readers and respond to what they have read (NCATE 2b & 3a-e; NAEYC/EC 4 &4a-c; ACEI 3.1; IRA 1; EHHP III; SC 6&7; ISTE 1&2).
• 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; IRA 1; EHHP 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 of the students (NCATE 2b&3a-e; NAEYC/EC 4b&4a-c; IRA 2 &4; EHHP III; SC 7).
• 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; EHHP V; ISTE 3&4).
• Design formative and summative assessments to determine the level of students’ competence in their understanding and use of language and use the results of assessments to design beginning instruction (NCATE 3a-e, 4; NAEYC/ED 3 & 4a-4b; ACEI 4; IRA 3; EHHP VI; SC 7; ISTE 3 &4).
• 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; ACEI 1, 3.2; IRA 2, 4; EHHP III & IV; SC 6; ISTE 3&4).

Understanding self as a professional:

• View professional development as a career-long effort and responsibility (IRA 5; EHHP Standard IV, V, VII; SC 4; ISTE 5).

Required texts:


Phonics packet

Articles posted online
Required technology:
Google site for course content: https://sites.google.com/site/ec617and510/home
Oaks (for grades)
Use of google docs, movie maker software (such as iMovie or Movie Maker)
Springpad app (free)
Weebly web creation software (free)

Assignments:

Exams: 30%
You will take a phonics and Words Their Way assessment at mid-semester, which will cover important spelling stages, phonics patterns, and instructional techniques.

A comprehensive content-based and cumulative final (from readings, in-class discussions, class notes) will require you to use research, theory, and practice in an application-type scenario analysis (which prepares you for taking the PLT exam). It covers identification of the stages of literacy learners and best practice for instruction. NO STUDY GUIDES OR MAKE UP EXAMS GIVEN. Cell phones must be off and put away during exams. No exceptions.

ATI: 10% Due throughout the first half of the semester
At the end of each chapter of LB 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 the chapters on the learner, 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.

Literacy lesson plans: 20%
(Word Study: 6 points; Reading/writing: 7 points; Designing: 7 points)
You will teach three, literacy lesson plans throughout the semester in your field placement. These will be officially observed and ADEPT evaluated either by your field professor, cooperating teacher, or partner. Each lesson must be drafted completely and submitted to your cooperating teacher and to me for feedback before you teach. Only after the LP has been approved for teaching are you allowed to teach it.

1. Spelling/Word Study (individual lesson): will be built upon a spelling diagnostic and assessment (see description below). This one-on-one spelling/word study lesson. This lesson plan will use materials from WTW and follow a specified format. Completed lesson plan submission should include the following components in this order:
   a. Student assessment
   b. Completed Analyses (including WTW Error Guide and Feature Guide)
   c. Completed Spelling LP with Hagood sign off
   d. Completed student picture/word sort (can be original or copy)
   e. Completed ADEPT observation form
   f. 1 paragraph typed reflection of what went well and what needs to be changed/improved

2. Reading/Writing (small or whole group lesson) co-taught with your field partner: Two parts
   a. You will observe your cooperating teacher teach a reading/writing lesson. You will transcribe the lesson observed, and then you will analyze it and complete the lesson plan format for that lesson. You must submit it to me
and to your cooperating teacher for feedback on accuracy of information included. Part A must be completed before Part B.

b. You will teach a reading/writing lesson that the teacher gives you to teach. You must format the lesson plan according to this course’s lesson plan template. PLEASE NOTE THIS LESSON ISN’T AN ACTIVITY; IT MUST INCLUDE INSTRUCTION and ASSESSMENT. Completed lesson plan submission should include the following components in this order:
   i. Completed LP with cooperating teacher and lit course professor sign off
   ii. Copy of student work/assessment
   iii. Completed ADEPT observation form
   iv. 1 paragraph typed reflection of what went well and what needs to be changed/improved

3. Designing with multiliteracies (small or whole group lesson) co-taught with your field partner: This lesson plan must account for students as creators of texts, not just as consumers of text. You will create a plan whereby you teach students one of the elements of design, which they then must work with and apply in their own design of a product. These elements of design include
   • active engagement with text
   • view of text as non-linear
   • interpreting multiple sign systems (including images and words)
   • navigating multiple perspectives
   • creating alternative answers

Completed lesson plan submission should include the following components in this order:
   a. Completed LP with cooperating teacher and lit course professor sign off
   b. Copy of student work/assessment
   c. Completed ADEPT observation form
   d. 1 paragraph typed reflection of what went well and what needs to be changed/improved

You must have signed approval from your cooperating teacher and from me THAT YOU SUBMIT TO YOUR FIELD SUPERVISOR before teaching your lesson.

**Spelling Diagnostic and Assessment:** 5%
Prior to teaching your spelling/word study lesson, you will learn how to diagnose children’s spelling according to spelling stages. You will administer the spelling assessment to one child in your field placement, and then analyze the data to determine the child’s spelling stage. You must submit the following: (1) child’s actual spelling assessment, (2) and your analysis using the *Words Their Way* Error AND Feature Guides for grading with your completed Spelling LP. (See 617: Spelling Diagnostic Tab for related paperwork).

