

UNIVERSITY OF WISCONSIN - STEVENS POINT
CURRICULUM AND METHODS: THE EMERGENT READER
ECED 566 2 Credits
SUMMER, 2019

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check CANVAS for corrections or updates to the syllabus. Changes are also shared in a course announcement or through email.

Course Information

Class Meetings: Online **Location: Final Face -to -Face Meeting 7/19/19 @ CPS 326**

Course Description A definition of Literacy underscores *listening, writing, speaking, and reading*, practices that begin before the enrollment of children in the Early Childhood classroom. It is expected that these literacy practices will grow and influence the literacy development of the young learner into an Emergent Reader. Based on the premise that every child comes into the classroom with a set of literacy skills, this course explores research findings on early literacy practices relevant to the EC years, AND the process of “growing” these emergent literacy practices to nurture young learners.

Course Learning Outcomes

Enduring Understandings: Participants will understand that

1. Knowing the essentials of Early Literacy practices in EC classrooms guides the promotion of emergent literacy behaviors.
2. Emergent literacy behaviors are active and interactive. They develop in social contexts that allow for observation, hands-on learning, storytelling, drama, shared reading & writing, math engagement, and modeling.
3. Young learners use the tools of language and play to explore the world of literacy
4. Choosing and sharing appropriate children's literature builds enthusiastic readers.

Essential Questions:

- ❑ What are those early literacy skills associated with enhanced emergent literacy behaviors?
- ❑ How does an educator promote the interactive model of acquiring emergent literacy behaviors in an early childhood classroom?
- ❑ As a pre-service educator, how do you prepare the learning environment to promote reading, writing, speaking, and listening during the EC years?
- ❑ What are those tools that enhance the emergent literacy development of young learners?

Learning Outcomes:

Knowledge: (KNOW)

- *Participants will be able to describe how they learned how to read with the goal of translating some of their recollection into practices in EC classrooms*
- *Participants will be able to construct a personal philosophy about the active and social nature of emergent literacy behaviors & practices.*

Skills: (ABLE TO DO)

- *Participants will design a literacy- based activity that promotes reading, writing, math, & oral language through children's literature and felt.*
- *Participants will prepare a developmentally - appropriate literacy UNIT Plan on FRIENDSHIP that enriches literacy skills at home and in the school.*

Disposition: (VALUE/APPRECIATE)

- *Participants will appreciate the variety of ways & tools used in creating nurturing literacy environments.*
- *Participants will value how children's literature contributes to literacy development in the early years.*

You will meet the outcomes listed above through a combination of the following activities in this course:

- Readings and discussions
- Preparation of specific lesson plan through Felt Board
- Application of the Understanding by Design framework to designing lesson plans on Friendship.

Instructor Information

Instructor: Oluyomi A. Ogunnaike Ph.D.

Office: Room 448-CPS Building

Virtual Office Hours: 2 – 3:

I will be available to answer Qs from participants during this hour. Send Qs through campus email. OR you may wish to call during this hour (see below).

Phone: 715 - 346 – 4742 (preferred)

Email: oogunnai@uwsp.edu OR

yogunnai@pointschools.net (emergency ONLY)

Expected Instructor Response Times

-I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24- hours please resend your email.

-I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.

Textbook (Required)

- ❖ Luongo-Orlando, K. (2010): *The cornerstones to early literacy: Childhood experiences that promote learning in reading, writing, and oral language*. Ontario, Canada: Pembroke Publishers

Course Requirements & Materials

- Articles/Readings needed on the following topics namely **NELP findings, Learning Environments, Use of Print, Shared-Reading, Diverse Learners** are available on Canvas & eReserves.
- Preparation of a Major Final Project on Friendship: SEE the chart on how to use the **Plan on Friendship for ECED 564/764** to count for the Unit Plan in this course

Supplementary Course Materials:

- Articles from Journals – *Educational Leadership, Reading Teacher*

Course Structure

The format for this course is Hybrid -80 % online through the course management system; 20% face –to-face. You will use your UWSP account to login to the course from the [Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

In Canvas, you will access online lessons, course materials, and resources.

Canvas Access

This course is delivered partially online through a course management system called CANVAS

To access this course on CANVAS you will need access to the Internet and a supported Web browser (Internet Explorer, Chrome, Firefox, Safari). To ensure that you are using the recommended personal computer configurations, please seek Technical Assistance.

