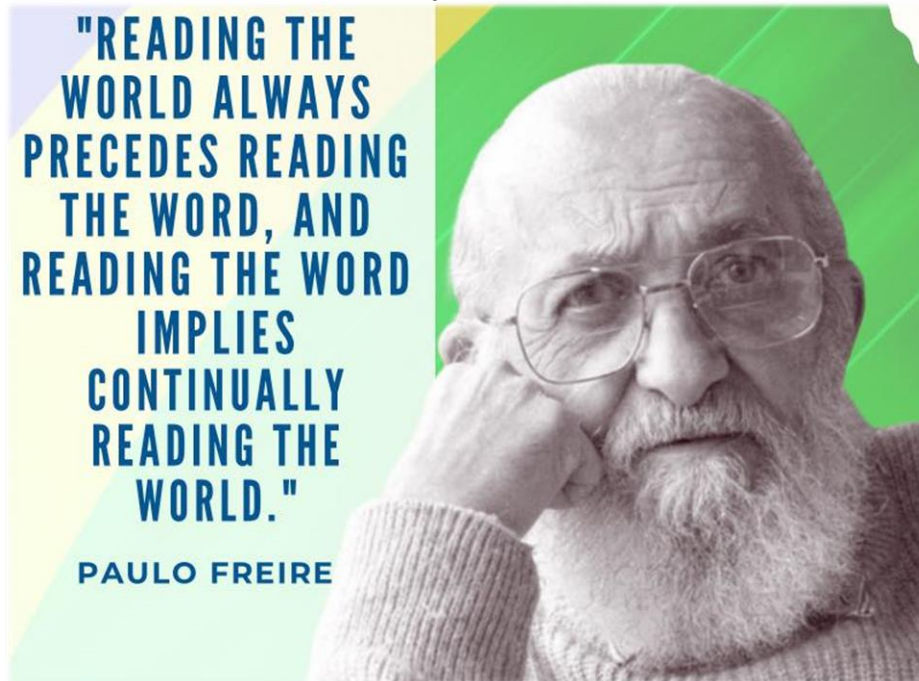


**ECED-2115-501: Introduction to Language, Literacy, and Reading**  
**Course #61351**  
**UNM-Valencia**  
**Spring 2024**  
**Syllabus**



**Instructor:** Joshua Frank Cárdenas, Ph.D.

**Classroom:** Online via Canvas (canvas.unm.edu). You must have a UNM net ID to access it.

**Class Days, Times and Location:** T/Th 10:30am to 11:45am, 140 Arts & Sciences building

**Office:** In person Rm. #111, Arts & Sciences building or via Zoom

**Office Phone #:** (505) 925-8618

**Office Hours:** T, W & Th 11:55am-1:25pm. These times may be subject to change, but I'll let you know at the beginning of the week with an announcement. If you would like to meet at a time more convenient for you, please suggest 3 times in a Canvas message and I will respond promptly.

**Email:** [jstjoshn@unm.edu](mailto:jstjoshn@unm.edu)

*The best way to communicate with me is with a Canvas message. Note: I do not usually respond to messages from Friday evening until Monday morning.*

**Land Acknowledgement**

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship with Indigenous peoples. We gratefully recognize our history.

## **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**

1. Explore how experiences and attitudes toward literacy learning my impact teaching practices.
2. Develop a foundation for understanding language acquisition, literacy development, and the components of literacy for children birth-3<sup>rd</sup> 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-3<sup>rd</sup> grade.
5. Integrate the concepts and skills learned during the semester to create a literacy experience for kindergarten-3<sup>rd</sup> grade students.
6. Work collaboratively to promote community, home and school-based literacy.
7. Demonstrate a structured literacy approach cognizant of diverse learners including competency and support for dyslexia, family and heritage languages, special needs, delayed speech and more.

