



MORAVIAN COLLEGE

EDUC 321 Literacy for a Developing Child, 5-9 years
• Dr. Unger • Fall 2012 • 610-625-7902
• Email: ungerc@moravian.edu
Office Hours: T & Th 12:00-1:00 & by appointment

<p><i>EDUC 321</i> is designed to introduce the literacy process as it relates to children in the primary grades, K-4th. This course reviews current theory and research in language acquisition, cognition, and literacy. Literacy incorporates reading, writing, speaking, listening, and visual representation. Responding to literature, reading comprehension, fluency, word identification strategies, phonics, and language systems along with phonemic development, and assessment forms will be a significant part of this course. This course emphasizes the incorporation of technology and information management. Comprehensive literacy programs, including basal reading materials, will be surveyed. Inherent in the scope of the course is the nature of linguistic, learners' abilities, and cultural variations as these factors relate to literacy learning. This will include strategies that meet the needs of linguistic, cultural, academic, and cognitive diversity.</p>	<p>Students in EDUC 321 must have:</p> <ol style="list-style-type: none">1. A minimum grade point average of 2.72. Completed EDUC 2223. Current clearances needed4. Passed PPST
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OVERVIEW OF PROGRAM:

The educational philosophy of Moravian College's Early Childhood Education program is built on social justice, respect for diversity and the importance of understanding individual differences. The program is designed to provide students with the beginning knowledge and skills to interact with young children 0 to 9 years and their families in a variety of educational and service settings. Major developmental theories drive this program and each course addresses developmentally appropriate practices. Students will engage in critical thinking, observational fieldwork, data collection and research including the use of technology. Collaboration products, reflective evaluation, communication and academic writing provide a compass for evaluating learning. The focus of this program is on training educators to be leaders and advocates for families and their young children and provides undergraduate preparation for careers in child-related professions, including infant, toddler, preschool, school readiness, and elementary education. All Early Childhood Education courses are aligned with Pennsylvania State Department of Education Competencies – Sub-competencies and the National Association for the Education of Young Children (NAEYC) Initial Licensure Standards.

EDUCATIONAL FRAMEWORK:

To develop professionals who become educational leaders because they think and act critically in a collaborative environment. Our goal is to transform lives through pursuing the values of academic excellence, collaboration, diversity and life-long learning; to the commitment to technology and best practices; to focus on each individual child; and to teach so that words and actions inspire a will to learn.

PRINCIPLES FOR MEETING THE NEEDS OF CHILDREN THROUGH AGE NINE:

The Early Childhood program will prepare educational professionals who are capable to serve a diverse population of young children and their families in a wide variety of educational settings. For each course there will be specific content materials offered and experienced, but there are a number of principles that will be prevalent throughout the ECE certification program. These principles are:

- It is a given belief that all children can learn and it is the educational program that must be altered to support the learning of each individual child and his/her family. This would include children with special needs.
- Developmentally appropriate practice and research-based learning will be the bases for all course work and experiences. Whole group, small group and individual activities will be developed in a variety formats so that children can learn in varied domains. The use of national and Pennsylvania standards has been incorporated in the content of all courses to foster the growth of our youngest learners to grade four.

PURPOSE OF COURSE:

The course begins with a brief overview of the recent key national policies and initiatives that have impacted the teaching of literacy from birth to kindergarten. Students will learn key aspect of language and literacy that will promote early reading success in preschool and childcare settings. They will be able to apply their learning into practice with a field experience. Students will expand their knowledge of the initial reading instruction practices that develop real readers. In this course, students will also learn ways of preventing reading difficulties through developmental interventions. Assessment methods always informs programs so students know if a child is making progress in reading related skills and early reading. Student will also learn how to work with parents, and policy makers who always influence early learning programs and who make decisions regarding early reading instruction.

