EDEE 640
Development of Language and Literacies
ECTR 216
Fall 2013

Instructor: Emily Skinner
Office: Department of Education
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Office hours: Tuesday: 11:00 a.m. – 1:30 p.m.
              Thursday: 11:00 a.m. – 12:15 p.m.; 1:45-3:00
              By appointment

Course Co-requisites:
EDEE 640

Course Description:

The course explores the nature of language, its functions within language settings, and its
development within cultures and individuals. The impact of family, community and
dialect upon communication will be investigated. The role of story in helping children to
communicate effectively is a component of this program. The course also outlines the
role of language in developing literacies (reading, writing, viewing, computing) needed to
survive in today's world.

Course Text/Materials:

Required:


McGee, L.M. & Richgels, D.J. (2012). Literacy's beginnings: Supporting young readers

Assigned articles and chapters
Course Objectives:

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; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

UNDERSTANDING AND VALUING THE LEARNER

1. Develop personal and class definitions of language (INTASC 1; NAEYC/EC 1; NMSA 1; SOE Standards I & II).

2. Describe the models of language acquisition as well as the many theories concerning language development (INTASC 1; NAEYC/EC 1; ACEI 1: NMSA 1; SOE Standards I & II).

3. Appreciate the impact of family and community upon language development and identify ways to include families and local communities within the classroom (INTASC 1, 5c; NAEYC/EC 1, 2; ACEI 1 & 5.2; NMSA 1; SOE Standard V).

4. Describe the patterns of child growth and development and their relation to language instruction (INTASC 1; NAEYC/EC 1; ACEI 1 & 2.1; NMSA 1; SOE Standard 1).

C. UNDERSTANDING YOURSELF AS A PROFESSIONAL

1. Model effective use of the English language (INTASC 1, 2b; NAEYC 6; ACEI 5.1; NMSA 7; SOE V; SC 5).

2. Evaluate changing self-perceptions about language use in teaching and learning (NCATE 5; NAEYC 5; ACEI 2.1, NMSA 1; SOE Standards I, IV, V, VI, VII; SC5).

3. Collaborate and cooperate with other course participants in class and in the evaluation of course projects (NCATE 5; NAEYC 5 & 6;)

KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE AN ENVIRONMENT IN WHICH LEARNING OCCURS

1. Identify the scope and sequence of competencies necessary for appropriate language and reading development (INTASC 2b; NAEYC/EC 4b; ACEI 1 & 2.1; NMSA 1; SOE Standard II).

2. Recognize differing language patterns and dialects and develop strategies for incorporating these patterns into a systematic program of language expansion (INTASC 1
3. Recognize the importance of story/narrative in communication within every culture and every classroom (INTASC 1, 3b, & 5b, 5c; NAEYC/EC 1, 4, & 2; ACEI 1, 2.1, & 3.5; NMSA 1; SOE Standards III, V, VII).

4. Appreciate personal storytelling as an effective teaching tool for communication with students and parents and for incorporating the local community within the classroom (INTASC 1, 3b, 5b, 5d; NAEYC/EC 1, 4, 5, 2; ACEI 1, 2.1, 3.5, & 5.2; NMSA 1 & 6; SOE Standards III, V, VII).

UNDERSTANDING YOURSELF AS A PROFESSIONAL

1. Model effective use of the English language (INTASC 1, 2b; NAEYC/EC 1; ACEI 5.1; NMSA 7; SOE V)

2. Evaluate self-perceptions about issues in teaching and learning (NCATE 5; NAEYC/EC; ACEI 2.1, NMSA 1; SOE Standards I, IV, V, VI, VII).

3. Collaborate and cooperate with other course participants in class and in the evaluation of course projects (NCATE 5; NAEYC/EC 5; SOE Standards I, II, III, IV).