## **Required Textbooks & Materials**

- Kindel Turner Nash, Alicia Arce-Boardman, Roderick D. Peele, Kerry Elson (2022). *Culturally Sustaining Language and Literacy Practices for Pre-K–3 Classrooms: The Children Come Full*. New York: Teachers College Press. Available at Bookstore.
- Fields, M. V., Groth, L. A., & Spangler, K. (2004). *Let's begin reading right: a developmental approach to emergent literacy* (5th ed.). Pearson/Merrill Prentice Hall. ([Online](#) via Archive.org and free to use/access with sign-up). 6<sup>th</sup> edition available on Canvas.
- *The Science of Reading Handbook* ([Online](#), free and on Canvas)
- *Dyslexia Handbook: A Guide to Teaching All Students through Structured Literacy*. (Canvas)

For Reference Only: Hougen, M. & Smartt, S. (2020). *Fundamentals of Literacy Instruction & Assessment, Pre-K-6* (2nd edition). 978-1-68125-375-6

## **Credit-Hour Statement**

This is a three-credit-hour course delivered in an entirely online modality over 16 weeks during the Spring 2024 semester (Jan 15 to May 11). Please plan for a minimum of 24 hours per week to learn course materials and complete assignments.

## **Course Webpage on Canvas (canvas.unm.edu)**

Course information including this syllabus and grades will be available via [canvas.unm.edu](https://canvas.unm.edu).

This course will appear in your Canvas course listing. I will send messages via Canvas, give announcements or updates, as well as being the place where our resources, assignments and work is completed. Students should check their email at least every couple of days, if not every day.

### **Attendance Policy**

Student's must attend class each day. A maximum of 3 missed classes is allowed with instructor notification. Lateness and leaving early is not acceptable and will count as ½ class missed. All students must attend the first day and week of class or will be dropped. Excessive absences, lateness and leaving early prior to census will force a student to be dropped. Quizzes and exams will be administered on Canvas at specific times that will be posted in advance. It is the prerogative of the instructor to decide what is an extreme circumstance. Email me if you have something unusual that comes up that interferes with your ability to complete assignments.

### **Academic Dishonesty (from the UNM Catalog)**

"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; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

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, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student 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.

### **Required Reading Assignments**

Throughout the course, you will be provided with required reading assignments. The Textbooks tab has our required texts as well as those found in the Resources/Materials module. The assignments are located in each Module and in the Syllabus tab on the course menu. Major Projects has its own tab. You are expected to complete all of the required reading assignments and to integrate what you have read into your course assignments as well as your online discussions.

### **Discussion Boards**

Students are required to participate in and post weekly discussions on Canvas. This will enable us to learn and interact with each other as a community of learners. Discussion

postings must be a complete thought and have at least five lines of text with a goal of 1-2 paragraphs. Responses or replies should be at least 2 sentences or a paragraph max. There is no maximum number of words required, but please use good judgment. Use references to websites or readings to support your comments whenever possible. It is important that you get your initial discussion postings up in the early part of the week, so others have an opportunity to read them and share their thoughts and experiences. By interacting fluidly throughout the week, we will build on one another's ideas. Therefore, post your Initial or 1<sup>st</sup> Post to the discussion forum no later than the end of our first class date, and reply to two (2) classmates no later than our second class date. Students will have time in class to pre-discuss the ideas and to submit an initial post if ready. Discussion boards posted after 11:59pm on Sunday the week they are due are considered late and will be graded later, these will also open on Sunday at midnight each week. I will give limited time in class to post the Discussion board as we will spend large amounts of time verbally and physically engaging in discussion each class time and so students who miss class are really missing out on quality dialogue, listening and learning from and with each other.

### **Projects**

Projects and cumulative assignments are rooted in course objectives and give students an opportunity to choose various subjects, formats, and other aspects of the assignment. They are drafted over a period of time such as a month and comprise multiple parts which entail the whole. Some are individual and group based, performed both in the classroom and out of the classroom.

### **Mid-term**

A mid-term cumulative exam will test your knowledge at the midway point, ideally weeks 1-8. A pre-test will be given the week before and study materials will be provided after an in-class study session. It will include multiple kinds of questions, will have unlimited time, and unlimited attempts. It can be revised or taken again until you are happy with your grade using instructor feedback and a rubric.

### **Exams**

There will be a mid-term and a final exam on Canvas, each worth 40 points. The requirements to complete the exams are the same for all students, whether undergraduate or dual credit.

### **Due Dates Policy, Late Work and Revision**

Students are expected to turn in work on the date that it is due. Feedback comes along with each assignment, and so will be given liberally for on time material while late work will receive the minimum of feedback. Late assignments will be accepted; however, students who turn in late work must write an expanded post for discussion posts, of 2 paragraphs along with 2 responses of equal length and for projects an extra

page minimum. Late work is graded also in the order it was received along with other late work, and never is graded before current ungraded work. All work can be revised for a better grade, but like above, will be regraded in the order it was received as a regrade, which will be graded *before* late work. Turn in the work on time and often, and receive liberal, constant feedback. This is a drafting and editing process. Get used to this. Get used to reading and writing 1-2 pages each week as notes, discussion posts and replies, weekly reflections, projects, papers, quizzes, exam questions, and more. This is all practice to help you master the basics to language, literacy and reading for teachers of young children.

