

STL 291

Early Literacy

Instructor:

Office:

Phone number and contact information:

Office hours:

Course Description

This course provides the learner with an overview of early literacy development in children ages birth to 6. Attention will be focused on the continuum of early literacy development; the relationship between language acquisition and early literacy; the importance of promoting literacy development in *all* children, particularly those with special needs; the impact of sociological and cultural factors on literacy development; and the wide variety of home and school experiences that provide children with a solid foundation of success for learning to read and write.

Required Texts:

Otto, B. (2010). *Language development in early childhood*. (3rd ed.). Upper Saddle River, NJ: Pearson.

Fox, B. (2004). *Word identification strategies*. (4th ed.). Upper Saddle River, NJ: Pearson.

Additional articles as assigned by the instructor.

Course Objectives

The objectives for this course are derived from and address the:

- 1) *MN Elementary Education Standards for Literacy,*
- 2) *MN Early Childhood Education Standards*

1. Candidates will demonstrate their knowledge of the continuum of early literacy development. **A7, D4a**, C1a, C3a
2. Candidates will become familiar with the relationship between language acquisition and early literacy. **C4b**, C1a, C2a, C2b, C5a
3. Candidates will understand the importance of promoting literacy development in all children, particularly those with special needs. **C4a, D4a, D4b**, C3a, b, c, C5a,
4. Candidates will become familiar about the impact of sociological and cultural factors on literacy development. **A7, C4b**, F7
5. Candidates will explore the wide variety of home and school experiences that provide children with a solid foundation of success for learning to read and write. **C4a, C4b, D4b**, C3a, b, c, C5a

Elementary Education Standards for Literacy

C: A teacher of young children in the primary grades must have knowledge of the foundations of reading processes, development, and instruction including:

- 1: oral and written language development, including:
 - a) Relationships among reading, writing, and oral language and the independent nature of reading, writing, and speaking to promote reading proficiency.
- 2: phonological and phonemic awareness, including:
 - a) The phonemes that make up the English language
 - b) The ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segment, substitute, and delete sounds in words.
- 3: Concepts of print including:
 - a) knowledge about how letters, words, and sentences are represented in written English;
 - b) the importance of teaching uppercase and lowercase letter recognition and formation;
 - c) the instructional progression of the alphabetic principle.
- 5: knowledge of how to develop vocabulary knowledge, including:
 - a) Understanding the critical role vocabulary plays in reading;

D. A teacher of children in kindergarten through grade 6 must have knowledge of and the ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction including:

- 1: appropriate, motivating instruction, both explicit and implicit;
 - a) Oral language development
- 2: selection, design, and use of appropriate and engaging instructional strategies, activities, and materials including:
 - a) Multisensory techniques, to ensure that students learn about concepts about print including how to recognize and write letters.

E. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction including:

- 1: formal and informal tools to assess students:
 - a) Oral and written language development,
 - b) Auditory awareness, discrimination of sounds, phonological and phonemic awareness
 - c) Understanding of concepts about print and the alphabetic principle

F. A candidate for licensure as a teacher of elementary education must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including:

6: The development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read; and motivating students to read independently by regularly reading aloud to students and providing access to a variety of reading materials;

7: the use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English and/or the primary language learners, and/or additional strategies to promote literacy in the home.

Early Childhood Education Standards

D. A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:

(1) the cognitive, social and emotional, physical, and creative development of primary-aged children and how children's development and learning are integrated;

(2) how to establish and maintain physically and psychologically safe and healthy learning environments for primary-aged children that:

(a) acknowledge the influence of the physical setting, scheduling, routines, and transitions on children and use these experiences to promote young children's development and learning;

(3) how to create learning environments that emphasize play, active manipulation of concrete materials, child choice and decision making, exploration of the environment, and interactions with others;

(4) the central concepts and tools of inquiry for teaching language and literacy, including how to:

(a) use teaching practices that support and enhance literacy development at all developmental levels;

(b) use appropriate techniques for broadening the listening, speaking, reading, and writing vocabularies of primary-aged children;

(c) help children use phonemic, semantic, and graphemic cuing systems during literacy learning activities;

(d) develop primary-aged children's ability to use spoken, visual, and written language to communicate with a variety of audiences for different purposes;

(e) communicate with adult caregivers of primary-aged children about concepts of language and literacy development and age-appropriate learning materials; and

(f) use a variety of strategies to present, interpret, and elicit responses to primary-aged children's literature;

Grading

Grades will be based on the total number of points earned in the class. The grading scale follows:

A = 92 - 100%	B = 82 - 91%	C = 72 - 81%	D = 62 - 71%	F = 61% and below
---------------	--------------	--------------	--------------	-------------------

Course Policies

Class attendance: Class attendance is strongly encouraged. Along with the lecture, information for exams and assignments will be given in class, so accumulated absences will surely affect one's grade. Students who miss class are responsible for obtaining course notes, data, and other missed materials from a classmate.

Late work: No late work is accepted.

Special Accommodations: Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services at 299-5859 V/TTY, CMU 222 as soon as possible to ensure that accommodations are implemented in a timely fashion.

Office hours: Students should feel free to come by to discuss classroom topics or for clarification of or feedback on assignments. The instructor can also be reached by phone or email, and appointments can be scheduled outside office hours. It is best to seek help on assignments and class material as early as possible.

Maintaining academic honesty: *Plagiarizing, inadequately citing, or cheating on exams or assignments will not be tolerated!*

**Plagiarism is copying someone else's work or something they have said and using it as your own. This may be copying something word for word or copying someone else's ideas without citing his/her name.