4. Use technology to optimize instruction (NCATE 5; NAEYC/EC; SOE I, II, III, V).

Description of Projects/Assignments

I. Mini Literacy Ethnography and Reflective Paper (10 points)

For this assignment, you will document the literacy events in your life over a TWO day period (preferable a work/school day and a day with more leisure). During this period you will record when, how, with whom and for what purposes you engage with both the print and non-print texts in your life. You will receive a chart in class that will serve as the template for your literacy ethnography. After documenting the literacy events you engage in during this period, you will construct a response through the narrative format of your choice (e.g. essay (2 pages), digital story, online photo book, blog, audio podcast, etc.) discussing the patterns in your literacy practices and the purposes for which you use literacy.

Due: September 3
II. Reading Responses (13.5 points)

ATI’s (McGee & Richgels, Chs. 1-5, 10) (1.25 points X 6= 7.5 points)
Weekly reading templates will be provided to help you focus your reading and collected as part of this grade.

Due: Turn in hard copy weekly at beginning of class in conjunction with Literacy’s Beginnings assigned readings.

Reading Partnership Discussions (Power & Hubbard and journal readings) (6 X 1.25 points each= 7.5 points)
Reading partnerships (these could match field placement partnerships) will discuss designated readings. Partners should take turns initiating discussion. The initial post should be posted by the Sunday before class at 9 p.m. to give partner time to respond and continue the conversation. Initial poster should respond to partner’s response. In short- these partnerships should reflect a conversation, not just parallel comments posted at different times.

III. Language and Literacy Development Theorist Presentation (10 points)

You will research one of the major theorists with regard to language development. You will produce a one page bulleted handout outlining the major points that the theorist made regarding language development as well as a visual representation of the theorist’s big ideas. Theorists to be included: Piaget, Bruner, Vygotsky, Dyson, Chomsky, Bakhtin, Gee, Kenneth & Yetta Goodman, and Heath.

Due: October 3

IV. Midterm (10 points)

We will discuss format and preparation further in class.

Due: October 10

V. Language and Literacy Narrative (12.5 points)

For this project, you will write a 5-7 page narrative or create a 3-5 minute digital story about your personal language and literacy experiences, including speaking, reading, writing, listening, viewing and designing. As you construct this narrative, you will be pushed to think about your social and cultural ways of using language and literacy to make sense of the world around you. This narrative need not focus on your earliest memories, but should include some of them. We will discuss this project in more depth in class.

Due: October 17
VI. Touchstone Text Mini-Documentary (10 points)

The objective of this project is to help you begin to familiarize yourself with texts that are popular with elementary school children that you can build upon for literacy learning in your classroom. For this project, you will select, read/write/view/listen to, construct and present a documentary about current popular children’s texts (including literature, movies, television, music, video games, etc.) using PhotoStory, iMovie, Animoto, Storyrobe or a comparable digital storytelling software/context. In order to learn about current popular children’s texts, you will draw upon your elementary field notes, conversations with and observations of elementary children, attention to elementary classroom libraries and observations of your elementary classroom teacher host’s use of texts.

Due: October 31

VII. Young Adult Book Review (5 points)

You will select a book written by an author presenting at YALL and write a review. Models of book reviews can be accessed through the Journal of Adolescent and Adult Literacy’s ejournal available at the CofC library under the print-based adolescent and adult book reviews department.

Due: November 21

VIII. Final Literature Review Project (15 points)

Select a sociocultural identity (e.g. ethnicity, gender, race, sexuality, body type, abilities, etc.) and conduct a mini-literature review. Synthesize literature into big ideas and present in final project using genre of your choice. We will discuss further in class.

Due: Date and venue TBA

VIII. Attendance, preparedness and participation (15 points)

Literacy and teaching are a social process. You will be expected to come to each class prepared (having read and reflected upon assigned readings and completed designated assignments) and actively participate in class through sharing your reflections and responding to and building upon your classmates’ ideas.
## Grading

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Mini Literacy Ethnography and Reflective Paper/Project</td>
<td>10</td>
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<tr>
<td>ATI’s &amp; OAKS Discussions</td>
<td>15</td>
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<td>Language and Literacy Narrative</td>
<td>12.5</td>
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<tr>
<td>Theorist Presentation</td>
<td>10</td>
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<tr>
<td>Midterm</td>
<td>10</td>
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<tr>
<td>Touchstone Text Mini-Documentary</td>
<td>10</td>
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<tr>
<td>Young Adult Book Review</td>
<td>5</td>
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<tr>
<td>Final Literature Review/Research Project</td>
<td>12.5</td>
</tr>
<tr>
<td>Attendance, Preparedness, and Participation</td>
<td>15</td>
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</tbody>
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Total Points: 100

