

Literacy in Early Childhood Education
LEE 232
Spring 2020

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Course Description

Linda Darling-Hammond stated that "...America's capacity to survive as a democracy relies...on...an education that seeks competence as well as community, that enables all people to find and act on who they are, what their passions, gifts, and talents may be, what they care about, and how they want to make a contribution to each other and the world. "It is my desire in this course both to offer you—as students—this kind of education, and to help you equip yourselves to create settings in which your own students may experience it.

Course Text

1. Selected Readings via Google Drive
2. Selected Reading with Meaning: Teaching Comprehension in the Primary Grades, Debbie Miller

Course Expectations

As with most classes, what you get out of this class will be exactly what you put into it. As future teachers who will be influencing hundreds of children, I have high expectations for your course involvement, behavior, and knowledge. More specifically, the following expectations are demanded.

- 1) Complete all course requirements
- 2) Come to every class session on time and be **fully engaged**.
- 3) Be prepared by having read assigned materials thoroughly and critically.
- 4) Check your email regularly for announcements.
- 5) Enthusiastically participate in group discussions and activities.

- 6) There are no excused absences or excused delays for assignment completion. As adults, it is your choice whether or not to attend class and how to participate in class. My position as the professor is that you should be in every class. I am not in the position to give or withhold permission for you to miss class.
 - a. If you have made the choice to miss a class, I simply ask that you let me know via **email** (not in person) prior to the class period that you will not be in attendance.
 - b. At the same time, late arrivals, early departures, absences &/or assignments submitted late will all negatively impact your grade. Participation entails being present and meeting the expectations outlined in this syllabus.
 - c. If/when you are absent, points will be deducted from your participation points
 - d. **Two or more absences will result in a drop of one letter grade for the course**
- 7) You are expected to complete your own work. You cannot re-submit work here that was done for previous classes.
- 8) Plagiarism will result in a zero on the assignment and a meeting with your academic adviser.
- 9) Please be sensitive in your class participation by not unfairly dominating discussions. Also, be aware that remaining silent during discussions does not provide an opportunity for the class to learn from you.
- 10) Please think carefully about your use of laptops and other electronic devices in class. That is, consider how they impact you AND those around you. Maintaining eye contact is important to building good relationships with your professor and other students in the class. Having good relationships enables you to have effective discussions with others, a key part of this class. While I understand the overwhelming desire to constantly check email and/or Facebook and/or instantly google any unfamiliar concept or question that comes up in class (trust me, I struggle with this too), satisfying those desires can be detrimental to your ability to engage, focus, think, and sustain your attention. I am not going to ban electronic devices outright. But I will talk to you if I feel that your use of them is distracting others and/or creating a less than optimal atmosphere in the class.
- 11) Candidate Professional Dispositions: The faculty of the Kremen School of Education and Human Development foster the development of the following candidate professional dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations.

However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the [Class Schedule \(Policy/Legal Statements\)](#) or the [University Catalog \(University policies\)](#)

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](#) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Course Standards:

NAEYC's Advanced Professional Preparation Core Standards for Early Childhood Programs ask candidates to demonstrate competence at higher levels and with greater depth and specialization than those holding an initial degree, license or credential in ECE or child development. NAEYC affirms the value of having a common set of outcomes shared by all in the profession, whatever their preparation or professional role. The advanced standards for this course are as follows:

NAEYC STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

NAEYC STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

2c: Demonstrating cultural competence and effective collaboration to involve families and communities in their children's development and learning

NAEYC STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

NAEYC STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO

CONNECT WITH CHILDREN AND FAMILIES

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches with a high level of cultural competence, understanding and responding to diversity in culture, language and ethnicity.

4d: Reflecting on own practice to promote positive outcomes for each child

NAEYC STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.

NAEYC STANDARD 6. GROWING AS A PROFESSIONAL

6c: Using professional resources, inquiry skills and research methods to engage in continuous, collaborative learning and investigation relevant to practice and professional role.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education based upon mastery of relevant theory and research

CCTC Standards The California Commission on Teacher Credentialing (CCTC) has developed a set of Standards of Program Quality and Effectiveness for the Early Childhood Specialist Credential. The following are included in LEE 250:

Field Experiences

1.3.3-Observation and participation experiences in child observation classes, public schools, private schools, and public and community agencies.

