

UNIVERSITY OF WISCONSIN - STEVENS POINT  
CURRICULUM AND METHODS: THE EMERGENT READER  
ECED 566 2 Credits  
SUMMER, 2017

**Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check D2L 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 TBD @ 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 analyze the role of NELP findings in building emergent literacy behaviors and practices in EC classrooms*
- *Participants will be able to select and justify their choice of adopting & implementing specific literacy practices in their 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 produce weekly plans of literacy-based practices aimed at enriching emergent literacy behaviors in their classrooms.*
- *Participants will prepare a developmentally - appropriate literacy UNIT Plan on FAMILY 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.*
- *Participants will appreciate their roles and children's families in children's literacy development*



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

- Readings and posting Responses –
- Complete daily plans for integrating specific theoretical concepts in daily curriculum schedule
- Preparation of specific lesson plans
- Application of the Understanding by Design framework to designing lesson plans in Expressive Arts

#### 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:** [ogunnai@uwsp.edu](mailto:ogunnai@uwsp.edu) OR  
[yogunnai@pointschools.net](mailto: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

- Minimum recommended computer and internet configurations for online courses can be found [here](#).
- Articles/Readings needed on the following topics namely **NELP findings, Learning Environments, Use of Print, Shared-Reading, Diverse Learners** are available on D2L & eReserves.
- Article Search & Reviews: You will conduct a search, review, & integrate an article on Early Literacy Practices.

Supplementary Course Materials:

- Pinnell, G.S & Fountas, I.C. (2011). *Literacy Beginnings: A prekindergarten handbook*. Heinemann
- Articles from Journals – *Educational Leadership, Reading Teacher*

Course Structure

The format for this course is Hybrid -80 % online through the course management system D2L; 20% face –to-face. You will use your UWSP account to login to the course from the [D2L Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

In D2L, you will access online lessons, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced activities using D2L Activities will consist of discussion forums and activity plans.

D2L Access

This course is delivered partially online through a course management system called D2L.

To access this course on D2L 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 refer to the [D2L settings link](#).

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with D2L you can:

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [HELP Desk](#)

**Topic Outline/Schedule**

**Important Note:** Refer to the D2L course calendar for specific meeting dates and times. Please check Weekly Schedules for readings, explanations/directions& instructions per assignments. If you have any questions, please contact Dr. Ogunnaike

**WEEK 1: June 26 – July 1**

| <b>Date</b> | <b>Topic</b>                    | <b>Readings</b>  | <b>Activities</b>   | <b>Due Date</b> |
|-------------|---------------------------------|--|---|-----------------|
| 6//26       | Foundational Skills in Literacy | -Strickland & Shanahan- <i>Laying the groundwork for literacy</i><br>- Early beginnings: <i>Early Literacy Knowledge &amp; Instructions</i><br>-Paciga, Hoffman & Teale- <i>NELP &amp; Preschool literacy instructions</i> | <b>Choose &amp; analyze the role of four NELP findings;<br/>Find &amp; integrate a research article</b>         | 7/1 @ 11.30pm   |
| 6/27        | Play & Emergent Literacy        | Luango-Orlando<br>Text: Chap 1: p. 16-32   | <b>Prepare a <u>Daily Plan</u> on how to integrate one of the four NELP findings in your classroom schedule</b> | 7/1 @ 11.30pm   |
| 6/28        | Math and Emergent Literacy      | Sarama, Lange, Clements, & Wolfe:<br><i>The impact of an early math curriculum on oral language and literacy</i>   |   |                 |
| 6/29        | Learning Environment            | Pinnell & Fountas – Chapters 4 & 5   |   |                 |
| 6/30        | WORK on the Assignments         |  |   | 7/1 @ 11.30p.m  |
| 7/1         |                                 |  | Submit:<br>- Analysis of FOUR NELP findings<br>Daily Plan on integrating one NELP finding                       |                 |