### **Accommodations**

UNM is committed to providing equitable learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact The [UNM-Valencia Equal Access Services](#) (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at [sjclawson@unm.edu](mailto:sjclawson@unm.edu).

### **Learning Commons: Tutoring Services**

Tutoring is available to you in math, science, writing, and other subjects through the Learning Commons: Learning and STEM Centers and Writing Center. In-person tutoring is in these centers in the LRC (the building that also has the library). In addition, tutoring in Zoom and, for writing, through email, is also available. Tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses. To schedule an appointment, please go to [Learning Commons Bookings](#).

If you have difficulty with the scheduling link above, would like an appointment in a subject not listed at that link, or have a question, email [tutor@unm.edu](mailto:tutor@unm.edu). You'll get answers during business hours Monday through Friday. The webpage, with more details about available hours, is here: [Learning Commons: Tutoring Services webpage](#).

### **Title IX**

Our classroom and university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, or harassment, If you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus.

Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and

sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct and reporting, please see <https://policy.unm.edu/university-policies/2000/2740.html>.

### **COVID-19 Health and Awareness**

UNM is a mask friendly, but not a mask-required, community. 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 need to stay home, please get in touch with me via CANVAS; 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 me, an advisor, or another UNM staff member know that you need support so we can connect you to the right resources. Please be aware that UNM will publish information on websites and emails about changes to our public health status and community response.

### **Citizenship and/or Immigration Status**

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergencies are usually excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM has committed to the success of all our students and our undocumented community members community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>

### **Respectful and Responsible Learning**

We are all responsible for ensuring that learning occurs safely, honestly, and equitably. Submitting material as your work that has been generated on a website, in a publication, by an artificial intelligence algorithm, by another person, or by breaking the rules of an assignment constitutes academic dishonesty. It is a student code of conduct violation that can lead to a disciplinary procedure.

Please ask me for help in finding the resources you need to be successful in this course. I can help you use study resources responsibly and effectively. Off-campus paper writing services, problem-checkers and services, websites, and AIs can be incorrect or misleading. Learning the course material depends on completing and submitting your work.

UNM preserves and protects the integrity of the academic community through multiple policies including policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the Student

Pathfinder (<https://pathfinder.unm.edu>) and the Faculty Handbook (<https://handbook.unm.edu>).

### **Grading and Assignments**

<b>Assignments</b>	<b>Grade Percentage</b>
Attendance & Participation (In-Class Discussion & Activities) 100 pts	10%
Online Discussion Boards (10 points each, 15 in total) 150 pts	15%
My Eyes//My Voice Reads: PhotoVoice Essays (25 points each) 50 pts	5%
Phonological and Phonemic Presentations (25 points each) 10 pts	20%
Mid-Term Exam (100 points, 1 in total) 100 pts	20%
Final Exam (100 points, 1 in total) 100 pts	20%
<b>Total</b>	<b>100%</b>

### **Percentages and Grade Equivalent**

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

### **Course Outline**

#### **Week 1 (Jan. 16<sup>th</sup> & Jan. 18<sup>th</sup>)**

Topic: Course Introduction

In-Class Discussion: Introductions: Tell us about yourself. Give us your name and tell us your motivation to become an early childhood educator?

Readings: Mohawk “Clear Thinking” & Suina “The Pueblo People and the Dominant Culture”

Assignments: Online Discussion Board #1: Take 1 or more Reading assessments for yourself. How did you score? Strengths and weakness? Speed or level? What is your reflection on the test(s)? How might this impact you as a teacher of reading? What can and should you do to become a better reader and teacher of reading? Any tips or strategies, information or research you find in the process can and should be shared with others.

#### **Week 2 (Jan. 23 & 25)**

Topic: Foundations of Language, Literacy, Culture and Peoplehood: A Continuum

Readings: [Anaya](#) (2001) on Cuentos; Peoplehood Matrix; Freire “Reading the World”

Assignments: Reading the World with Your Eyes PhotoVoice Essay; Discussion Board 2: Re-Introduce yourself. Who are you? Who and how did you learn to read? Who are your People(s)? How do you and they “read the world”? What makes you and your people special, unique, a people? What are your greatest gifts, abilities, knowledge, and strengths?