**Word Study Group Instruction:** 5%
You will sign up to teach a ten-minute small group lesson in class to demonstrate how to correctly give instruction on a picture and/or word sort for a particular spelling stage. You will choose a variety of spelling patterns from the spelling stage to model instruction to peers in small groups. You must write up this lesson plan according to the Spelling LP format and submit for grading on the day you teach your small group. (Before submitting, you may make changes to the lesson plan after teaching and getting feedback.)
Digital Recording of Children's Picture Book: 15%
You will choose an age appropriate picture book (preK-grade 3) to read aloud and digitally record for playback on a technological device (computer, iPad, phone, etc.). The book you choose must have merit and significance, MUST BE NEW TO YOU, and engage the age group you select. All texts must be preapproved before recording. Using media equipment (digital camera, microphone, and software), you will digitally record the book—both the pictures and your reading of the text. Software may include iMovie, Movie Maker, or other software applications. Your finished product must be uploaded to the online community in a universal viewing format (that can be seen by PCs or Apple products). This project will be graded on visual and auditory presentation of the text, overall use of media, inclusion of background sound (music and/or sound effects), reading fluency, spelling, grammar, and punctuation. (See grading rubric online.)

Your digital story must include the following:
1. title, author, illustrator, and title page
2. clear pictures and clearly spoken auditory components
3. "read by" page, including a picture of the reader and a short (3-4 sentence) bio that would appeal to the audience

You must also submit a one page single spaced explanation of your project, answering the following:

1. What is the merit of the book? Why did you choose it?
2. What literacy stage does the recording target? Why?
3. How does your attention to certain pictures/words/sound effects help viewers learn new vocabulary and comprehend the overall text? Give explicit examples from your digital story.
4. How does the music chosen help viewers understand the text using a different literacy (auditory)?

Multimedia Text Set: 15% (choice: work independently or with a partner)
This project allows you to demonstrate your understanding of (1) a broadened definition of literacy and text and (2) connections between identity, literacy, and pop culture.

The MTS project may be completed individually or with a partner.

It includes the following:

1. Analysis of Wonderopolis.org website for a variety of components. A criteria list for text set construction will be given to you.

2. Creation of your own wondering that would be of interest to an age group of students you'd like to teach. The wondering will be posed in question format.

3. Research using a variety of multimedia sources to answer the question. (You must use Springpad.com to show this work of at least 20 texts-both print and nonprint). Your text set should include the following:

   Kinds of books: 5 chapter books, 5 picture books, 2 Newspaper or magazine article, 3 reference materials for adults, 2 websites, 3 visual texts

   Formats: At least three parent resource texts, Fiction, Non-fiction, Print, Nonprint, Websites
Video game/applications, Movies and/or television show, Youtube video

4. Completion of Digital Literacy plan (see template online).

5. Creation of your own Wonderopolis wondering using weebly.com website.

6. Completion of annotated bibliography of your text set (see template online).

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 class absence for ANY reason will be allowed; however, you may not submit assignments if you are absent. 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 beyond the student’s control, a panel of professors from that semester will review the circumstances and make a final decision about the student’s continuation in the course.

Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our 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.

Students must 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, plagiarizing, 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.

**Miscellaneous**

I do not hear well. So if you ask me a question and I don’t answer, please ask again. Likely it is because I didn’t hear you the first time.

Please be attentive to the environment and print responsibly.

Class always begins with Announcements. Please wait until class starts and share questions and comments during this allotted time.
# EDEE 617 Fall 2013 Schedule (encourage use of laptops to access content in class)