Professional Competencies

2.1- Demonstrate knowledge of human development and education.

2.1.2- Plan for continuity of learning experiences, regardless of grade level, for children age eight and younger.

2.2- Demonstrate knowledge, application, and analysis of several theoretical bases upon which early childhood programs have been and currently are being developed.

2.2.1- Explain and describe relevant research.

2.2.2- Compare and contrast fundamental theories of child development and philosophies of curriculum.

2.3.1- Demonstrate ability to diagnose children's learning needs through a variety of vehicles, including, but not limited to, observation, case studies, tests, developmental scales, and classroom products.

2.3.2- Develop a suitable match between diagnosis and learning activities provided.

2.3.3- Demonstrate knowledge of teaching of reading.

2.3.7- Provide opportunities for choice, problem-solving, decision-making, and responsibility for learning, on the part of the children.

2.3.8- Demonstrate a broad repertoire of teaching strategies.

2.3.9- Use teaching strategies related to child development (e.g., use an inquiry process of learning based on the young child's curiosity and active exploratory behaviors).

2.3.10- Demonstrate the ability to utilize knowledge of the sociocultural background of young children in planning learning environments.

2.4 Evaluate objectives, children's individual growth, learning, and programs.

2.4.1 Evidence consistency between state objectives and methods of evaluation.

- 2.4.2 Demonstrate knowledge of appropriate testing measures for young children in the cognitive, affective, and psychomotor domains.
- 2.4.3 Develop and employ a variety of processes which are appropriate for recording and evaluating continuous progress.
- 2.4.4 Explain and discuss alternative evaluative processes and programs.
- 2.4.5 Interpret results of standardized tests and other evaluative protocols.
- 2.5 Design and evaluate curriculum materials and resources appropriate to children from various cultures and of varying abilities, age eight and younger.
 - 2.5.1 Evaluate and select prepared curriculum materials.
 - 2.5.2 Develop original materials to meet the needs and interests of children.
- 2.6 Develop parent and community interest and involvement.
 - 2.6.1 Demonstrate knowledge of community served.
 - 2.6.2 Encourage participation and involvement of parents in school programs.
 - 2.6.3 Provide for parent education as related to the child's development and educational practices.
 - 2.6.6 Explain and describe similarities and differences among cultural groups in language, child-rearing practices, values, and customs.
 - 2.6.7 Facilitate parent conferences; demonstrate skill in non-judgmental listening and interactions, and the ability to help others develop these skills.
 - 2.6.8 Recognize and acknowledge community and home strengths; plan and initiate programs to strengthen home-school activities.
- 2.7 Use professional and community resources for referral, enrichment, program development, and program implementation.
 - 2.7.1 Describe and list professional and community resources for referral, enrichment, and program implementation.
 - 2.7.2 Identify children with special needs, select appropriate referral sources, and develop plans, after appropriate consideration.
 - 2.7.3 Assist in developing new community resources.
- 2.8.1 Interpret alternative educational philosophies and program rationale to staff, parents, and community.

ECE Literacy Components:

Oral Language

- Engaging in rich, extended conversation
- Increasing oral language vocabulary
- Participating in group Co-Inquiry and dialogue
- Telling stories
- Describing people, objects and events

Emergent Literacy

- Reading aloud to children
- Providing phonological awareness and alphabetic activities
- Offering early writing experiences
- Developing print knowledge and concepts, purposes and conventions of print

Discussing book illustrations and the sequence of story events
Recognizing print in the environment and in different types of texts
Using interactive and shared reading with big books
Reading and responding to alliterative books, predictable books and other literature

Early Literacy

Teaching phonemic awareness
Providing direct, systematic, explicit instruction in phonics, decoding and spelling patterns and sound/symbol that promote fluent reading and writing
Provide opportunities for extended practice in reading, speaking, researching and writing appropriate for students' assessed levels of performance.
Integrating reading and writing across the curriculum.

LEE 232 Course Goal:

1. Understand and apply research on ECE literacy and language acquisition to create quality, well-balanced, stimulating literacy programs and supportive home environments for young children.

