DRAFT SYLLABUS

TENTATIVE SCOPE AND SEQUENCE

EDEE 325 002: Foundations of Language and Literacies (3 Credit Hours)

EDEE 640: Development of Language and Literacies (3 Credit Hours)

Meeting Time and Place: Thursday, 4:30-7:00 p.m., ECTR 216

Instructor’s Name: Dr. Emily Skinner

Office Hours: Virtual office hours M-F (email)
T: 6-7 p.m. (except on 2nd Tuesday of month)
Th: 3:00-4:30; 7-8 p.m.
Weekly rotating hours (Mon, Sept. 14 3:30-5:00)
By appointment M-F

Office Location: SOEHHP, Room #331
Office phone/Fax/Email: 953-0831

325 Course Description: This course explores the development of oral and written language, including states of speaking and listening, spelling, writing, and reading. Attention to factors such as family, community, and dialect upon language development will also be investigated.

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 Texts:

*Most economical format appears to be buying used ($10-$30).


*Most economical format appears to be renting ($35.75).


*You will need to turn in workbook pages for credit, so the easiest format is likely paperback or you can write the responses on blank paper and turn in or we can figure out how you might share electronically... ($24.53)

We will also draw from the following text, but you will not be required to purchase it:


Course objectives:
All teacher preparation programs in the School of Education, Health, & Human Performance (EHHP) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher competency which are at the heart of the EHHP 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.
This course is also guided by Read to Succeed Competencies (R2S), International Literacy Association Standards for Reading Professionals (ILA), and International Society for Technology in Education standards (ISTE).

**Understanding and valuing the learner:**

- Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections (R2S 1.1)(EHHP 1) (ILA 1) (ISTE 3).

- Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture  (R2S 6.1) (EHHP 1) (ILA 1) (ISTE 3).

- Use a wide range of texts (e.g., narrative, informational, expository, and poetry) from traditional print, digital, and online resources, taking into consideration the students’ background knowledge and academic ability (R2S 2.3) (EHHP 2) (ILA 2 &4) (ISTE 1&2).

- Recognize, understand, value, incorporate, and build upon the students’ cultural and linguistic diversity and know their differences in the teaching strategies and materials used to improve literacy learning (R2S 4.1) (EHHP 7) (ILA 2 & 4) (ISTE 3&4)

**Knowing what and how to teach, assess, and create learning environments:**

- Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum (R2S 2.1) (EHHP 2&3) (ILA 2 &5) (ISTE 2).

- Use appropriate and varied instructional approaches, including those that develop vocabulary, language, and reading-writing connections (R2S 2.2) (EHHP 3) (ILA 2) (ISTE 2).

- Understand types of assessments and their purposes, strengths, and limitation (R2S 3.1) (EHHP 6) (ILA 3) (ISTE 2).

- Select, develop, administer, and interpret formative and summative assessments, both traditional print and electronic, for specific purposes (R2S 3.2) (EHHP 4&6) (ILA 3) (ISTE 2).

**Understanding selves as professionals:**
● Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement (R2S 1.2) (EHHP 5&7) (ILA 6) (ISTE 5).

● Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors (R2S 6.2) (EHHP 4&5) (ILA 6) (ISTE 3,4,5).

Course Assignments:

Mini Literacy Ethnography and Reflective Paper (5 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.

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.

Language Autobiography (12 points)

Language and story are central to culture, community, family, and personal lives. Therefore, each EDEE candidate will complete a project documenting the significant role both these elements have played in shaping his or her life (paper 4-6 pages, or digital story 3-6 minutes max). As part of this project, each student must select a book/story/text that was important in his or her development within the family and share information in the project.

Reading Responses (18 points)

ATI’s (McGee & Richgels, Chs. 1-5, 10) (1.5 points X 6= 9 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 Beginning’s assigned readings.

Reading Partnership Discussions (Power & Hubbard and journal readings)
(6 X 1.5 points each= 9 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.

Midterm (13 points)

We will discuss format and preparation further in class.

Phonics Workbook (10 points)

Some learning just requires repetition. You will engage in a pre-assessment, weekly exercises and a post-assessment that will be graded for completion.

