

**ECME 202**  
**Introduction to Reading and Literacy Development (3 credit hours)**  
**ECME 202.501**  
**CRN 26441**  
**University of New Mexico-Valencia Online**  
**Summer 2017**  
**June 5-July 28**

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Office: LRC 107  
Office Hours: Monday and Wednesday 3:15-4:15

**Textbook Required**

Fields, Marjorie V., Lois A. Groth, and Katherine L. Spangler. *Let's Begin Reading Right: A Developmental Approach to Emergent Literacy*. 6<sup>th</sup> 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.

### **Online Participation**

The Discussion Board is very much like a classroom discussion. There will be 3 discussion boards per week: two discussion boards will be related to our weekly readings and one discussion board will be for student generated quiz questions. Students are expected to log onto Blackboard Learn at least four times per week to participate on the Discussion Boards. At minimum, students are expected to post their own comment and reply to at least one other student's post. Please see the rubric online for the best grade. The 3 Discussion Boards for the week will appear on Mondays at 12:00 midnight; students need to post 3 threads and reply to 3 other students' threads by the following Saturday at 11:59 pm. **Note:** *You cannot work at your own pace in this class. The discussion boards are timed to open and close according to this schedule. Also, it is helpful to compose and save your comments in a Word document that you can copy and paste to the Discussion Board.*

### **Student/Instructor Communication**

Please check your UNM email regularly. While I read your comments on the Discussion Board, I do not comment. Instead I write a weekly email with my comments and highlight the comments that are particularly insightful. Email is the best way to communicate with me; I reply promptly and within 24 hours. You can email 2 ways: Directly from Blackboard Learn or from Lobomail. On the weekends, I check my email at least once a day. I encourage you to email me with any questions you might have. If you need to speak with me please call my office 925-8904 during my office hours.

### **Assignments and Due Dates**

No late postings on the Discussion Board are permitted. The 2 reading discussions and 1 quiz discussion board for the week will appear on Sunday at 12:00 midnight; students need to create 1 thread and post at least 1 time on another person's thread per discussion. For the best grade, see the rubric on the Welcome page.

Quizzes will be available for 2 weeks. Five points, however, will be deducted for every day after the 1 week deadline. Just like the discussion boards, the quiz will be available after Sunday at midnight. I build the quiz from your questions that you post on the Discussion Board. There will be 8 quizzes; one each week. You have 3 attempts per quiz.

Your final paper, The Reading Wars, is due on Friday 7/28 at midnight. The criteria for the best grade can be found on the rubric located on the Welcome page. You can also find articles about The Reading Wars in Reading Supplements. The posts and comments that you make serve as a rough draft for your final paper. **Note:** *Begin your research immediately. Do not wait until the last week!*

### **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.

### **Sexual Harassment**

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/ga-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

### **Grading**

Discussion Boards 40%

Quizzes 30%

Final Paper: The Reading Wars 30%

*Due on Friday 7/28 at midnight*

### **Percentages and Grade Equivalent**

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

## **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)

### **Course Outline**

#### **Week One**

6/5-6/10 Chapter 1: How Children Learn  
Quiz 1: The Syllabus

#### **Week Two**

6/11-6/17 Chapter 2: Understanding How Literacy Emerges  
Reading Supplement 1: Reading Wars (NEA)  
Quiz 2: Chapter 1

#### **Week Three**

6/18-6/24 Chapter 3: Literacy Develops through Play and Experiences  
Reading Supplement 2: The Reading Wars: Phonics vs. Whole Language  
Quiz 3: Chapter 2

#### **Week Four**

6/25-7/1 Chapter 4: Literacy Develops through Oral language and Story  
Reading Supplement 3: Research and the Reading Wars  
Quiz 4: Chapter 3

#### **Week Five**

7/2-7/8 Chapter 5: Assisting Emergent Readers  
Reading Supplement 4: The Reading Wars (Children's Literature and the Intervening Effects of School and Politics)  
Quiz 5: Chapter 4

**Week Six**

7/9-7/15 Chapter 6: Creating a Classroom for Readers  
Quiz 6: Chapter 5

**Week Seven**

7/16-7/22 Chapter 7: Assisting Emergent writers and  
Chapter 8: Supporting Independent Writers  
Quiz 7: Chapter 6

**Week Eight**

7/23-7/28 Chapter 9: Assessing Growth in Literacy  
Quiz 8: Chapter 7&8

**Note: Week Eight ends on Friday 7/28 at midnight. Final paper: The Reading Wars is due Friday 7/28 at midnight.**