Meets Standards NAEYC 1a,1b,1c,4b,4c,4d; CCTC 2.1, 2.1.2, 2.2, 2.2.1, 2.2.2., 2.3.1, 2.3.2, 2.3.3, 2.3.6

LEE 232 Course Objectives

1. Stages of language and literacy development

Meets Standards NAEYC 1a,1b,1c,4b,4c,4d; CCTC 2.1, 2.1.2, 2.2, 2.2.1, 2.2.2., 2.3.1, 2.3.2, 2.3.3, 2.3.6

2. Family literacy

Meets Standards NAEYC 2c; CCTC 2.6.2, 2.6.3, 2.6.7, 2.8.1

3. Cultural, ethnic, socio-economic and language diversity and second language literacy acquisition

Meets Standards NAEYC 4c CCTC 2.5, 2.5.2, 2.6.6, 2.7.2

4. Common Core State Standards

Meets Standards NAEYC 1a,1b,1c,5a,5b CTTC 2.3.3, 2.3.9

5. Children's Literature

Meets Standards NAEYC 5b,5c CTTC 2.5, 2.5.1, 2.5.2

6. Developmental stages of writing

Meets Standards NAEYC 1a,1b,1c CTTC 2.1, 2.1.2, 2.2, 2.3.3, 2.3.8, 2.3.9, 2.3.10

7. Reading assessment

Meets Standards NAEYC 3a,3c,3d CTTC 2.4, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5

Course Requirements

Assignment	Description	Points
Class Participation	Engagement and class attendance	100
Children's Literature Book Talks	Explore children's books and share with colleagues	75
Literacy Improvement Project	Improve literacy experience for one or many individuals	125
Final Paper and Presentation	Assessment of course material	100
In Class Assignments	Assignments completed in class	100
		500 points

Brief Assignment Descriptions

Children's Literature

- 1- 2 times throughout the semester you will come to class with a children's book that you enjoy
- You will tell the class about the book and why it is enjoyable
- We will compile all of our books recommendations on Google Drive

Meets Standards NAEYC 5b,5c CTTC 2.5, 2.5.1, 2.5.2

Literacy Improvement Project

- The main objective of this course is to help you help others become more literate
- You will choose a project that you are passionate about that aims to improve the literacy experience for an individual or individuals
- You will log 15 hours for this project
- You will present what you did for your project and the effect that it did or did not have

Meets Standards NAEYC 1a,1b,1c,4b,4c,4d; CCTC 1.3.3, 2.1, 2.1.2, 2.2, 2.2.1, 2.2.2., 2.3.1, 2.3.2, 2.3.3, 2.3.6, 2.4, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5, 2.6.2, 2.6.3, 2.6.7, 2.8.1

Final Paper and Presentation

- You will create and present knowledge that you have gained this semester through the journey of improving literacy for yourself and others

Meets Standards NAEYC 1a,1b,1c,4b,4c,4d; CCTC 2.1, 2.1.2, 2.2, 2.2.1, 2.2.2., 2.3.1, 2.3.2, 2.3.3, 2.3.6, 2.3.8, 2.3.9, 2.3.10, 2.5, 2.5.2, 2.6.6, 2.7.2,

Tentative Course Schedule

****Dates and Topics are Subject to Change!****

Live Schedule on Google Drive

Literacy Improvement Project

Objective:

To consider how you use your literacy knowledge to influence others. The purpose of this class is to broaden our understanding of the definition of literacy, broaden our views of the impact of literacy, and use this knowledge to influence the world around us.

The assignment provides graduate students in the course opportunity to:

- 1) Identify a specific literacy question
 - 2) Identify a specific literacy need
 - 3) Study (read about) this specific question and literacy need
 - 4) Explore how research can be used to improve practice
 - 5) Actually try to improve literacy practice for an individual or individuals
 - 6) Log 15 hours improving literacy practice
-

Summary:

For this assignment, you will:

- Identify a specific problem or question
 - Turn to research to study this particular need, problem or question
 - Consider a way in which to improve this need
 - Research a literacy topic in depth
 - Present a summary of project and findings to peers
 - Provide document to be shared with peers (e.g., link to google site)
-

Sources:

Students need at least 2 books, 5 current research articles from scholarly literature, and 1 video.

The following scholarly periodicals, among others, may be used: *Reading Research Quarterly*, *Journal of Reading Behavior*, *Reading Teacher*, *Language Arts*, *TESOL Quarterly*, *Elementary School Journal*, *Child Development*, *Childhood Education*, *Early Childhood Research Quarterly*, *Journal of Research in Early Childhood Education*, *Early*

Childhood Research and Practice (online), Educational Leadership, Kappan, Young Children and Beyond the Journal (online).