**Week 3: Jan. 30<sup>th</sup> & Feb. 1<sup>st</sup>**

Topic: Common Core, NM Early Learning Guidelines, NM Languages and Literacies

Readings: CSLLP, Ch. 1-2; Choose 1 story from Anaya, Melendez or Pijoan.

Assignments: Speaking/Rewriting the World with Your Voice PhotoVoice Oral Essay; Discussion Board 3

**Week 4: Feb. 6<sup>th</sup> & 8<sup>th</sup>**

Topic: What is Comprehensive Language and Literacy Instruction look like?: The Science of Reading and Structure Literacy for Diverse Language Speakers, Cultures and Communities of NM

Readings: Fields LBRR, Ch. 1; CSLLP, Ch. 3

Assignments: Discussion Board 4; My Eyes/My Voice PhotoVoice Mixed Media Essay Due

**Week 5: Feb. 13<sup>th</sup> & 15<sup>th</sup>**

Topic: Oral/Aural Language Learning & Development: We are all oral/aural peoples

Readings: Fields LBRR, Ch. 2; Reading is Unnatural; Phonological Awareness

Assignments: Discussion Board 5;

**Week 6: Feb. 20<sup>th</sup> & 22<sup>nd</sup>**

Topic: Oral/Aural Language Learning & Development: From Phonological Development to Phonemic Awareness and Development

Readings: Fields LBRR, Ch. 3; CSLLP, Ch. 4

Assignments: Discussion Board 6; Phonological Presentation #1

**Week 7: Feb. 27<sup>th</sup> & Feb. 29<sup>th</sup>**

Topic: Emerging Literacy: Speakers, Readers and Writers/ReWriters

Readings: Fields LBRR, Ch. 4;

Assignments: Discussion Board 7; Phonemic Presentation #2

**Week 8 (Oct 9-15) – March 5<sup>th</sup> & 7<sup>th</sup> (Online only)**

Topic: Midterm Review, Weeks 1-8

Readings: None

Assignments: Discussion Board #8; Midterm Exam

**Spring Break from March 11<sup>th</sup> through March 15<sup>th</sup> 2024, No Class, No Assignments**

**Week 9: March 19<sup>th</sup> & 21<sup>st</sup>**

Topic: From Emergence to Convergence and Divergence

Readings: Fields LBRR, Ch. 5; CSLLP, Ch. 5

Assignments: Discussion 9; Readings Strategies Presentation, Grades Pre-k to Grade 2



**Week 10: March 26<sup>th</sup> & 28<sup>th</sup> (Class Online all week)**

Topic: Reading/Writing in Content Areas to Grade 5

Readings: Fields LBRR, Ch. 6

Assignments: Discussion Board 10; Writing Strategies Presentation, Grades 3 to 5

**Week 11: April 2<sup>nd</sup> (Class online) & 4<sup>th</sup>**

Topic: Creating a Reading-Writing Classroom

Readings: LBRR, Ch. 7; CSLLP, Ch. 6

Assignments: Discussion Board 11;

**Week 12: April 9<sup>th</sup> & 11<sup>th</sup>**

Topic: Standards, Benchmarks, and Systematic Assessment

Readings: Fields LBRR, Ch. 8

Assignments: Discussion Board 12;

**Week 13: April 16<sup>th</sup> & 18<sup>th</sup>**

Topic: Resourcing New Readers

Readings: Fields LBRR, Ch. 9; CSLLP, Ch. 7

Assignments: Discussion Board 13;

**Week 14: April 23<sup>rd</sup> & 25<sup>th</sup>**

Topic: Big Issues and High Need Areas

Readings: CSLLP, Ch. 8; Dyslexia Handbook; Gifted and Readers w/Special Needs; Resources, Opportunities, Quality.

What's on your mind? What needs exist in your family and community related to reading?

Assignments: Discussion Board 14

**Week 15: April 30<sup>th</sup> & May 2<sup>nd</sup>**

Topic: Review All

Readings: No Readings; Final Review

Assignments: Discussion Board 15

**Week 16: May 7<sup>th</sup> & 9<sup>th</sup> (FINALS WEEK)**

Topic:

No Readings

Assignments: Final Exam. Due by midnight on 05/07/2024

\*\* Instructor reserves the right to make required changes during the course