EXPECTED LEARNING OUTCOMES: Students will be able to:

1. Apply effective, developmentally appropriate (appropriate for diverse ages, individual characteristics, cultures) curriculum and assessment (I.A-I., I.A.1, III.A., III.F., IV., V.)
2. Know the principles involved in becoming an effective teacher of young children (V., I. A., I.B.)
3. Understand children' literacy development and ways of assessing (I.A., III.)
4. Address concepts of phonemic awareness and phonics instruction (I.B.)
5. Recognize that learning to spell is a developmental process and plan for its instruction (I.B.)
6. Understand factors that influence fluent readers and writers and instructional techniques to improve fluency (I.A., I.B.,)
7. Facilitate children's comprehension and techniques to monitor comprehension (I.B.3., I.B.6.)
8. Facilitate comprehension of text and the factors that relate to genre, text structure, and text features (I.B.)
9. Scaffold children's reading development by addressing the stages of the reading process, structures of instructional programs and their organization plus an understanding that no single approach is a complete program (I.A., I.B.)
10. Scaffold children's writing development and its six traits and assessments plus how to prepare students for on-demand writing tests
11. Integration of literacy throughout the curriculum and the importance of thematic units(I.A., IV.)
12. Develop appropriate assessment of literacy (I.B.6., III.F.)
13. Focus on every child and their appropriate needs (III.D.)

LEARNING ACCOMMODATIONS:

In accordance with the Americans with Disabilities Act, any student has the right to request reasonable accommodations for a disability. Accommodations can be requested through the Academic Support Services on campus. Please note that you will need to present documentation of your disability to the Disabilities Office. Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided until the instructor has received appropriate authorization. Moravian College does not discriminate in any of its programs on the basis of disability.

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Comenius Center students who wish to disclose a disability and request accommodations for this course must contact the Dean of the Comenius Center, (extension 1400).

TECHNOLOGY STATEMENT:

Integrated into all coursework are identified competencies in the use of technology. Technology will be used to enhance the learning experience, to address learning modalities, to model good teaching, and to increase content knowledge. Smart Board technology will be available to faculty and students. The course is dependent on the use of Blackboard. All syllabi, agendas, assignments, assessment tools, videos, and journal articles will be placed on Blackboard. Students will utilize Discussion Boards, Blogs, and Evaluation Center. Students have access to web searches and library holdings through databases both on and off campus. Computer labs, MAC and PC, are available.

PDE STANDARDS AND ASSESSMENT ANCHORS STATEMENT:

PDE has produced Infant/Toddler Standards, Early Learning Standards, Kindergarten Standards, and academic standards for the following content areas: Math, Social Studies, Science/Technology, Language Arts, Health, Safety, and Physical Activities. PDE has also developed Assessment Anchors. These Standards and Anchors inform student about what they need to know and be able to do at the completion of a course at each grade level. Teacher candidates will be aware of and develop lesson plans using the PA Academic Standards.

REQUIRED TEXT:

Tompkins, Gail. (2013). *Language Arts: Patterns of Practice, Ed. 8*. NY: Pearson.
McAndrews, Stephanie. (2008). *Diagnostic Literacy Assessments and Instructional Strategies*.

DE: IRA

BlackBoard is required for this course. Most buildings are wireless.

FIELD COMPONENT STATEMENT:

The purpose of the field experiences is to provide students with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course. Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks, and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in field experiences only when all required clearances documents are current and indicate, "no record exists". Students are also required to have a negative result on a current tuberculosis test.

OTHER INFORMATION:

Absence Notification = Attendance in class is very important. Should a personal emergency arise it is important that you let me know this as soon as possible. This will assist me in the design of small group team projects. Please call when you are going to be absent for that day. Missing any class without a phone call or e-mail prior to class time will significantly lower your overall grade. If you are ill, you must give me a doctor's excuse for an excused absence. If you do not have an acceptable reason, your final grade will reflect it. Attendance is of critical importance in order for you to participate actively in discussions, etc.

Food = Water is allowed, but we will be moving around too much to be eating.