Sections in Project:

1. Statement of Problem
 2. Introduction to topic
 3. Research on topic
 4. Literacy Improvement Plan
 5. Findings
 6. Conclusions
-

Literacy Topic Exploration

Objective:

To deeply learn more about one literacy topic and share this information with peers.

The assignment provides graduate students in the course opportunities to:

- 1) make a presentation on an aspect of literacy to the whole class,
 - 2) examine a practice and its foundation in literacy theory and research;
 - 3) apply theory to practice; and
 - 4) explore how research can be used to improve practice.
-

Summary:

For this assignment, you will:

- Research a literacy topic in depth
 - Create a document that provides your classmates a wealth of information about that topic
 - This document could be: a google site, a wiki,
 - This document is equivalent to writing a 10 page paper
 - Present a summary of findings to peers
 - Provide document to be shared with peers (e.g., link to google site)
-

Sources:

Students need at least 2 books, 5 current research articles from scholarly literature, and 1 video.

The following scholarly periodicals, among others, may be used: *Reading Research Quarterly*, *Journal of Reading Behavior*, *Reading Teacher*, *Language Arts*, *TESOL Quarterly*, *Elementary School Journal*, *Child Development*, *Childhood Education*, *Early Childhood Research Quarterly*, *Journal of Research in Early Childhood Education*, *Early Childhood Research and Practice (online)*, *Educational Leadership*, *Kappan*, *Young Children* and *Beyond the Journal (online)*.

Sections in Project:

1. Research
 - a. Report recent research on the topic
 - b. Summaries and synthesis
2. Practice
 - a. How does the research connect to practice?
2. Problem
 - a. Are there any problems with the research or with practice?
i.e.g., research says _____ but practice does _____
2. Connections

- a. How does this information relate to you and your specific role or future role?
 - b. How does this information relate to topics discussed in class?
-

Literacy Summary:

Description: Write a one page description of the literacy area and the practice being demonstrated, names of literacy authorities who develop/use the literacy practice and how it relates to literacy theory and research.

List the steps for implementing the practice (eg. Step 1. Read book, Step 2, Have students identify main characters, etc.). The demonstration shows how to use the practice to develop literacy in young children. The demonstrations may differ depending on the practice and literacy area. You might also provide a list of specific examples of how and when to use this practice.

Strategy References: Include the professional sources used in preparing the demonstration. Please provide copies of 1 article (electronic) that would be most useful for professional development activities concerning this area of literacy.

Presentation:

You will have 15-20 minutes to present the material to your peers

The presentation will include,

- Description of topic
- Interesting research findings
- Problem
- Personal connections
- Hands-on practical example (bulk of presentation- 10 minutes)

Literacy Topic Exploration Rubric				
CRITERIA	1	2	3	4
PURPOSE	Purpose is not clearly stated	Purpose is stated but vague; Not objective; Relevance not clear	Purpose is clearly stated; Relevant topic, problem not identified	Purpose is clearly explained; Topic is pertinent to ECE and course objectives; Problem is identified
RESEARCH	Minimum number listed in back; Not discussed in Project	Minimum number; Discussed generally; Not related to purpose	Well researched, current ;Good discussion of research but not as in depth as it could be	Well-researched, cutting edge; Articles from quality journals and authorities; Informative, detailed and careful explanation of research
ORGANIZATION	Ideas are not clearly explained; Project does not present ideas in an organized way	Good ideas but hard to follow; ideas are not well explained	Project is organized and makes sense; Ideas progress in order; Has an introduction, thesis, middle and conclusion	Well developed ideas and sound perspectives; Project has a clear organization, thesis; Subheadings are used to assist reader from beginning to end.
MECHANICS	Many typos, grammar & spelling errors	A few errors per page; APA is not used consistently	2-3 errors in Project; APA Style	Perfect, almost no errors; APA includes proper citations online resources
PRACTICE	No applications or examples	A few examples	Some examples; Not well related research	Timely research-based, best practices for ECE; Many examples;
CONNECTIONS	No personal or class connections	A few examples	some personal connections, no connections to class	Many examples presented. Connections to persons and class content are expounded upon