Phonics/Linguistics Exam (10 points)

This course has been agreed upon to include a phonics exam that will require closed-book content knowledge and application.

Middle Grades or Young Adult Book Review (8 points)

You will select a book written by an author presenting at YALL Fest, read the book 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.

Attendance and Participation (14 points)

You are expected to be present and prepared and to actively contribute each day of class. 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. You have the opportunity to earn one point each class meeting if you are present, prepared, on time and contribute to class. Arriving late will result in a half point deduction.

640 Grad Students: Final Literature Review Project (10 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.
Grades Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini Literacy Ethnography and Reflective Paper</td>
<td>5</td>
</tr>
<tr>
<td>Language and Literacy Development Theorist Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Language Autobiography</td>
<td>12</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>18</td>
</tr>
<tr>
<td>Midterm</td>
<td>13</td>
</tr>
<tr>
<td>Phonics Workbook</td>
<td>10</td>
</tr>
<tr>
<td>Phonics Exam</td>
<td>10</td>
</tr>
<tr>
<td>Middle Grades or Young Adult Book Review</td>
<td>8</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>14</td>
</tr>
<tr>
<td>Grad Students: Final Literature Review Project</td>
<td>10</td>
</tr>
<tr>
<td>Total Available Points</td>
<td>100 (Undergrad) 110 (Grad)</td>
</tr>
</tbody>
</table>

Tentative Scope and Sequence

Week 1/August 27: Course Overview and Introductions; Social Perspectives of Literacy: Literacy, Discourses, and Identity; Discuss Literacy Ethnographies

Assignment: Literacy Ethnography Chart

Week 2/September 3: 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 10: 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 17: Three to Five Years: Novice Readers and Writers; Language and Literacy Development in Preschool: Emergent Literacy; Take Self-Paced Phonics Pretest (Ch. 2) in Class**

Readings: McGee & Richgels, Chapter 3
        Dow & Baer, Ch. 1

Due: ATI Ch. 3

**Week 5/September 24: 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

Due: ATI Ch. 4
     Dow & Bear, Ch. 2 workbook pages (pp. 16-18); Chapter 3 workbook pages (pp. 24-31)

**Week 6/October 1: Six to Eight Years: Conventional Readers and Writers in Early, Transitional and Self-Generative Phases**

Readings: McGee & Richgels, Chapter 5
        Dow & Baer, Chapter 4

Due: ATI Ch. 5
     Dow & Baer, Ch. 4 workbook pages

**Week 7/October 8: Language and Literacy Theorists Presentations**

Readings: Power & Hubbard: pp. (Vygotsky) 28-32; (Piaget) 33-35; (Chomsky) 36-42; (Halliday) 49-53; (Heath) 74-80
        Dow & Baer, Ch. 5
Due: Reading Club Discussion Post
Language and Literacy Theorists Presentations
Dow & Baer, Ch. 5 workbook pages

**Week 8/October 15: Discuss Language and Literacy Narrative Assignment; Midterm**

Readings: Power & Hubbard, pp. 97-103: Telling Stories
Reading Club Discussion Post
Dow & Baer Ch. 6

Due: Midterm
Dow & Baer, Ch. 6 workbook pages

**Week 9/October 22: Language and Literacy Development and Instruction in the Second-Fourth Grades**

Readings: McGee & Richgels, Chapter 10

Due: Ch. 10 ATI
Language and Literacy Narrative

**Week 10/October 29: Upper Elementary Grades Language and Literacy Development: Talk in Schools**

Readings: Power & Hubbard: pp. 89-90; 95-96; 119-123; 129-138; 153-155
Dow & Baer, Ch. 7

Due: Reading Club Discussion Post
Dow & Baer, Ch. 7 workbook pages

**Week 11/November 5: Language and Literacy Development and Instruction in the Middle School Years**

Readings:

Dow & Baer, Ch. 8
Due: Reading Club Discussion Post
Dow & Baer, Ch. 8 workbook pages

