

ECED 2115 501: Introduction to Language, Literacy, and Reading (3 Credit Hours)

Fall 2022

Instructor: Karen Walter

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Office/Office Hours: Tuesdays and Thursdays 2:00- 5:30 PM

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.

Student Learning Outcomes (recommended)

1. Explore how experiences and attitudes toward literacy learning may impact teaching practices.
2. Develop a foundation for understanding language acquisition, literacy development, and the components of literacy for children birth-3rd grade.
3. Demonstrate an understanding of the developmental order of phonological awareness skills in children.
4. Build learning activities and outcomes based on understanding of literacy development in children birth-3rd grade.
5. Integrate the concepts and skills learned during the semester to create a literacy experience for kindergarten-3rd grade students.
6. Work collaboratively to promote community, home and school-based literacy.

Evaluation:

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, presentations, writing assessments, exams, and experiences. (See Grading)

Textbook:

Let's Begin Reading Right: A Developmental Approach to Emergent Literacy
Fields, M.V.; Groth, L.A.; Spangler, K.L.
Pearson:Merrill Prentice Hall. NJ
Sixth Edition

Dual Credit

Dual Credit is a program which provides public high school students the opportunity to receive credit for both a high school course and a college course by taking a single qualifying course. For more information, please see the UNM-Valencia Course Catalog.

Technology:

Access to UNM Canvas is Imperative!!! Please see below for specific technical requirements

Course Outline:

Week 1- Course Introduction

Week 2-3; Aug. 29 – Sept. 9:

- Foundation of language and literacy continuum
- Common Core or NM Early Learning Guidelines
- Comprehensive literacy instruction and programming

Week 4-5: Sept. 12 – Sept. 23: Oral Language Learning and Oral Language Development

1. Week 5 Presentations

- Language acquisition
- Phonological awareness skill development
- Observing language development (birth-5 years)
- Contributing factors for variations of language acquisition
- Strategies for English Language Learners (ELL) and students with special needs
- Emergent and early reading acquisition
- Language rich classroom environments
- Exposure to rhyme, alliteration blending and segmenting
- Language-centered activities
- Promoting oral language in the elementary grades
- Including families, ELL, and children with special needs

Sept. 26 -Sept. 30 ; Week 6; Emergent Literacy Strategies

- Print-rich classrooms
- Literacy enriched play centers
- Sharing books with young children
- Shared writing
- Including families, ELL, and children with special needs

Oct. 3-Oct. 14; Weeks 7-8: Teaching Early Reading and Writing and Beginning Reading Instruction

- Early reading instruction
- Alphabet instruction; recognition and production
- Print knowledge
- Early writing instruction
- Including families, ELL, and children with special needs
- The reading process
- Elements of beginning reading instruction
- Reading environment
- Comprehension instruction The reading lesson
- Including families, ELL and children with special needs

Oct. 17- Oct. 21; Week 9: Reading Instruction Grades 3-5

- Content of grades 3-5 reading instruction
- Comprehension process
- Teaching read-to-learn skills and strategies
- The reading lesson
- Monitoring reading progress
- Including families, ELL, and children with special needs

October 24 – Nov. 11; Weeks 9-11: Creating Writers, and Mechanical skills of writing

- Essentials of teaching writing
- Preparing the classroom environment
- Structure of teaching writing
- Explicit teaching of writing
- Including families, ELL, and children with special needs
- Spelling
- Grammar
- Capitalization and punctuation
- Handwriting-cursive and/or manuscript
- Including families, ELL, and children with special needs

Nov. 14 – Nov. 18; Week 12: Catch Up

Nov. 21 – Nov. 23 (The week of Thanksgiving Break) Assessing Early Literacy

- Determining what children know
- Ongoing assessment tools
- On-Demand assessment

Nov. 28 – Dec. 2; Week 14

- Standardized tests
- Assessing ELL, Sharing assessment results with parents

Assessing what older students know

- Miscue Analysis
- High-Stakes assessment of reading and writing
- Classroom-Based assessment of reading performance
- Assessing writing performance

***Weeks 15-16 (Review and Final Exam) Depending on the end date for the semester due to (Coronavirus)**

Grading

- Attendance 30%
- Discussion Forum-20%
- Reflections 20%
- Assignments 15%

- Final Presentation 15%
- Total 100%

Percentages and Grade Equivalent:

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

Technical Requirements

Computer

- A high-speed Internet connection is highly recommended.
- Supported browsers include: Detailed Supported Browsers and Operating Systems
- Any computer capable of running a recently updated web browser should be sufficient to access your online course. However, bear in mind that processor speed, amount of RAM and Internet connection speed can greatly affect performance.
- For the best experience when using the Kaltura Media Tools inside UNM Canvas, be sure to use a supported browser on a desktop.
- Microsoft Office products are available free for all UNM students (more information on the UNM IT Software Distribution and Downloads page)
- Please update your contact information in Loboweb: MyUNM Login. When you log into MyUNM, Enter LoboWeb. Click on the Personal Information link to make sure your contact information is up to date.

Web Conferencing

Web conferencing will be used in this course

- A high-speed internet connection is highly recommended for these sessions. A wireless Internet connection may be used if successfully tested for audio quality prior to web conferencing.
- You should also dress as you would when attending an in-person class, even if you do not turn on your video camera.

We will meet via Web Conferencing once a week. The dates and times will be available online as soon as the school schedule has been determined.

Coursework and Participation

Instructor Response Time

I routinely check the course for postings or emails, Monday (8 am) – Friday (12 pm) and sometimes in the evenings and on the weekend. You can anticipate a 24 to 48 hour response from me, Monday – Thursday. I will try and respond to all weekend (Friday afternoon to Sunday) emails and postings by noon on Monday or earlier.

Netiquette- See Netiquette document in Canvas Course “Introduction”

Submitting Assignments

When you submit an assignment via Canvas. You will receive an email receipt of your submission. Save this email as confirmation of your submission.

UNM POLICIES- For more on UNM Policies please visit: The Pathfinder; UNM's Student Handbook

<https://pathfinder.unm.edu/>

UNM Policies: This course falls under all UNM policies for last day to drop courses, etc. Please see or the UNM Course Catalog for information on UNM services and policies.

Please see the UNM academic calendar for course dates, the last day to drop courses without penalty, and for financial disenrollment dates.

COVID- fall 2022

COVID-19 Health and Awareness. UNM is a mask friendly, but not a mask required, community. To be registered or employed at UNM, Students, faculty, and staff must all meet UNM's Administrative Mandate on Required COVID-19 vaccination. If you are experiencing COVID-19 symptoms, please do not come to class. If you have a positive COVID-19 test, please stay home for five days and isolate yourself from others, per the Centers for Disease Control (CDC) guidelines. If you do need to stay home, please communicate with me at [walterk63@unm.edu]; I can work with you to provide alternatives for course participation and completion. UNM faculty and staff know that these are challenging times. Please let us know that you need support so that we can connect you to the right resources and please be aware that UNM will publish information on websites and email about any changes to our public health status and community response.

Support: Student Health and Counseling (SHAC) at (505) 277-3136. If you are having active respiratory symptoms (e.g., fever, cough, sore throat, etc.) AND need testing for COVID-19; OR If you recently tested positive and may need oral treatment, call SHAC. Lobo RESPECT Advocacy Center (505) 277-2911 can offer help with contacting faculty and managing challenges that impact your UNM experience