

**SUNY Potsdam
College of Education
Fall 2011**

Course Number GRDG 665

Emergent Literacy

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Office Hours: I will be here before and after classes on the weekend.

Other hours by appt.

Course Overview and Objectives:

This course examines the relationship of language and cognition, the effects of home and community environments on language acquisition, and the stages of oral and written language development in young children. Instructional practices for emergent literacy of this course include guided reading, shared reading/writing, reading aloud, the language experience approach, and explicit phonics instruction.

Required Texts:

Temple, C, Temple, F, & Burris, N (1993). *The Beginnings of Writing*, 3/E. Boston: Allyn & Bacon

Soderman & Farrell, (2008). *Creating Literacy-Rich Preschools and Kindergartens*. Boston: Allyn & Bacon.

Course Goals and Objectives:

The major objectives of this course are for students to:

1. Learn Climates and environments that support best practices in emerging literacy
2. Emerging literacy components and teaching strategies
3. Select and use instructional techniques, strategies, and response modes to enhance young children's knowledge and appreciation of print and non-print materials and adapt those techniques to the individual needs and learning styles of diverse students in the instructional setting.
4. Understand the child's world outside of the classroom: Involve families as partners in the literacy process
5. Use literature to integrate curriculum areas around themes.
6. Plan literature studies appropriate for young children.
7. Select literature representative of all cultures.
8. Plan for instruction that uses children's organization of story in spoken and written forms.
9. Design effective classroom libraries for young children as a part of an over-all classroom design.
10. Understand useful and authentic assessment strategies

Teaching Strategies

This class will function as a learning community with each of us contributing through class discussion, cooperative group work, literature circles, and reflective writing. You are expected to be a contributing member, working cooperatively, respecting the contributions of all classmates and accepting the responsibility for your own learning.

Evaluation

To earn a given grade your work should fit under the following descriptions.

Completion of assignments does not mean an automatic A. Your grades also depend on the quality, appearance, and evidence of significant effort and accomplishment. The following chart is provided to assist you with your self-evaluation but keep in mind that there are additional levels between each grade. For instance: 3.3, 3.7 are grades that fall between a 3.0 and a 4.0.

A=Excellent 4.0—all work is 100% completed in a professional manner and contains evidence of significant effort and accomplishment. The work is 100% professional in content and appearance. (**Exceeds Expectations**)

B=Good— 3.0 All work is completed in a useful manner and contains evidence of effort and accomplishment. The work is complete in content and appearance but lacks professional polish. (**Meets Expectations**)

C=Average—2.0 the work is complete. The work contains all required parts. The work lacks evidence of time and effort.

D=Passing—1.0 the work is not adequate in details, efforts, professionalism or completeness.

F=Failing— below 1.0 the work is inadequate or incomplete.

Because this is a graduate level course, significant research will be expected on each of your assignments. It will be important to cite your references and resources.

Procedures and Expectations:

1. Email: Email is the best way to contact me. When contacting me via email, include the following information in your message:

- a. a specific subject line description with the course number (517, book club response)
- b. your full name and email address
- c. the specific question/issue

2. Phone: Please do not leave a message requesting that I call you back to confirm that I received a phone message (“I will not be in class; call me back so that I know you got this message.”) Send an email if you want confirmation.

3. Class Etiquette:

- a. Turn items that ring, ding or sing to silent and put them out of sight during class. Remove any ear phones/receivers before class begins. I do not bring my cell phone to class because I am not available to take calls during our class meeting.
- b. be respectful of your fellow classmates and do not engage in side

conversations or note passing. They are distracting and will not be allowed.

c. Complete all readings prior to class so that you can engage in conversations relating to the readings during small group and whole class discussions.

d. Arrive on time and plan to stay for the entire class period (see Attendance Policy below).

4. Attendance Policy: Because this is a weekend course, absence from a class (each class session is equal to 2 to three weeks worth of classes) meeting will result in an automatic failure for the class. Please do not ask me to excuse you due to weddings. If you have an important family function that you do not want to miss, then plan for a different time to take this course.

5. Academic Integrity Policy: We are all bound by the SUNY Potsdam Academic Integrity Policy.

a. All work submitted must be ORIGINAL work prepared for this course. This means that you cannot “reuse” or “revise” assignments prepared by you for other classes.

b. Plagiarism is a violation of the SUNY Potsdam Academic Integrity Policy. For the purposes of this course, plagiarism is defined as using in part or in whole any material written or designed by anyone other than the student, unless specific credit is given to the originator. This includes but is not limited to: lesson plans found online and/or provided by a teacher or found in any publication, book descriptions/reviews, course work done by anyone other than the student. Always provide the proper citation (i.e. URL for Internet sites). **APA format is the format for education and all students will be required to use it.**

6. Dispositions: Students are expected to demonstrate appropriate dispositions during all class activities and while completing outside assignments.

