

**EDEC 103 Language & Literacy I
(TTH Fall 2014)**

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Office Hours: Hirt 300 H
MWF 9:30 a.m. – 10:30 a.m.
TTH 1:30 p.m. – 2:30 p.m.
Or by appointment

COURSE DESCRIPTION:

This course provides a solid foundation in the theoretical and pedagogical underpinnings of best practices that support language and literacy acquisition from birth through the early primary grades, with a special focus on how language contributes to literacy attainment. The use of children's literature (picture book genre) in the language arts curricula receives special attention. There is also a focus on the development of the skills of speaking, listening, writing, reading, and viewing, essential components of literacy. Students will utilize several checklists to evaluate children's speech and language learning and conduct appropriate literacy assessments on children and programs. The importance of family literacy partnerships and the significance of meeting the needs of second language learners and bilingual children will be addressed. Knowledge regarding content, instructional strategies, age-appropriate materials, and technology for intentional teaching will be discussed and practiced. [Practicum Required]

REQUIRED TEXT(s):

Jalongo, M. R. (2004). *Young children and picture books*. (2nd ed.) Washington D.C.: NAEYC.
[ISBN#1-928896-15-4]

Machado, J. M. (2013). *Early childhood experiences in language arts*: (10th ed.) Wadsworth
Cengage LearningUSA: [ISBN 9781111832612]

COURSE OBJECTIVES: [Chapter 49-2 Pre K – 4 Program Specific Candidate Competencies]

- Demonstrate the understanding of theories of language and literacy development. [I C-11, sections a-h; I D-#1-#6]
- Demonstrate knowledge regarding the best practices to support the acquisition of language and literacy and be able to articulate why and how language acquisition is inexorably linked to literacy acquisition. [I A-#5 & 6; I D-#1-#6; II A-1g; II B-5 c & d]
- Identify the language acquisition process in young children (both English and non-English speakers); factors that can affect acquisition of language, including cultural, environmental, and developmental influences, and learn language prompting techniques to use with individuals as well as small/large groups of children. [II A-1 sections a-h; II B-h; IV B-#3 & #4]
- Know the teacher's intentional role in supporting language and literacy with infants, toddlers, preschool, kindergarten, and the early primary grade children and use

- developmentally appropriate strategies, and specific techniques to promote listening, speaking, writing, and reading for all young children. [I A-#5 & #6; I C-#1, #2, #6; I G-#3 & #6; II A-1, sections a- g; II B-#1, #2, sections a-c, #5, sections a-h; V-A,B,C, E, F,P]
- Recognize the value of the acquisition of language and literacy through the use of picture books and identify and evaluate children's books that are appropriate for young children, including Caldecott Award winners.
 - Design activities for children that correlate with a specified number of children's books, with specific focus on the language and literacy skills that will be enhanced in children. [II A-1, sections a- g; II B-#1, #2, sections a-c, #5, sections a-h]
 - Describe characteristics of language and literacy rich environments. [II B #1; II B-#5 d (i)]
 - Recognize the influence of early home/family literacy experiences on language and literacy learning.
[I G-#4; ; II A-1g; IV A #1 & #5; IV B-#3 & #4; IV c-#1]
 - Examine diverse cultural backgrounds, its impact on language and literacy learning, and recognize the importance of using multicultural literature for all children from birth through the early grades. [I I-#5; II A-1b(iv-v); IV B-#3; V B & F]
 - Identify literacy intervention programs for at-risk learners and how to modify literacy instruction for children with special needs. [I A #6; I I-#8; II A-1b(iv-v); II A-h; III F-#2 & #4; IV B-#3; V B]
 - Engage in developmentally appropriate activities that reflect the educational approach of "literacy through play" [I I-#4; II A-1c (i-ix); II A-1d(i-vii)]
 - Recognize the importance of integration of language and literacy "across the curriculum" and discuss ways of implementing the strategies in classrooms.
[I D #1; I I #2; II B-5 (a)]
 - Discuss and develop techniques and strategies to engage children in language and literacy activities (literature extensions), including storytelling, creative drama, oral responses, written responses, and graphic art responses. [I C# 1 & -#6; I D-#6; I I-#4, #5, #7; II A-1d(i-vii)]
 - Examine and utilize a variety of methods and instruments to assess speech, language and literacy development. (I G-#5; II B-f; III F-#2; III B,C,F (#2), O & Q]
 - Become familiar with the Pennsylvania English Language Arts Standards, as well as the Joint Position Statement on Learning to Read and Write issued by the International Reading Association [IRA] and the National Association for the Education of Young Children. [I F; II B-5h(i-viii)]
 - Identify the five essential components of evidence-based reading instruction: phonemic awareness skills, phonics skills, reading fluency, vocabulary development, and comprehension strategies and describe the challenges children may encounter. [II A-1a (i-v); II B-5b (i-vii)]
 - Critique research on the topics of language and literacy. [I B-1]
 - Research the illiteracy rates in the United States and other countries; discuss implications. [I C-11 (sections a-h)]
 - Practice manuscript handwriting.