## Tentative Scope and Sequence

**Week 1/August 22:** Course Overview and Introductions; Social Perspectives of Literacy: Literacy, Discourses, and Identity; Discuss Literacy Ethnographies

**Assignment:**

*Literacy Ethnography Chart*

**Week 2/August 29:** Reflecting on Your Own Language and Literacy Practices; Four Systems of Spoken and Written Language

**Readings:**
- “What is Literacy?”- Gee
- McGee & Richgels, Chapter 1

**Due:**

*ATI Ch. 1*

*Literacy Ethnography Chart*

**Week 3/September 5:** Birth to Three Years: Literacy Beginners; Children’s Language Acquisition; Theoretical Perspectives on Language

**Readings:**
- McGee & Richgels, Chapter 2
- Power & Hubbard, pp. 19-27: Children’s Language Acquisition

**Due:**

*ATI Ch. 2*

*Literacy Ethnography Project*
Week 4/September 12: Three to Five Years: Novice Readers and Writers; Language and Literacy Development in Preschool: Emergent Literacy

Readings:
- McGee & Richgels, Chapter 3

Due:
ATI Ch. 3

Week 5/September 19: Five to Seven Years: Experimenting Readers and Writers; Assignment of Language Development Theorist Paper and Small Group Meetings at C of C Library

Readings:
- McGee & Richgels, Chapter 4
- Power & Hubbard, pp. 1-18: Learning How to Research Language in Your Classroom

Due:
ATI Ch. 4

Week 6/September 26: Six to Eight Years: Conventional Readers and Writers in Early, Transitional and Self-Generative Phases

Readings:
- McGee & Richgels, Chapter 5

Due:
ATI Ch. 5

Week 7/October 3: Language and Literacy Theorists Presentations

Readings:
- Power & Hubbard: pp. (Vygotsky) 28-32; (Piaget) 33-35; (Chomsky) 36-42; (Halliday) 49-53; (Heath) 74-80
- Reading Club Discussion Post

Due:
Language and Literacy Theorists Presentations
Week 8/October 10
Discuss Language and Literacy Narrative Assignment; Midterm

Readings:
- Power & Hubbard, pp. 97-103: Telling Stories
- Reading Club Discussion Post

Due:
Midterm

Week 9/October 17: Language and Literacy Development and Instruction in the Second-Fourth Grades; Visit Charleston County Public Library and Set Up Elementary School Chapter Book Clubs; Discuss Touchstone Text Projects

Readings:
- McGee & Richgels, Chapter 10

Due:
Ch. 10 ATI
Language and Literacy Narrative

Week 10/October 24: Upper Elementary Grades Language and Literacy Development: Talk in Schools, Book Clubs

Readings:
- Power & Hubbard: pp. 89-90; 95-96; 119-123; 129-138; 153-155
- Reading Club Discussion Post
- Elementary Book Club Selection

Week 11/October 31: Language and Literacy Development and Instruction in the Middle School Years; Share Mini-Touchstone Text Documentaries

Readings:
- Reading Club Discussion Post

Due:
Touchstone Text Mini-Documentaries
Week 12: November 7: Language Development Among Children of Linguistic Diversity: ESL, Bilingual and Multilingual Literacy Education; Teaching with Dialectical Diversity in Mind

Readings
- McGee & Richgels, Chapter 11
- Power & Hubbard: 62-68; 69-73; 124-128; 173-177; 185-188; 225-230
- Reading Club Discussion Post

Week 13: November 9: YALL Festival (Young Adolescent Literature Festival presented by Blue Bicycle Book Store- I went last year and it was A BLAST!)
http://yallfest.org/

NOTE: Attendance is in place of Thursday, November 21st class. Adolescent young adult literature book review to be completed and posted by November 21.

