

ECME 202
Introduction to Reading and Literacy Development (3 credit hours)
ECME 202.501
CRN 52749
UNM-Valencia
Spring 2016

Instructor: Teresa Goodhue, MA Education
Class Time: Monday and Wednesday 4:30-5:45
Room: H105
Phone: 925-8904
Email: tgoodhue@unm.edu
Office: LRC 107
Office Hours: Monday and Wednesday 2:15-4:15

Textbook Required

Fields, Marjorie V., Lois A. Groth, and Katherine L. Spangler. *Let's Begin Reading Right: A Developmental Approach to Emergent Literacy*. 6th ed. Upper Saddle River, New Jersey: Pearson, 2008. Print.

Course Description

This course is designed to prepare early childhood professionals for promoting children's emergent literacy and reading development. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children's oral language development, phonemic awareness, and literacy problem solving skills, fluency, vocabulary and comprehension. This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children. Instructional approaches and theory-based and research based strategies to support the emergent literacy and reading skills of native speakers and English language learners will be presented.

Course Competencies

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of education's Common Core competencies for early childhood professionals. Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency.

- Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7
- Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. A.8
- Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. A.9
- Develop partnerships with family members to promote early literacy in the home. C.8
- Establish partnerships with community members in promoting literacy. C.10

- Demonstrate knowledge of the reading and writing components of emergent literacy at each developmental level. D.4
- Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum.
- Create and manage a literacy-rich environment that is responsive to each child's unique path of development. E.9
- Use a variety of strategies during adult-child and child-child interactions and facilitate communication and dialogue of expressive language and thought. E.10
- Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills. E.11.

Attendance

Attendance is part of your final grade. Lack of attendance will affect your final grade. Further, the instructor can drop a student after four (4) absences.

Due Dates and Late Assignments

Students are expected to turn in work on the date that it is due. Late assignments will be accepted; however, 5 points will be deducted for every day that it is late.

Students with Disabilities and Special Learning Needs

Student Services provides a number of services for students with documented special needs. The Equal Access Office number is 925-8910. If you have a documented disability, please provide me with a copy of your letter from Equal Access Services as soon as possible to ensure that your accommodations are provided in a timely manner.

Academic Support

Student tutors are available for tutoring appointments at The Learning Resource Center. For more information phone 925-8907.

Grading

Attendance/Participation 20%

Read Aloud 1 10%

Includes a "5 Predictors of Early Literacy" Activity" (DAP for Pre-K/Kinder)

Read Aloud 2 10%

Includes leading a class discussion followed by a 1-2 page analysis (DAP for first through third grades)

Read Aloud 2 Analysis 20%

Annotated Bibliography 40%

Ten entries: 5 books DAP for Pre-K/Kinder and 5 books for first through third grades (Includes both Read Aloud Books)

Percentages and Grade Equivalent

100-97 A+	89-87 B+	79-77 C+	69-66 D+
96-93 A	86-83 B	76-73 C	65-62 D
92-90 A-	82-80 B-	72-70 C-	61-59 D- 58-0 F

Dishonesty in Academic Matters

As stated in 2014-2016 UNM-Valencia Catalog:

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes , but is not limited to, dishonesty in quizzes, tests or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; and misrepresenting academic or professional qualifications within or outside the University (11)

ECME 202
Course Outline

*Chapter Readings are from our Textbook. BBL Readings can be found on Blackboard Learn
(learn.unm.edu)*

Week One

1/20 Syllabus, Introductions and Expectations
Read Chapter 1. Our class discussion on Monday 1/25 will be based on this reading.

Week Two

1/25 Class Discussion: Understanding How Children Learn
Read BBL: "Be Careful What you Say! Babies learn meanings of words months earlier than first thought"
1/27 5 Predictors of Early Literacy: Oral Language
Read Chapter 2: Our class discussion on Monday 2/1 will be based on this reading

Week Three

2/1 Class Discussion: Understanding How Literacy Emerges
Read BBL Assignment for Week Three.
2/3 5 Predictors of Early Literacy: Phonemic Awareness
*Read Chapter 3: Our class discussion on **Monday 2/15** will be based on this reading.*

Week Four

2/8 Library Orientation: We we'll meet in the Library Computer Lab. The lab is
located in The Learning Resource Center, but not in the Library

2/10 Creating an Annotated Bibliography
Reminder: Read Chapter 3!

Week Five

2/15 Class Discussion: Literacy Develops Through Play and Experiences
Read BBL Assignment for Week 5.
2/17 5 Predictors of Early Literacy: Alphabet Awareness
Read Chapter 4

Week Six

2/22 Literacy Develops Through Oral Language and Story
Read BBL Assignment for Week 6.
2/24 5 Predictors of Early Literacy: Concepts about Print and Early Writing
Read Chapter 5

Week Seven

2/29 Assisting Emergent Readers
Read BBL Assignment for Week 7.

3/2 Read Aloud 1

Week Eight

3/7 Read Aloud 1

3/9 Read Aloud 1

*Read Chapter 6 for Class Discussion on **Wednesday 3/23**.*

March 14 through 18: Spring Break-The campus is open but no classes.

Week Nine

- 3/21 Read Aloud 1
3/23 Creating a Classroom for Readers
Read Chapter 7.

Week Ten

- 3/28 Assisting Emergent Writers
Read Chapter 8.
3/30 Supporting Independent Writers
Read Chapter 9.

Week Eleven

- 4/4 Assessing Growth in Literacy
Read Chapter 10.

4/6 Selecting Early Literacy Teaching Resources
Annotated Bibliographies Due 4/6

Week Twelve

- 4/11 Read Aloud 2: Analysis Papers are due on the Monday after you read and lead a discussion.
4/13 Read Aloud 2: Analysis Papers are due on the Monday after you read and lead a discussion.

Week Thirteen

- 4/18 Read Aloud 2: Analysis Papers are due on the Monday after you read and lead a discussion.
4/20 Read Aloud 2: Analysis Papers are due on the Monday after you read and lead a discussion.

Week Fourteen

- 4/25 Read Aloud 2: Analysis Papers are due on the Monday after you read and lead a discussion.
4/27 Read Aloud 2: Analysis Papers are due on the Monday after you read and lead a discussion.

Week Fifteen

- 5/2 **Annotated Bibliography Due**