Assignments

1. Literature Log : As Emergent Literacy teachers we must be aware of the board and rich variety of literature now available to young children in order to help our students and their parents sample and enjoy it. The best way to familiarize yourself with a broad range of authors, genres, and formats are for YOU to sample and enjoy them. You will need to begin keeping a Literature Log as you select and read a variety of quality Children’s Books. You must have 3 examples of each of the genres (7) we will study in class: alphabet books, traditional tales, twists on traditional tales, contemporary stories, historical fiction, informational/expository texts, and biography. At least one of your choices for each genre must include diversity. For each book, list the title, author, illustrator, genre, publication date and publisher, honors, appropriate grade

levels. Write a brief summary and a plan for how you will use this book in your teaching. You will write a brief explanation of each genre. The final product must include all handouts on genres, story elements, etc. provided in class. This is an individual project that will be done outside of class.

2. Read alouds: Students will select a favorite picture book and practice reading the book aloud using good sharing techniques. At the beginning of each session, individual students will share their favorite book by doing a read aloud. Each student should be able to share a minimum of 1 book with the class but are encouraged to read more. This will begin during the first weekend of class and continue throughout the course until the end.

3. Journal Articles Literacy Circles: As you prepare for a career in education, it is important to become familiar with a variety of professional journals. Reading and analyzing information on current research and best literacy practices can improve instruction and promote student learning. As a group, Read and reflect on 5 articles from current professional journals at the Library, obtain copies from the professional book/journal collection at your schools (ask the media specialist), or download articles from educational web sites. Bring Xeroxed copies of your article including highlights and/or margin notes with your reflections to your group session in class. The initial paragraph should include a brief summary of the article. The remainder of the 2-page paper should make connections to course objectives; include personal experiences, thoughts, ideas and opinions; and explore how this information may impact your future teaching experience. Each student will read and review their journal articles as a member of a group. They will then develop a strategy for “teaching” their articles’ content to other members of the class. At the end of each article group session, students will be required to present their findings to the rest of the class.

4. Parent Involvement Project: Develop a parental involvement strategy plan including the following strategies:

1. Information on parenting
2. More than one means of communicating with parents
3. A parent volunteer program in your classroom
4. Provide information to parents about how to help their child learn at home
5. A plan for parental involvement in decision making at school
6. Identify resources and services in the community that provide strength and support to parents, schools, community health, cultural understanding, social support, recreation, children’s learning and development, ways for the parents and children to provide service to the community, and anything else that I might have left out.

5. Assessment Project: Assessment is an integral part of teaching and learning used to inform and direct instruction. Select and complete 3 Literacy Assessments with one B-K or a future student at your placement. Make sure that you select three of the following in your assessment plan:

- a. An assessment of Social Competency

- b. A general literacy skills checklist: This could be a concepts of Print assessment
- c. Screening and assessment of Young English language learners
- d. An observational and anecdotal notation
- e. An Eco map
- f. A place for the Child's performance samples
- g. Any classroom assessment that ***YOU*** deem appropriate (Please make sure that it is designed for ***emergent*** readers)

Provide a written explanation of your assessment plan, a rationale for the items that you selected and a write-up of how you will use your findings.

7. The Music to literacy project: This will be an in class assignment that will be conducted with the literacy groups and myself. Each group will develop a poem that utilizes, math, science, and social studies concepts. They will then put the poem to music using the "tune" from a well know children's song. Once the group has practiced their song, they then need to add motions or movement that assist in remembering the sequence of the song. Once they have developed their songs, each group will teach their poem/song to the rest of the class. Once each group has successfully taught their song they will then work on a dramatic presentation of their song/story to present to the class. They can use puppets, musical instruments, masks, or rhythmic clapping, all of the above or any other creative method for dramatic play.

8. Participation/attendance/completion of assigned readings: Attend all class sessions, complete all assignments on time, and read all assignments from the text/readings.

SUNY Potsdam Conceptual Framework

A Well-Educated Citizen

Organizes thought and communicates effectively

Understands and respects other cultures and our intercultural world

Understands the impact of science and technology on our lives

Appropriately uses technology

Has a broad and deep understanding of the subject matter one teaches

Reflective Practitioner

Models inquiry, practice and reflection

Effectively uses research-based models of curriculum, instruction, and assessment

Meets the diverse learning needs of students

Applies knowledge of local, state, and national standards

Effectively uses instructional and assistive technology

Promotes inquiry, critical thinking, and problem-solving

Creates positive learning environments for all students

Prepared to become an instructional leader

Principled Educator

Behaves in a professional manner

Maintains a high level of competence and integrity in one's practice

Willing to take risks, be flexible, and show comfort with uncertainty

Takes responsibility for one's own actions

Recognizes one's own diversity and that of others

Fosters positive relationships with students, parents, colleagues, and agencies in the community to support student learning and well being