LEARNING GOALS & OUTCOMES

The Education Department Early Childhood/Special Education faculty has developed six-broad based learning outcomes that serve as the framework for the program's curriculum.

Education Department Learning Outcomes	Which Outcomes are Met in this Course?	Method of Assessment
1. Create and facilitate a quality lesson plan.		
2. Articulate a personal teaching philosophy statement.		
3. Assess PreK - 4 Early Childhood and PreK - 8 Special Education student performance.	X	Practicum requirements/assignments
4. Demonstrate personal ethical and professional standards in a school setting.	X	Practicum placements/requirements
5. Plan for and implement differentiated instruction for students with special needs in a PreK – 4 Early Childhood and PreK – 8 Special Education.		
6. Demonstrate knowledge of best practices associated with child development, teaching and learning in a PreK – 4 Early Childhood and PreK – 8 population.	X	Lecture/Discussion Exams Practicum placements/requirements In-class presentations and demonstrations

CLASS POLICIES:

Academic Integrity: Students are required to adhere to the Mercyhurst Academic Honesty Policy. This policy discusses forms of academic dishonesty including; plagiarism, fabrication, cheating, and academic misconduct. Non-compliance will result in penalty. Please refer to your undergraduate catalog.

Assignments: Class assignments must be turned in on the due dates designated throughout the term. If a student is unable to meet an assignment date, it is the student's responsibility to contact the professor at least three days prior to that date to request an extension. The professor will determine if the reason for an extension is reasonable. Failure to do so will result in a one letter grade reduction for each class period the assignment is overdue. All assignments are to be typed unless otherwise instructed.

Attendance: Attendance in class is required and nonattendance can result in a failing grade. You have one permissible unexcused absence. Each additional unexcused absence will result in a 20-point reduction from the total point value. Leaving town early before break, or your alarm not going off are not examples of absences that will be excused. If you are sick enough to require treatment, have a family emergency, or have a scheduled Mercyhurst sporting event, you may be excused *if you notify the professor before class and you provide proper documentation of absence when applicable.*

Class Participation: Participation in class activities and discussions is expected. Students should frequently involve themselves in discussions of text materials, lectures, and actively engage in in-class projects, activities, and presentations. Thoughtful and reflective comments, teaching ideas, and appropriate questions are also encouraged and expected. Students should complete reading assignments prior to class in order to fully participate in class discussions.

Note: Total Class Participation points will be distributed via ½ at midterm and ½ at end of term.

Electronics: Cell phones and other electronic devices i.e. BlackBerry, iPad, iPod & headphones and /or other related devices are not permitted to be used during class time. You will be expected to put these devices away (turned off and out of sight) prior to class beginning. Laptops may be used in a non-distracting manner, with the intent of taking class notes, and with the expectation of refraining from visiting e-mail account(s), Facebook, or surfing the Web and so on. If student does not adhere to these guidelines, they and/or their equipment will be asked to leave the class session. If you do have an emergency or are expecting an important call, please notify the instructor prior to class beginning.

COURSE REQUIREMENTS/ASSIGNMENTS:

Annotated Bibliography: Each student must develop an annotated bibliography. You will read a number (36) of children's picture books. From which you will select a total of (9) from numerous types of books i.e. predictable, informational, fairy-tales, multicultural- to name a few. You must compile the annotations in a ½ inch notebook/folder (9 all together) that has divisions for these different categories (types) of books. You will also be required to generate extension activities ideas connected to literacy skills for these books/stories as well. Expectations/scoring for this assignment are outlined in the *Annotated Bibliography* requirements document available on *Blackboard*.

Literature-Based Literacy Activities Presentation: Students will form small to present (graphic/multimedia) information on creative methods for involving children in literacy activities. The methods/information will be gathered primarily from individual chapters in our text: Storytelling, Poetry; Flannel (Felt) Boards; Group (Circle) Time; Puppetry and Drama. The groups will also present a small selection of related children's books, poems, stories etc...and engage the class in creative and connected hands-on activities. Expectations/scoring for this assignment are outlined in the *Literature-Based Literacy Activities Presentation* requirements document available on *Blackboard*.