Literacy Improvement				
CRITERIA	1	2	3	4
PURPOSE and Statement of Problem	Purpose is not clearly stated	Purpose is stated but vague; Not objective; Relevance not clear	Purpose is clearly stated; Relevant topic, problem not identified	Purpose is clearly explained; Topic is pertinent to ECE and course objectives; Problem is identified
RESEARCH	Minimum number listed in back; Not discussed in Project	Minimum number; Discussed generally; Not related to purpose	Well researched, current ;Good discussion of research but not as in depth as it could be	Well-researched, cutting edge; Articles from quality journals and authorities; Informative, detailed and careful explanation of research
ORGANIZATION	Ideas are not clearly explained; Project does not present ideas in an organized way	Good ideas but hard to follow; ideas are not well explained	Project is organized and makes sense; Ideas progress in order; Has an introduction, thesis, middle and conclusion	Well developed ideas and sound perspectives; Project has a clear organization, thesis; Subheadings are used to assist reader from beginning to end.
MECHANICS	Many typos, grammar & spelling errors	A few errors per page; APA is not used consistently	2-3 errors in Project; APA Style	Perfect, almost no errors; APA includes proper citations online resources
PRACTICE	No applications or examples	A few examples	Some examples; Not well related research	Timely research-based, best practices for ECE; Many examples;
CONNECTIONS	No personal or class connections	A few examples	some personal connections, no connections to class	Many examples presented. Connections to persons and class content are expounded upon

LEE 232 Tentative Schedule
 This Schedule is Subject to Change

Date	Topic	Reading	Due
Jan 27	Get to know YOU Get to know the Course Candidate Interests		

	Dissect “literacy” What is a question?		
Feb 3	What is literacy? What is reading? What is writing? What is text?	100 Languages Essential Questions	Slide about self
Feb 10	Essential questions	Essential Questions	Bring an article about your topic.
Feb 17	HOLIDAY		
Feb 24	Processing “Texts” Background Knowledge Identifying project questions Interest		Bring two MORE articles about your topic (you should have 3 total) Create a “why” statement. <ul style="list-style-type: none"> • Why do you want to study this particular topic? Why do you think this is worthwhile? • Give details or examples Engage in one step of your IMPROVEMENT portion and come ready to tell us what you did.
March 2	Important elements of Literacy Instruction Literacy Improvement Project Work -Peer Feedback	Every Child Every Day	Complete slide about your literacy improvement idea -topic -question -articles -What is the improvement?

			<p>Include a slide with your statement of the problem</p> <p>How to write a problem statement</p>
<p>March 9</p>	<p>Family and Backgrounds, UDL, Equal Access</p> <p>No face to face meeting- work with your stakeholders, participants, data</p>	<p>YOUR CHOICE-</p> <p>Choose a reading from our reading folder</p> <p>Create a slide about what you read</p> <p>(due march 30)</p>	<p>Problem Statement Peer review</p> <p>Plan your project on your slide</p> <ul style="list-style-type: none"> -topic -question -problem statement -what are you improving -how will you improve -what data can you collect? <p>Gather a piece of data for your project!</p>
<p>March 16</p>		<p>The Book Whisperer</p> <p>Delpit</p> <p>Heath</p> <p>Reading or Not, Here We Come</p> <p>What I've Learned about Effective Literacy Instruction</p> <p>Create a slide about what you read^^^</p>	<p>Peer review of Problem Statement due</p> <p>Bring two pieces of data from your project</p> <ul style="list-style-type: none"> - Primary data source
<p>March 23</p>	<p>Emergent Literacy</p>	<p>YOUR CHOICE- connected to your</p>	

	Stages of Literacy Writing a Statement of the Problem Writer's Workshop	topic- upload to personal folder	
March 30	Literacy Curriculumms 2 sections of poster	YOUR CHOICE- connected to your topic	Choice reading slide due
April 6	SPRING BREAK		
April 13	Literacy Improvement Updates Begin your Poster (first 3 sections) Peer Review of Posters	Creating Posters	Literacy Improvement Updates
April 20			
April 27	Word Study and Spelling Development What is literacy? And how do we encourage literacy growth?	Student choice from google drive folder.	Literacy Improvement Poster Rough Draft Begin Reading your jigsaw article
May 2	Poster Session at Cesar Chavez Conference		Poster Due