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**WEEK 2: July 3 – July 8**

| Date | Topic  | Readings  | Activities  | Due Date      |
|------|--|---|---|---------------|
| 7/3  | Emergent Literacy: Meeting the Needs of Diverse Learners | -Pinell & Fountas – Chapters 9<br>Louie & Sierschynski:<br><i>Enhancing ELL Lang Devept</i> ; -<br><br>-Vaiouli & Friesen:<br><i>The magic of music: Engaging</i> -----<br>Wessels: <i>Promoting vocabulary for ELL</i> | <b>Find a you tube clip on Shared Reading or Read Aloud that is respectful of diverse learners</b><br><b>-Prepare a brief explanation on those specific practices reflected in the clip</b> | 7/8@11.30p.m. |
| 7/4  | Happy 4 <sup>th</sup> of July                            |   |   |               |
| 7/5  | Reading: Print Exploration & More                        | --Luango-Orlando Text: Chapter 4<br>-Pinell & Fountas – Chapters 10, & 12   | <b>Prepare a <u>Daily Plan</u> on how to integrate <b>Print</b> in your classroom schedule</b>  | 7/8@11.30p.m. |
| 7/6  | Reading: Read Aloud & Stories                            | -Luango-Orlando Text: Chapter 5<br>-Irwin & others:<br><i>Expanding on early literacy storytime</i><br>-Serafini: <i>Exploring Wordless Books</i>   |   |               |
| 7/7  | WORK on YOUR ASSIGNMENTS                                 |   |   | 7/8@11.30p.m  |
| 7/8  |  |   | Submit<br>-Youtube clip<br>AND explanations<br>-Daily Plan on integrating Print in your classroom   |               |

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**WEEK 3: July 10 – July 15**

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



**WEEK 4: July 17 – July 21**

| <b>Date</b> | <b>Topic</b>                   | <b>Readings</b> | <b>Activities</b>  | <b>Due Date</b>           |
|-------------|--------------------------------|-----------------|--|---------------------------|
| 7/17        | -Understanding by Design (UbD) |                 | -Watch Video on UbD<br>-Begin to prepare Final Unit Plan on FAMILY |                           |
| 7/18        | Final Unit Plan                |                 | Work on Final Unit Plan  |                           |
| 7/19        | Final Unit Plan                |                 | Work on Final Unit Plan  |                           |
| 7/20        | Final Assembly?                |                 | - Share ECED 566 Unit Plans<br>Submit Revised Final Unit Plan      | 7/20 @ 3.00p.m (Optional) |
| 7/21        | Final Assembly                 |                 | Share ECED 566 Unit Plans<br>Submit Revised Final Unit Plan        | 7/21 @ 3.00p.m            |

**Grading Policies**

Graded Course Activities

Check Weekly Schedules in D2L for detailed information about each assignment listed below.

3 Credit Component (ECED 566)

| <b>Description</b>  | <b>Due date &amp; time</b>        | <b>Points</b> |
|---|-----------------------------------|---------------|
| Analysis of Four NELP Findings  | 7/1 @ 11.30p.m                    | 5 points      |
| Daily Plan on integrating One NELP finding in your classroom schedule | 7/1@ 11.30p.m                     | 5 points      |
| You Tube Clip on Diverse Learners & Explanation                       | 7/8 @ 11.30p.m                    | 5 points      |
| Daily Plan on integrating PRINT in your classroom schedule            | 7/8 @ 11.30p.m                    | 5 points      |
| Personal Philosophy on Emergent Literacy in EC                        | 7/15 @ 11.30p.m                   | 10 points     |
| Felt Board Activity on FAMILY Theme                                   | 7/15 @ 11.30 p.m.                 | 20 points     |
| Final UNIT PLAN on FAMILY   | 7/20 @ 3.00p.m<br>7/14 @ 11.30p.m | 40 points     |
| Participation   |                                   | 10 points     |
| Total Points Possible   |                                   | 100           |