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with CANVAD you can:

- Visit <https://www.uwsp.edu/canvas/Pages/default.aspx>

Topic Outline/Schedule

WEEK 1: June 24– June 29

| Date | Topic | Readings | Assignments & Due Date |
|-------|---------------------------------|--|---|
| 6//24 | Foundational Skills in Literacy | -Strickland & Shanahan- <i>Laying the groundwork for literacy</i> -Paciga, Hoffman & Teale (2011) <i>NELP & Preschool literacy instructions: Green Lights, Caution Lights, & Red Lights</i> , -Dr. O's Notes – -Literacy Trajectories -Common Qs about Reading | |
| 6/25 | Play & Emergent Literacy | Luango-Orlando Text: Chap 1: p. 16-32 | |
| 6/26 | Math and Emergent Literacy | Sarama, Lange, Clements, & Wolfe: <i>The impact of an early math curriculum on oral language and literacy</i> | |
| 6/27 | Learning Environment | Pinnell & Fountas – Chapter 4 & Chapter 5 | |
| 6/28 | WORK on the Assignments | Prepare a Post on <i>How I learned to Read</i> | |
| 6/29 | | | Post <i>How I learned to Read. On 6/29 @ 11.30</i> |

WEEK 2: July 1 – July 6

| Date | Topic | Readings | Assignments & Due Date |
|------|--|---|------------------------|
| 7/1 | Emergent Literacy: Meeting the Needs of Diverse Learners | -Pinell & Fountas – Chapters 9 -Louie & Sierschynski: <i>Enhancing ELL Lang Devept</i> ; - -Vaiouli & Friesen: <i>The magic of music: Engaging Children with Autism Spectrum</i> ----- -Wessels: <i>Promoting Vocabulary for ELL</i> | |
| 7/2 | Happy 4 th of July | | |
| 7/3 | Reading: Print Exploration & More | --Luango-Orlando Text: Chapter 4 -Pinell & Fountas: - Chapter 10, -Chapter12 | |
| 7/4 | Reading: Read Aloud & Stories | -Luango-Orlando Text: Chapter 5 -Irwin & others: <i>Expanding on early literacy story time</i> -Serafini: <i>Exploring Wordless Books</i> | |
| 7/5 | WORK on YOUR ASSIGNMENTS | | |
| 7/6 | | Begin to prepare a Personal Philosophy on Emergent Literacy in EC | |

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WEEK 3: July 8 – July 13

| Date | Topic | Readings | Assignments & Due Date |
|------|--|---|---|
| 7/8 | Reading: Comprehension | - Pinell & Fountas – Chapter 14 -Katch, J: <i>The Most important words</i> -McLaughlin: <i>What every teacher needs to know about comprehension.</i> | |
| 7/9 | Emergent Literacy: Writing | -Luango-Orlando Text: Chapters 2 & 6 - Pinell & Fountas – Chapter 15 - Reutzel: <i>Early Literacy research.</i> | Submit: Personal Philosophy on Emergent Literacy in EC 7/9 @ 11.30 |
| 7/10 | Promoting Listening & Speaking | -Luango-Orlando Text: Chapter 3 - Pinell & Fountas – Chapter 8 | |
| 7/11 | Emergent Literacy: Home-School Connections | -Lily & Green: <i>Linking home and school literacies (Chap.3)</i> - Pole, K. <i>Why Downt you riyt back to me- Family letter writing in Kindergarten</i> | |
| 7/12 | WORK on YOUR ASSIGNMENTS | Prepare – <i>Ideas on how to use Felt Board to explore a Children’s book on Friendship</i> | POST – Ideas on how to use a Felt Board to explore a Children’s book on Friendship 7/12 @ 11.30 |
| 7/13 | | | Submit a RESPONSE to Ideas on how to use a Felt Board to explore a Children’s book on Friendship 7/13 @ 11.30 |

CURRICULUM & METHODS: THE EMERGENT READER (ECED 566)

WEEK 4: July 15– July 19

| Date | Topic | Readings | Activities | Assignments & Due Date |
|-------------|--------------------------------|---------------------------------------|---|--|
| 7/15 | -Understanding by Design (UbD) | Read UbD Notes Sample of Unit Plan | -Begin to prepare Final Unit Plan on FRIENDSHIP | |
| 7/16 | Final Unit Plan | Integrating 564 Plan with 566 Plan | Work on Final Unit Plan | |
| 7/17 | Final Unit Plan | | Work on Final Unit Plan | |
| 7/18 | | | - Share ECED 566 Unit Plans | |
| 7/19 | Final Assembly | | Share ECED 566 Unit Plans | Submit Revised Final Unit Plan 7/19 @ 11.30pm |

Grading Policies

2 Credit Component (ECED 566)

| Description | Due date & time | Points |
|--|----------------------------|---------------|
| How did you learn how to read | 6/29 @ 11.30 | 10 points |
| Personal Philosophy on Emergent Literacy in EC | 7/9 @ 11.30 | 10 points |
| Post on Ideas on how to use Felt & children's book to explore Friendship | 7/12 @ 11.30 | 10 points |
| Response to Ideas to how to use Felt & Children's book to explore Friendship | 7/13 @ 11.30 | 10 points |
| Final UNIT PLAN on friendship | 7/19 @ 11.30pm | 100 points |
| Participation | | 10 points |
| Total Points Possible | | 150 |

Letter Grade Assignment

Below are the analysis of the points and letter grades assigned for this course.