Cell Phones = Turn them off. If there is an emergency, you can make arrangements with me before class. If your cell goes off, you will be asked to bring in a snack for everyone the next day we have class. If you text message in class, you will lose all your participation points.

Expected Work Load – For this course, it is expected that you will work between 6-10 hours for preparation outside of class for each week. You also may be asked to apply some experiences in a field experience that you will be having during the time of this course.

References and formatting = Use the Publication of the American Psychological Association, (Current edition) for references. All papers should be word processed with a readable 12 font. You will be expected to provide accurate documentation and proper citations for all your written work.

Plagiarism: Always cite your sources if the ideas are not original. If you transcribe words from another work, identify the passage as a quotation and cite the author. If you paraphrase, cite the source. Academic dishonesty will result in notification to the Academic Dean, in accordance with College policy. This will result in a failing grade if rules were broken. This course will follow all the rules for Academic Honesty as found on AMOS.

Grading:

Your performance in all areas will be graded in accordance with Moravian College's standards of academic achievement as stated in the Student Handbook.

94-100 %	A	90-93.99 %	A-
87-89.99 %	B+	84-86.99 %	B
80-83.99 %	B-	77-79.99 %	C+
74-76.99 %	C	70-73.99 %	C-
67-69.99 %	D+	64-66.99 %	D
60-63.99 %	D-	0-59.99 %	F

F= This indicates failure.

D= 64-67% (D- = 60-64%) (D+ = 67-69%) These grades indicate unsatisfactory work, below the standard expected by the college.

C= 74-76% (C- = 70-73%) (C+ = 77-79%) You meet all requirements adequately.

B= 84-86% (B- = 80-83%) (B+ = 87-89%) You go beyond the requirements enhancing your work by doing such things as adding additional resources, related areas or topics, etc.

A= 94-100% (A- = 90-93%) Your work is definitely outstanding. It goes beyond requirements and shows perception and insightfulness. Extraordinary!!! Everyone can earn an "A" if they care to, though not everyone will put forth the necessary extra effort and time.

It is within the instructor's purview to apply qualitative judgment in determining grades for all of your assignments and your final grade for this course.

Late work:

- A written explanation handed in on due date; the "Work" will be evaluated and lowered only a half grade if handed in by the end of due week; an additional late week with written explanation means one grade lower.

Written work requirements:

- **All handed in written work needs to be done on a computer.** Use your spell checker. Meaning and mechanics both are graded.
- It needs to be organized and identified.
- Points can be lost on any written work that is not word-processed.
- **Please do not hand in work in the plastic page holders.**

Professionalism:

Since this is a course to prepare students to think and act like professional educators, it is expected that students' attitudes and behaviors reflect those responsibilities. Attendance, punctuality, and coming prepared to learn, and collaborating with others are all professional behaviors. These behaviors are important to acquire and are needed for this course. Each person will need to be actively involved with class discussions, prepared to present given tasks to the whole class and remain engaged while others are presenting. Assignments and readings must be done to develop a community of learners. Attendance and participation will be calculated and averaged. It is worth 10% of your total grade.

Professionalism Scoring Rubric

Attendance	Arrived and left on time 50%	Late or left early 40%	Missed class, but called and had legal excuse; also submitted written work 30%	Missed class and did not call, but had a legal excuse 10%
Participation	Encourages others, strong participant, stays on topic, shares ideas, facilitates activities, mentors others, comes "over" prepared 50%	Collaborates well with others, stays focused, is adequately prepared, actively participates, shares in group work 40%	Participates when called on, supports group projects, comes to class not quite prepared or is occasionally busy eating 20%	Talks while others are talking, often not engaged in class discussion or group activities, comes to class not prepared or is busy eating 10%

One idea that was important for you to remember:

One or more ideas that you shared with the class:

One way you encouraged others if scored 50%:

Student and professor will do this.