Letter Grade Assignment

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

**ECED 566**

| <b>Letter Grade</b> | <b>Points</b> |
|---------------------|---------------|
| A                   | 90-100        |
| A-                  | 80-89         |
| B+                  | 70 -79        |
| B                   | 60-69         |
| B-                  | 50-59         |
| C+                  | 40-49         |
| C                   | 30-39         |
| D                   | < 30          |

Assignments Policy

- ✓ Submit all course assignments electronically through D2L 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 in D2L

Points you receive for graded activities will be posted to the D2L 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. You will see a visual indication of new grades posted on your D2L home page under the link to this course.

## 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](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. Ogunnaiké 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](mailto: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.

**Final Unit Plan on Family & Literacy**

| <b>Components</b>   | <b>Proficient</b>  | <b>Basic</b>   | <b>Unsatisfactory</b>  | <b>Comments</b> |
|---|--|--|--|-----------------|
| <b>Theme FAMILY</b><br><br><b>Rationale:</b><br><br>(5 points)  | -Identifies Theme right at the beginning<br><br>-Connects Philosophy on Emergent Literacy to role of Family in child's life<br><br>Cites theories e.g. Vygotsky or Bronfenbrenner  | -Identifies Theme right at the beginning<br><br>-Connects Philosophy on Emergent Literacy to role of Family in child's life<br><br>Cites theories e.g. Vygotsky or Bronfenbrenner  | -No Theme was mentioned at the beginning<br>- No mention of Philosophy on Emergent Literacy nor role of Family in child's life<br><br>-Does not cite theories e.g. Vygotsky or Bronfenbrenner  |                 |
| <b>General Learning Outcomes for Theme</b> Enduring Understandings, Essential Qs, SLO's = Knowledge, Skills, Dispositions<br><br>(5 points)                   | -Clear & Strong Understandings, Essential Qs, & Outcomes on the overall theme  | -Clear & Strong Understandings, Essential Qs, & Outcomes on the overall theme  | -Vague & unclear Understandings, Essential Qs, & Outcomes on the overall theme   |                 |
| <b>Exploration of Family through Reading, Speaking, Listening, &amp; Writing;</b><br><br><b>-Integrates Math in each learning activity</b><br><br>(10 points) | - Clear/Specific Enduring Understanding, Essential Qs, & SLOs per each AREA – Reading, Writing, Speaking, & Listening<br>-Detailed description of learning activities in each AREA<br>-Clear integration of Math activities in each area | - Clear/Specific Enduring Understanding, Essential Qs, & SLOs per each AREA – Reading, Writing, Speaking, & Listening<br>-Detailed description of learning activities in each AREA<br>-Clear integration of Math activities in each area | - Vague & unclear Enduring Understanding, Essential Qs, & SLOs per each AREA – Reading, Writing, Speaking, & Listening<br>-Vague description of learning activities in each AREA<br>-Vague integration of Math activities in each area |                 |
| <b>Home- School Extension activities</b><br><br>(5 points)  | -Thoughtful & Purposeful extension activities in each area of literacy<br>-Focus was on building home-school connections<br>-Helpful resources – developmentally & culturally appropriate,   | -Thoughtful & Purposeful extension activities in each area of literacy<br>-Focus was on building home-school connections<br>-Helpful resources - developmentally & culturally appropriate,   | -Vague & unclear extension activities in each area of literacy<br>-Vague focus on building home-school connections<br>-Little or no resources  |                 |
| <b>Personal Reflection</b><br><br>(10 points)   | -Described personal experience in completing the assignment<br>- Connects to at least 2 InTASC Standards   | -Described personal experience in completing the assignment<br>- Connects experience to InTASC Standards   | -Vague description of personal experience<br>- No Connections  |                 |
| <b>Materials submitted</b><br><br>(5 points)<br><br>of 40 points  | <u>Paper &amp; Rubric</u>  | Paper & Rubric   | Paper  |                 |