**Week 12: November 12: 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

Due: Reading Club Discussion Post
Dow & Baer, Ch. 9

**Week 13: SATURDAY NOVEMBER 14: 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, December 3rd class.

**Week 14/November 19: Literacy and Race: Visit Avery Research Center; Codeswitching; Discuss Final Project**

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

Due: Reading Partner Discussion Post

**December 3: No In-Person Class: Post and read classmates’ Young Adult Book Reviews from YALL.**

**Final Exam: Thursday, Dec. 10 7:30p - 10:30p**

- 325 & 640 Students: Phonics/Linguistics Exam
- 640 Students: Turn in and Share Final Literature Review Project: Thursday, Dec. 10 7:30p - 10:30p
POLICIES AND PROCEDURES FOR COURSES
IN THE SCHOOL OF EDUCATION*

Graduate Grading Scale (EDEE 640):

A = 93-100
B+ = 88-92
B = 83-87
C+ = 78-82
C = 74-77
F = <74

Undergraduate Grading Scale (EDEE 325)

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91 – 92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 90%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86 – 88%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>84 – 85%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>82 – 83%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>79 – 81%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>77 – 78%</td>
<td>1.7</td>
</tr>
<tr>
<td>D+**</td>
<td>75 – 76%</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>72 – 74%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>70 – 71%</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

** A grade of 76 or below is considered a failing grade for all graduate courses. No D’s are given in graduate classes.

2. PROFESSIONAL BEHAVIORS/DISPOSITIONS: Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:

· We believe that all children can learn
· We value and respect individual differences
· We value respectful human interactions
· We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
· We are committed to inquiry, reflection, and self-assessment
· We value collaborative and cooperative work
· We are sensitive to community and cultural contexts
· We engage in fair, responsible, and ethical practice

3. **ATTENDANCE:** Class attendance and punctuality are expected professional behaviors. A student may earn a failing grade for excessive absences equaling more than 15% of class meetings or 2 weeks of class (15% of classes meeting 3 x weekly = 6 absences; 2 x weekly = 4 absences; 1 x weekly = 2 absences). The instructor has the right to withdraw students for excessive absences (more than 15%). In addition, students are responsible for meeting specific attendance requirements outlined in each course syllabus.

4. **MISSED COURSE ASSESSMENTS:** If a student misses a course assessment (e.g., quiz, test, examination, assignment) other than the final examination for a legitimate reason (as determined by the instructor), the instructor has the discretion to administer a make-up. It is the responsibility of the student to make arrangements with the instructor for any make up work.

5. **DUE DATES:** All due dates for scheduled course assignments and assessments are listed in each course syllabus. Changes are announced in class. The instructor determines consequences related to late work. It is suggested that students have a reliable class contact for course information in case of absences.

6. **FINAL EXAMINATIONS:** The course final examination (test, performance, project) only takes place during the college-specified period. Undergraduate students with more than two finals scheduled on one day may arrange an alternate time for one exam with Undergraduate Academic Services. Graduate students apply to the Graduate School for changes.

7. **COURSE PAPERS:** All course papers will be word-processed using the most current style guide published in the Publication Manual of the American Psychological Association.

8. **HONOR SYSTEM:** All courses in the School of Education, Health, and Human Performance are conducted under the College of Charleston Honor Code found in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/

   Students are responsible for reading, understanding, and adhering to the Code of Conduct. **Ignorance is no excuse.** Both students and faculty are responsible for reporting violations to Student Affairs. Conviction of an Honor Code violation results in a grade of XF for the course in which the violation occurred. For help clarifying paraphrasing vs. plagiarism, see the following websites:

   http://writing.wisc.edu/Handbook/QPA_paraphrase.html

   https://www.indiana.edu/~istd/example1paraphrasing.html

   http://owl.english.purdue.edu/owl/resource/619/01/

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. Once the Professor Notification Letter is received, take the letter to professors as early in the semester as possible (preferably during their office hours). The letter will document SNAP status and the accommodations to which you are entitled, while providing you the opportunity to arrange for timely service.

10. **MISSION:** The mission of the School of Education, Health, and Human Performance 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. Professionals who can make the Teaching-Learning Connection through attaining the three Elements of Teacher Competency (ETC) create these opportunities for learners. The ETCs organize the EHHP standards for effective teaching.

**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