Evidence of Learning:

1. Tests = 35%
2. Read aloud lesson on award winning book = 15%
3. Non-fiction children book author study = 20%
4. Microteaching on chapter of IRA textbook = 20%
5. Professionalism = 10%

Weekly Schedule

Week	Assignment	Topic See weekly agendas for details	Assessments
Jan 15 Introduction, Assignments, and Text Features	Sign onto BlackBoard Review syllabus & ch. 1	Read children's book – Have students select a year for Caldecott books Overview of syllabus by using table talk – Whole group review Laptops – explore Websites: PA Lang Arts Standards and Anchors, IRA, Read-Write-Think, NEAYC & Nation's Report Card & National Standards Quickwrite about memories of learning to read or reading instruction. Using their ideas, discuss examples of effective reading and ineffective reading instruction Table teams create a comparison chart using ideas from class and text IRA group selection: Lottery for chapter to be shared	Professionalism
Jan 22 Chapters 1 & 2	Read chapters 1 & 2	Read aloud by: Topic: How students learn language arts? Topic: teaching and assessing LA	
Jan 29 Chapters 3 & 4	Read chapters 3 & 4	Read aloud by: Topic: Emergent literacy	
Feb 5 Chapters 4	TEST Ch. 1, 2, & 3 Read chapter 4	Read aloud by: Author study by: Topic: Personal writing	
Feb 12 Chapter 5 & 6	Read chapters 5 & 6	Read aloud by: Author study by: Author study by: Topic: Oral language-Listening and talking Topic: Written language-Reading and writing	
Feb 19 Chapter 7	TEST 4, 5 & 6 Read chapter 7	Read aloud by: Author study by: Author study by: Topic: Visual Language: viewing and visually representing	
Feb 26 Chapter 8	Read chapter 8	Read aloud by: Author study by: Author study by: Topic: Building vocabulary	
Mar 12	Read chapter 9	Read aloud by: Author study by: Author study by: Topic: Comprehending and composing stories	
Mar 19	Read chapter 9	Read aloud by: Author study by: Author study by: Topic: Comprehending vocabulary Topic: Investigating Non-fiction	

Mar 26	Test on chapters 7-9 Read chapter 10	Read aloud by: Author study by: Author study by: Topic: Non-fiction books	
April 2	Read chapters 10 & 11	Read aloud by: IRA presentation Topic: Exploring poetry	
April 9	Read chapters 11 & 12	Read aloud by: IRA presentation The last IRA presentation Topic: Learning to spell conventionally	
April 16	Read chapter 12	Read aloud by: IRA presentation Topic: Ways to teach spelling	
April 23	Review	Look at the last two chapters Review for Final Test	
April 30	Final Test		

Diagnostic Literacy Assessments and Instructional Strategies

Micro Teaching

Presentation

by _____

Chapter _____

Written requirements: 30 pts.

____ Objectives – List objectives using PECT Preliminary Standards and Descriptors

____ Agenda for class and a list of materials used

____ Copy of PowerPoint used in presentation identify key points of chapter

1. Major understandings
2. Assessments
3. Strategies suggested

____ Citations for sources

____ Individual assessment = Due **before** the next class, but after the lesson was taught. You can e-mail your individual assessment, but make sure it is identified on the document written or you can place a hard copy in an envelope in my basket outside my office.

1. Highlights and lowlights of the lesson taught
2. Describe the interactions of the group working together

Oral requirements of Micro Teaching: 35 pts.

General overview and contents of chapter

____ Professional attire

____ Attitude towards teaching the lesson to us

- Demonstrate belief in the contents of chapter
- Enthusiastic
- Passionate
- **Add a touch of theater**

____ Overview of total lesson= Tell us your agenda for the whole lesson (can be part of PPT)

____ PowerPoint and other technologies used to help and support concepts beginning taught

1. Major understandings
2. Assessments
3. Strategies suggested in chapter

____ All voices heard equally

Each Person Brings One Strategy to Life: 20 pts.