Week 14/November 14: Revisiting a Sociocultural Perspective of Language and Literacy: Race, Gender, Social Class, Abilities, Sexuality, Body Type, Ethnicity, etc.; Visit Avery Research Center; Discuss Final Project

Readings:
- Everyone: Power & Hubbard: pp. 206-208; 225-230

With your Reading Response Partner, choose one of the following journal articles:

**Race:**

**Ethnicity:**

**Gender:**

**Social Class:** TBA
**Bodies:** TBA
**Abilities:** TBA
- Reading Partner Discussion Post
November 21: No In-Person Class: Post and read classmates’ Young Adult Book Reviews from YALL.

Final Exam: Turn in and Share Final Literature Review Project (Time and Venue TBA)

General tidbits:

Attendance Policy

Class attendance is expected. Students are responsible for all content and assignments for each class. For a class that meets weekly, two absences are allowed (this includes alternative meeting times); however, assignments submitted after class if you are absent will be considered late. Upon a third absence, the student will be withdrawn from the course with the grade of WA. WA becomes an F on a transcript. I do not evaluate absences as “excused” or “unexcused.”

*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.*

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. A packet about writing and proofreading tips has been provided on WEBCT to assist you. The Writing Lab (Education Center, Room 216) also provides FREE, INDIVIDUALIZED help on all parts of the writing process. See www.cofc.edu/~csl/ for further information.

College of Charleston Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.
Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board 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 F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission--is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

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 instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

**POLICIES AND PROCEDURES FOR COURSES IN THE SCHOOL OF EDUCATION**

**1. GRADING SCALE FOR GRADUATE COURSES:**

\[
\begin{array}{c|c}
A & 93-100 \\
B++ & 88-92 \\
B & 83-87 \\
C++ & 78-82 \\
C & 74-77 \\
F & <74 \\
\end{array}
\]

**2. PROFESSIONAL BEHAVIOR/DISPOSITIONS:** Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.
- A commitment to inquiry, reflection, and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
• Responsible and ethical practice.

3. **ATTENDANCE:** Class attendance and punctuality are expected professional behaviors. Students are responsible for meeting the specific attendance requirements as outlined in the syllabus for each course. A student may receive a “WA/F” for excessive absences, based on the class attendance requirements specified in the syllabus.

4. **MAKE-UP EXAMINATIONS AND QUIZZES:** If a quiz or examination (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up examination. It is the responsibility of the student to make arrangements for the make-up.

5. **DUE DATES:** Due dates for course assignments, as well as scheduled quizzes and exams, are listed in the syllabus. Any changes will be announced in class. Consequences related to late materials are determined by the professor.

6. **FINAL EXAMS:** The final exam for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final exam for that course. (Undergraduate students who have more than two final exams scheduled on the same day may arrange for an alternate time for one final exam through the Office of the Undergraduate Dean.) Graduate students have their own schedule and they need to go through the Graduate Dean for changes.

* Applies to all EDEE and EDFS courses and all PEHD teacher education courses above the 200 level.

Revised and approved by SOE faculty 3/31/06

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7. **PAPERS:** Papers will be word processed using the style of the Publication Manual of the American Psychological Association (6th edition).

8. **HONOR SYSTEM:** All courses in the School of Education are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of “XF” for the course.

9. **ADA ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed.
MISSION

The mission of the School of Education at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can MAKE THE TEACHING - LEARNING CONNECTION through:

- Understanding and valuing the learner;
- Knowing what and how to teach and assess and how to create an environment in which learning occurs;
- Understanding ourselves as professionals.

MAKE THE TEACHING AND LEARNING CONNECTION

The mission is further defined through elements of teacher competency that organize standards of effective teaching.

Element of Teacher Competency 1: Understand and value the learner
   Standard I: Evidence theoretical and practical understanding of the ways learners develop

Element of Teacher Competency 2: Know what and how to teach and assess and how to create an environment in which learning occurs.
   Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content areas.
   Standard III: Evidence a variety of strategies that optimize student learning
   Standard VI: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning

Element of Teacher Competency 3: Understand oneself as a professional
   Standard IV: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession
   Standard V: Communicate effectively with students, parents, colleagues, and the community
   Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society

College of Charleston
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