

ECED 2115
Introduction to Reading and Literacy Development
ECME 202.501
CRN 70125
University of New Mexico-Valencia Online
Summer 2020
August 17-December 5

Instructor: Teresa Goodhue, MA Education
Class Time: Online and Scheduled Zoom
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Office Hours: Monday through Thursday 2:00-4:00 or by appointment

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.

Online Participation

The Discussion Board is very much like a classroom discussion. There will be 1 discussion board per week. 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 per discussion. For the best grade, reply to 3 other students' threads by the following Tuesday 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 comments when grading. 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. **If you email me, you must use Lobomail. All other emails go to my junk email.** I check my email at least once a day except for Sundays. I encourage you to email me with any questions you might have. If you need to speak with me please call my cell phone, 331-2609 during my office hours. I will hold a Zoom session each week. It is not required that you participate, but participation will help you with discussion board assignments.

Assignments and Due Dates

Discussion Boards: There will be 1 discussion board per week. The first discussion of the week will appear on Sunday at 12:00 midnight and close a week from Tuesday; the topic of the discussion is based upon the reading assignment and can be found at the end of the syllabus in the course outline. The second discussion will be student generated; each student will write their own topic of discussion based upon the topic of the week. Students need to create 1 thread and post at least 1 time on another person's thread. For the best grade, see the rubric on the Welcome page. **Note: Try staying on a Sunday through Sunday schedule. Use that final due date of Tuesday for emergencies.**

3 Revised/Expanded Posts: You will choose 3 of your posts to revise and expand. These will be resubmitted as assignments on the following dates:

September 15: Choose between Discussion Boards 1,2 or 3

October 20: Choose between Discussion Boards 4. 5. 6. 7 or 8

November 24: Choose between discussion Boards 9, 10, 11 or 13

Your final paper (or presentation) The Reading Wars, is due on Saturday 12/6 at midnight.

The criteria for the best grade can be found on the rubric located on the Course Materials 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 and incorporate what you are learning each week through the discussions. Do not wait until the last week!*

Course Reflection Discussion Board Post: On the last discussion board of the semester, you will reflect back on the semester. You will write about what you have learned over the semester and discuss the strategies you intend to employ in your own classroom. It will be a longer more in depth discussion than the other discussions we have over the course of the semester. **Due 12/5 by midnight.**

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.

Academic Support

Student tutors are available for online tutoring appointments though tutor@unm.edu.

Grading

Discussion Boards	20%
3 Revised/Expanded Posts	30%
Final Paper: The Reading Wars OR Presentation	30%
Course Reflection Post	20%

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

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.

ECED 2115 Course Outline

Week One

8/17-8/23 **Introductions, Expectations and Getting to Know Each Other!**

Week Two

8/24-8/30 How Children Learn

Discussion Board 1 (DB1) due 9/1

Week Three

8/31-9/6 Understanding How Literacy Emerges

Discussion Board 2 (DB2) due 9/8

Week Four

9/7-9/13 Literacy Develops through Play and Experiences

Discussion board 3 (DB3) due 9/15

Week Five

9/14-9/20 Literacy Develops through Oral language and Story
Quiz 1

Discussion Board 4 (DB4) due 9/22

Week Six

9/21-9/27 Assisting Emergent Readers

Discussion Board 5 (DB5) due 9/29

Week Seven

9/28-10/4 Creating a Classroom for Readers

Discussion Board 6 (DB6) due 10/6

Week Eight

10/5-10/11 Assisting Emergent Writers

Discussion Board 7 (DB7) due 10/13

Week Nine

10/12-10/18 Supporting Independent Writers

Discussion Board 8 (DB8) due 10/20

Week Ten

10/19-10/25 Assessing Growth in Literacy
Quiz 2
Discussion Board 9 (DB9) due 10/27

Week Eleven

10/26-11/1 Selecting Early Literacy Teaching Resources
Discussion Board 10 (DB10) due 11/3

Week Twelve

11/2-11/8 The Reading Wars
Discussion Board 11 (DB11) due 11/10

Week Thirteen

11/9-11/15 Phonics vs. Whole Language
Discussion Board 12 (DB12) due 11/17

Week Fourteen

11/16-11/22 Research and the Reading Wars
Discussion Board 13 (DB13) due 11/24

Week Fifteen

11/23-11/29 Children's Literature and the Intervening Effects of School and Politics
Discussion Board 14 (DB14) due 12/1

Week Sixteen

11/30-12/5 Course Reflection Discussion Board due **12/5 by midnight**
Final Paper **OR** Annotated Bibliography due **12/5 by midnight**