Strategy =

_____ Well-stated **introduction** so we know exactly what the strategy is (You might use a visual for help) and why we use it (purpose)

_____ Clear explanation or procedure of your strategies from your chapter with samples or how to apply (do) concept (step by step)

- Give us the experience of doing a strategy from your chapter
- Make sure you explain step by step
- Have all materials ready
- Let us try the strategy, but we don't have to finish it
- How do we assess the strategy

_____ **Closure of entire learning from your chapter – Summary of what we learned:** 5pts.

Advising before lesson: 10 pts.

_____ Meet with me to share your draft ideas for teaching your chapter – **one month** before presentation

DATE:

_____ Bring in draft of the agenda, PPT's and sample of strategy lesson – **one week** before your presentation

DATE:

Total Points _____ (Individual scores may vary according to the quality of your individual assessment after the lesson was taught.)

Author Study Tri-fold Presentation

Assessment Form For: _____

Author _____ Date: _____

5 = Outstanding 4= Exceeds Competency 3= Meets Competency
2= Emerging Development 1= Inadequate/deficient 0= Not observed

Printed work:

Well-written biographical sketch with sources: Write a **section** for each one of the following **seven** categories. To be given to me before your lesson begins.

- _____ Life story
 - _____ Writing style/ Illustrative style (How does author use words and/or illustrations?)
 - _____ Awards
 - _____ Published books with brief story sketch of book (at least 10 if more published)
 - _____ Reflective on **the process** of lesson design for **each activity**: why, “so what”, authentic experience, etc. Why did you select the activities for the book?
 - _____ Visually pleasing and usable tri-fold
-

Author, Books and Tri-fold Presented to Peers

- _____ Dressed professionally
- _____ Used technology to support the learning about your author and his/her books
- _____ Introduction to your author
- _____ Motivation or the “so what factor”
 - Make us want to know about your author
 - Hook us into your lesson
- _____ Books on display and/or other visuals to set the tone (have at least 10 books)
- _____ Give a sense of the author’s books (overview of each one)
- _____ Share by reading significant excerpts of the author’s book(s)
- _____ Personalize or make the author real for us
- _____ Author’s craft – writing style, word usage, illustrations, etc.

Lesson for class: Age appropriate for your author

_____ Management of small groups – getting us into groups, getting our attention, little transition time, etc.

_____ Design of the activity lessons for the small groups, which focus on phonemic awareness, phonics, word identification, fluency, and comprehension. (You must address each of the three, but you can do all.)

_____ Explanation of the small group activity lessons

_____ Modeling and intentional teaching of small group activity lessons (each team will begin the lesson, but they don't have to finish it: it is a taste of the experience)

_____ Time – Lesson kept to 30 minutes or less.

_____ **Total points = 100 pts.**

_____ **% Score = total pts. / 100%**

_____ The assessor's personalized comments about the lesson taught and how it was taught.

Read Aloud Award Winning Book Presentation
Twenty minute Mini-lesson

Author Facts: 10 pts

- Background about author
- Use technology to share information or somewhere in your mini-lesson

Oral Reading of Book: 60 pts

Before reading: Introduce book by:

- Building background knowledge
- Set a clear purpose for listening
- Preview book

During reading

- Read book fluently and with expression
- Read at appropriate speed
- Kept us interested as you read

After reading

- Involve us in after-reading discussion with well thought out line of questions

Book Structure: Select one: 10 pts

Fiction:

- Explanation of story structure
- Story genre
- Narrative Devices

Non-fiction

- Expository text structure
- Non-fiction features

**Share your Tri-fold that is about your book and author: You will just show and explain:
20 pts**

- Appearance
- Usefulness- some kind of student learning will occur using the tri-fold
- User friendly- students will be able to use tri-fold independently once it is modeled
- Informative – new learning and exploration can occur – open ended activities
- Book Facts:
 - *Title, Author, Illustrator, Year of the award, copy of cover of book

Points = _____

_____ %