ECED 566

| Letter Grade | Points |
|---------------------|---------------|
| A | 140-150 |
| A- | 130-139 |
| B+ | 120 -129 |
| B | 110-119 |
| B- | 100-109 |
| C+ | 90-99 |
| C | 80-89 |
| D | < 70 |

Assignments Policy

- ✓ Submit all course assignments electronically unless otherwise instructed. Submit all assignments by the given deadline. Notify Dr. Ogunnaike about concerns regarding assignments *before the due date*. No extensions given beyond the next assignment except under extreme circumstances.
- ✓ Complete discussion assignments by the due dates and time. Late or missing discussion assignments will affect the student's grade.

- ✓ Late Work Policy

Example: Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Viewing Grades

Points you receive for graded activities will be posted to the Grade Book. Click on the Grades link to view your points.

Dr. Ogunnaike will update the online grades each time a grading session has been complete—typically two days following the completion of an activity.

Final Unit Plan on Friendship & Literacy

| Components | Proficient | Basic | Unsatisfactory | Comments |
|---|--|--|--|-----------------|
| <p>Theme FRIENDSHIP</p> <p>Rationale:</p> <p>10 points</p> | <p><i>-Identifies Theme right at the beginning</i></p> <p><i>-Connects Philosophy on Emergent Literacy to building Friendship</i></p> <p><i>Cites theories e.g. Vygotsky or Piaget, or Bronfenbrenner</i></p> | <p><i>-Identifies Theme right at the beginning</i></p> <p><i>-Connects Philosophy on Emergent Literacy to building Friendship</i></p> <p><i>Cites theories e.g. Vygotsky or Bronfenbrenner</i></p> | <p><i>-No Theme was mentioned at the beginning</i></p> <p><i>- No mention of Philosophy on Emergent Literacy nor how to build friendship</i></p> <p><i>-Does not cite theories e.g. Vygotsky or Bronfenbrenner</i></p> | |
| <p>General Learning Outcomes for Theme:</p> <p><i>Enduring Understandings, Essential Qs</i></p> <p>Student Learning Outcomes</p> <p><i>Knowledge, Skills, Dispositions</i></p> <p>20 points</p> | <p><i>-Clear & Strong Understandings, Essential Qs, & Outcomes on the overall theme</i></p> | <p><i>-Clear & Strong Understandings, Essential Qs, & Outcomes on the overall theme</i></p> | <p><i>-Vague & unclear Understandings, Essential Qs, & Outcomes on the overall theme</i></p> | |
| <p>Exploration of Friendship through Reading, Speaking, Listening, & Writing;</p> <p>10 points</p> | <p><i>- Clear/ Specific Enduring Understanding, Essential Qs, & SLOs per each AREA – Reading, Writing, Speaking, & Listening</i></p> <p><i>-Detailed description of learning activities in each AREA</i></p> | <p><i>- Clear/ Specific Enduring Understanding, Essential Qs, & SLOs per each AREA – Reading, Writing, Speaking, & Listening</i></p> <p><i>-Detailed description of learning activities in each AREA</i></p> | <p><i>- Vague & unclear Enduring Understanding, Essential Qs, & SLOs per each AREA – Reading, Writing, Speaking, & Listening</i></p> <p><i>-Vague description of learning activities in each AREA</i></p> | |
| <p>Personal Reflection</p> <p>10 points</p> | <p><i>-Described personal experience in completing the assignment</i></p> <p><i>- Connects to at least 2 InTASC Standards</i></p> <p><i>-InTASC standards are written in full</i></p> | <p><i>-Described personal experience in completing the assignment</i></p> <p><i>- Connects to one InTASC Standards</i></p> <p><i>-InTASC standards are written in full</i></p> | <p><i>-Vague description of personal experience</i></p> <p><i>- No Connections to InTASC Standards</i></p> | |

Total = 50 points

Course Policies

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. RESPECT Minority opinions
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let Dr. Ogunnaike know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if [there is death, major surgeries, moving, change in family status]. Submit all incomplete course assignments for grading within [within two weeks].

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Learning Resource Center and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 LRC, or (715) 346-3365.

Commit to Integrity

As a student in this course (and at this University) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

UWSP Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including

assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.