Assignments

1. **Internet Professional journal reaction paper**-on topics of linguistic diversity (chapter 3) ie. bilingual education, culturally diverse classrooms. Topics related to chapter 3 in textbook. Completed papers will be shared in

small groups in the class. Group members will pose questions and discuss papers. **standards will be linked to each assignment**

2. **Pre-school observation activity (chapter 7).** Observe in a preschool classroom for a total of 30-45 minutes. Observe both unstructured and structured activities. Record in writing the questions that were used by the teachers or teacher assistants. Categorize the questions as low-or high-level questions. Prepare to discuss what you have observed to your group members.
3. **Professional journal literature review on primary language activities.** Model to the class, a primary grade literacy activity. This will be presented in a think-aloud format.
4. **DEC Monograph article reaction paper-** Read article in the DEC Monograph journal. Write a one page reaction paper to the article. Prepare to share findings in class.
5. **Oral language Study-** observe and describe a child's (age 3-6) language development with respect to the five aspects of language knowledge. Assignment guide will be shared and discussed in class.
6. **In-class assignments-group discussions based upon the topic; jigsaw strategy of reading materials, concept guides, word wall activities.**

Tentative Schedule-Subject to change

Weeks	Topics	Assignments	Standards Addressed
Weeks 1 & 2	Language in early literacy development; learning and language theories of language acquisition	Chapter 1 and chapter 2; Supporting journal articles on reading development, literacy development; emergent literacy, reading readiness and early literacy	B2; D1a
Week 4	Language Development Among Children of Linguistic Diversity	Chapter 3	F7
Weeks 5& 6	Language development in infants and toddlers for language experiences to enhance early literacy	Chapter 4&5	B2
Week 7 &8	Language development in preschoolers; language experiences to promote early literacy in preschoolers	Chapters 6 & 7	B2 and B3; C3a,b, and c; C5c
Weeks 9 &10	Language development; experiences to promote literacy development of kindergartners	Chapters 8 and 9 Supporting IRA articles of the Five Areas of Reading	C1a, C2a, C3a, b, c; C4a, b, c; C5a; D2a

Week 11 &12	Exploring the relationship between language knowledge and language development in the primary years;	Chapter 10	C1a,C2a, C2a,b;C5a
Week 13	Literacy learning activities to promote language development in the primary years	Chapter 11	D1a, D2a; F6
Weeks 14 &15	Observing language development in children; awareness of atypical development; exploring children's use of language assessment	Chapter 12	E1a,b,c
Week 16	Enhancing language development among children with communicative disorders;	Chapter 13; DEC monograph article; share findings. Guest	B2; C1a; D1a;6Dd
Week 17	Fostering language development through school-home connections	Chapter 14; continue with DEC article; Guest	F7

CONCEPTUAL FRAMEWORK OF THE EDUCATION UNIT

MSUM candidates are professionals who are knowledgeable, reflective, humanistic, and creative.

Knowledgeable: MSUM candidates display competence in their subject matter, built upon a strong grounding in liberal studies. MSUM candidates understand the principles of learning, assessment and technology. They understand and apply legal and ethical considerations in all aspects of their work. MSUM candidates are able to integrate theory and practice, and view learning as an active process. MSUM candidates demonstrate the ability to model connections between philosophical foundations and best practices in the field. As life-long learners, MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community.

Reflective: MSUM candidates engage in thoughtful analysis of the meaning and significance of their actions, decisions, and results with regard to their work in order to assess progress in meeting this guiding principle. It is through this reflective process that instruction is improved, new ideas are implemented, ineffective methodologies are abandoned, and learning outcomes for students are enhanced. MSUM candidates are skilled at analyzing their teaching from a variety of perspectives and identifying connections between teaching strategies and student learning. In addition, candidates utilize a variety of techniques to question their procedures and consider alternatives for instruction and student growth. MSUM candidates are able to recognize learning, motivational, and developmental variables in their instructional practice and relate those dimensions to their teaching practices. Finally, MSUM candidates bring a questioning spirit to received wisdom and conventional practice when needed.

Humanistic: MSUM candidates value the personal worth of each individual. This is based on a belief in people's potential and their innate ability to develop to their fullest. MSUM candidates' actions are grounded in knowledge of different cultural and ethnic groups within the world community, and in knowledge of the influence of culture and history, ethnicity, language, gender and socio-economics on one's life. This knowledge base informs candidates' decision-making as they create environments that promote freedom, compassion, and success for all learners. MSUM candidates are fair-minded in their interactions with others, as well as sensitive to and accepting of individual differences. Further, MSUM candidates have an understanding of aesthetics and the diversity that is part of the human experience and will incorporate this knowledge into their work. MSUM candidates recognize and accommodate a variety of linguistic and nonlinguistic interpersonal skills in their actions with others. MSUM candidates foster resiliency in the students with whom they work, and model these qualities in their own work.

Creative: MSUM candidates understand the powerful resources of the arts and sciences, and use their knowledge of these areas to bring the best of their imaginative and creative acts into the classroom. MSUM candidates recognize the important role creativity plays in the design of instruction and classroom environment. They will, for themselves and for their students, meet new situations with resourcefulness, excitement and curiosity, with an investigative attitude, and with the ability to pose, seek and design solutions to problems. MSUM candidates are cognizant of the aesthetic elements of the world and draw on that knowledge to make curricular decisions designed to help students not only learn about aesthetics, but to also learn how to think about the world at large.