Picture Book Read-Aloud: Each student will read a children's picture book to the class (on two separate occasions) and initiate a related literacy activity. Expectations for this assignment are outlined in the *Picture Book Read-Aloud Requirements & Scoring* handout and will be discussed and demonstrated further in class. Stories selected for reading must be newer books published between 2010 through 2014.

Required Practicum: Each student will be placed in an early childhood setting/program Pre-K or Kindergarten) and will be required to complete the following separate 5 activities: Speech &

Language Checklist(s); 4 Picture Book Readings to children/students (w/ Literacy Skill Focus); Collection of 3 Writing/Drawing Samples w/Dictation; Print & Book Concepts/Phonological Awareness (Observation Forms); Literacy Implementation: Environment & Teachers' Guiding (Checklists). Approximately 9 hours are anticipated to complete assignments- schedules and number of visits will vary. Expectations/scoring for this assignment are outlined in the 5 *Separate Assignments Practicum Requirement* document available on *Blackboard*.

Tests: There will be 3 in-class exams consisting of multiple-choice, short essay, fill in the blank, and application type questions.

GRADING PROCEDURES:

Annotated Bibliography	= 160 points
Picture Book Read-Aloud (40 pts. x2)	= 80 points
Literature-Based Literacy Activities Presentation	= 100 points
Class Participation	= 100 points
Practicum Requirement-5 Separate Assignments	= 200 points
Tests (2 @ 60 pts. & 1 @ 90 pts.)	= <u>210 points</u>
Total	= 850 points

The grading system used in this course is the unified Education Department grading scale:

A	95-100%	"A" is reserved for work of exceptional quality!
B +	90-94%	
B	85-89%	
C+	78-84%	
C	70-77%	
D+	65-69%	
D	60-64%	
F	Below 60%	

Note: All assignments are to be completed and turned in or an (F) *Failure* grade may be given at the discretion of the professor. The expectation is that you will hand in all assignments and not selectively choose which ones to complete.

In keeping with college policy, any student with a disability who needs academic accommodations must call Learning Differences Program secretary at 824-3017, to arrange a confidential appointment with the director of the Learning Differences Program during the first week of classes.

TENTATIVE SCHEDULE:

<u>Date</u>	<u>Topic Reading</u>	<u>Assignments Due</u>
8/28	Introduction to Language Development & Theories of Language Emergence	
9/2	<u>Chapter 1</u> Beginnings of Communication	
9/4	"Read Aloud Handbook" by Jim Trelease" http://www.trelease-on-reading.com/rah-ch4.html	Visit/Read Do's & Don'ts of Reading-Aloud website
9/9	Jalongo Ch.1, 2 & 3 Children's Picture Books	
9/11	<u>Chapter 2</u> Task of the Toddlers	Picture Book Read Aloud Begin (see schedule for individually assigned dates)
9/16	<u>Chapter 8</u> Developing Listening Skills	
9/18	Group planning time for Literature-Based Literacy Activities Presentation	
9/23	Test # 1	Test # 1
9/25	Children's Literature: Authors & Illustrators (No-Required Reading)	
9/30	Continue ... Authors & Illustrators	Plan 1 st Practicum Site Visit
10/2	<u>Chapter 3</u> Preschool Years Art Stages (No-required Reading)	
10/7	*Storytelling Presentation	*Begin Group Presentations
10/9	***Mid-Term Break***	
10/14	<u>Chapter 4</u> Growth Systems Affecting Early Language Ability	
10/16	Jalongo Ch.4 Young Children's Responses to Picture Books	
10/21	<u>Chapter 9</u> Children & Books *Poetry Presentation	

10/23	Test # 2	Test # 2
10/28	<u>Chapter 16</u> Developing a Literacy Environment	
10/30	*Flannel (Felt) Board Presentation	
11/4	<u>Chapter 17</u> Reading & Preschoolers	Annotated Bibliography
11/6	(No-class) In lieu of KDP Professional Development Expo on Sat. 11/8 @ 8-Noon	
11/11	*Group (Circle) Time Activities Presentation	
11/13	Jalongo Ch.5 Acquiring Literacy Through Picture Books Controversial Books (No-Required Reading)	
11/18	*Puppetry and Drama Presentation	
11/20	<u>Chapter 7</u> Promoting Language & Literacy	
	Thanksgiving Break	
12/2	<u>Chapter 5</u> Understanding Differences Practicum De-briefing	
12/4	Test # 3	Test # 3
Wk. of 12/8	TBA	Practicum Assignments