<table>
<thead>
<tr>
<th>Week  (field course requirements to be completed)</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. 20</td>
<td>Introduction, course overview and quick write</td>
<td>Peruse online course site</td>
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<tr>
<td></td>
<td></td>
<td>Internat’l Reading Association (IRA) &amp; Common Core State Standards (CCSS)</td>
<td>SKIM IRA standards and Professional Reading Standards (Under Resources)</td>
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<td>GoodStartGrowSmart Standards</td>
<td>Read CCSS pp. 1-33 (Under Resources)</td>
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<td>Overview of Digital Story Project</td>
<td>Construct working defn of 5 tenets of EC literacy</td>
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<td>Skim (Under Resources)</td>
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<tr>
<td>Week 2</td>
<td>Aug. 27</td>
<td>Overview of literacy development</td>
<td>LB: Ch. 1 &amp; ATI</td>
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<td></td>
<td></td>
<td>Overview of word study and orthographic knowledge</td>
<td>WTW Skim Ch. 1 &amp; 2</td>
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<td></td>
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<td>Word study lesson demonstration</td>
<td>Phonics packet: Part 1 and 2</td>
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<td><strong>SIGN UP FOR WORD STUDY SMALL GROUP DEMO LESSON</strong> (on Word Study Lesson Tab in gsite)</td>
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<td><strong>Bring book for approval and sign up for digital story</strong></td>
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<tr>
<td>Week 3</td>
<td>Sept. 3</td>
<td>VIDEO: <em>Words their Way</em></td>
<td>WTW Ch. 3</td>
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<tr>
<td></td>
<td></td>
<td>Introduction to spelling diagnostic</td>
<td>Watch videos on Diagnosis and Analysis (on Spelling Diagnostic Tab in gsite)</td>
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<td>Importance of Phonics</td>
<td>Phonics packet: Part 3 (Phonics VB &amp; Phonemes)</td>
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<td>Beginner stage: Birth to age three (Analysis and examples)</td>
<td>LB: Ch. 2 &amp; ATI</td>
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<td></td>
<td><strong>Bring book for approval and sign up for digital story</strong></td>
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<tr>
<td>Week</td>
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<tr>
<td>4</td>
<td>Sept. 10</td>
<td>Novice stage: Ages three to five (Analysis and examples) Word Study Emergent Stage</td>
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<tr>
<td>5</td>
<td>Sept. 17</td>
<td>Multimedia Text Set Overview Review of Springpad.com and Weebly.com Discuss spelling lesson in depth</td>
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<tr>
<td>6</td>
<td>Sept. 24</td>
<td>Experimenter stage: Ages five to seven (Analysis and examples) Word study for Letter-Name Stage Discuss reading/Wr lesson plan in depth</td>
<td></td>
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<tr>
<td>7</td>
<td>Oct. 1</td>
<td>Conventional stage: Ages six to eight (Analysis and examples) Word study for w/I word pattern stage</td>
<td></td>
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<tr>
<td>8</td>
<td>Oct. 8</td>
<td>Phonics and WTW exam Dyad conferences with prof for lesson planning</td>
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<tr>
<td>9</td>
<td>Oct. 22</td>
<td>Literacy-rich classrooms Meeting the needs of diverse learners EC iPad apps evaluation</td>
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**Week 4**
- LB: Ch. 3 & ATI
- WTW Ch. 4

**Week 5**
- Give spelling assessment and complete diagnostic BEFORE 4:00
- Complete analysis of wonderopolis.org for class.

**Week 6**
- Transcribe teacher's literacy lesson instruction. Write up as LP Part A.
- Get ideas from teacher for Rdg/Wr LP Part B.
- Read lesson plan format info on gsite
- Bring spelling inventory and initial analysis of feature guide to class

**Week 7**
- LB: Ch. 5 & ATI Phonics Packet: Part 4-6 (Consonant & Vowel Generalizations)
- WTW: Ch. 5

**Week 8**
- Teach individual spelling lesson
- Partnered reading/writing lesson plan Part B draft due

**Week 9**
- Teach partnered reading/writing lesson
- Completed spelling lesson (including diagnostic and assessment) due

**Week 10**
- Literacy-rich classrooms
- Meeting the needs of diverse learners

**Week 11**
- LB: Ch. 6

**Week 12**
- LB: Ch. 11

**Week 13**
- Choose 5 apps from tiles. Play with these apps. Come to class ready to discuss these.
<table>
<thead>
<tr>
<th>Week 10 @MSA Teach partnered reading/writing lesson</th>
<th>Oct. 29</th>
<th>Supporting literacy in preschool: connections between asst and instruction</th>
<th>LB: Ch. 7</th>
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<tbody>
<tr>
<td></td>
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<td>Multiliteracies text set small group discussions</td>
<td>Completed Springpad.com draft of text set due (invite me at <a href="mailto:hagoodm@cofc.edu">hagoodm@cofc.edu</a>)</td>
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<td>Completed Rdg/Wr LP Part B due Partnered Designing LP draft due</td>
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<tr>
<th>Week 11 @MSA</th>
<th>Nov. 5</th>
<th>Supporting literacy in kindergarten: connections between asst and instruction</th>
<th>LB: Ch. 8</th>
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<tbody>
<tr>
<td></td>
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<td>Review WTW Ch. 4</td>
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<tr>
<th>Week 12 @MSA Teach partnered designing lesson</th>
<th>Nov. 12</th>
<th>Supporting literacy in first grade: connections between asst and instruction</th>
<th>LB: Ch. 9</th>
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<tbody>
<tr>
<td></td>
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<td>Phonics: moving from alphabet/sound to patterns</td>
<td>Partner work on MTS construction on weebly.com</td>
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<thead>
<tr>
<th>Week 13 @MSA Teach partnered designing lesson</th>
<th>Nov. 19</th>
<th>Supporting literacy in second-fourth grades: connections between asst and instruction</th>
<th>LB: Ch. 10</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Fluency development; vb; connections between spelling patterns and meaning</td>
<td>Review of WTW Ch. 7</td>
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<td>Completed Designing LP due</td>
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</tbody>
</table>

| Week 14 @MSA | Nov. 26 |  | Completed MTS due |

**FINAL exam- Tuesday, Dec. 10 4:00-7:00 PM** Focus on the connections between learner, assessment, and instruction