

Course Syllabus

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COURSE NUMBER AND SECTION	INSTRUCTOR	E-MAIL ADDRESS
<u>Emergent Literacy</u>	<u>Spring 2004</u>	<u>/ 3</u>
COURSE TITLE	TERM	CREDIT HOURS
<u>WEBH Room 400</u>		
SITE		

Course Description: (provide details of student focus, rationale, scope, and prerequisites)
This course explores theories and practices of literacy learning and literacy development, birth to age 8. Students read and discuss with colleagues the research and theory supporting instructional strategies for early literacy. Students consider means for determining the appropriateness of various literacy strategies, including concepts of print, story language, comprehension, and literacy-rich environments. Assessment tools of early literacy acquisition will be presented and reviewed.

Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

The goal of this course is to provide teachers with an understanding of early literacy development which will allow them to plan, implement, and evaluate literacy strategies appropriate for young children. Students are expected to:

□

Examine research explaining early literacy development (MoStep 2a,2d)

□

Understand the developmental nature of literacy learning (MoStep 2a)

□

Examine the connection between oral language development and later success in learning to read and write (MoStep 3d)

□

Develop lists of appropriate, engaging books and poems for young children (MoStep 4b)

□

Examine the speaking/listening/reading/ writing connection

□

Acquaint self assessment tools for early written literacy (MoStep 3a)

□

Explore organizational models for balanced literacy classrooms

□

Study family involvement (MoStep 10c)

Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week 1: January 12

Conditions of learning

Examine personal beliefs of how children learn to read and write

Best practices for teaching language and literacy

Literacy development

Constructivist and Vygotsky's theories

Assessment of children's literacy

Views of language acquisition

Factors that affect rate of language acquisition

Assignment: Chapters 1-2

Week 2: January 19

Independent Study:

Observe 2 early literacy lessons or structured activities. Record the teacher's and students' verbal interactions. You may also want to note the surroundings and any nonverbal actions. Summarize, connect, and/or react to your record of oral language exchanges and observational notes. (You may also want to observe and note other interaction patterns within the classroom.)

Include classroom observation sheets and summary reflection in reflection log. (This will be used for class discussion in Week 3.)

Assignment: Chapter 3

Due: Independent Study Observations with reflections

Week 3: January 26

Ways parents facilitate oral language development

Discussion of classroom interaction patterns based on field study observations

Role of dramatic play in language development

Concepts about Print

Emergent reading/writing

Impact of home literacy experiences

Speaking/listening/written literacy connection

Reading literature to and with children

Extending literature

Assignment: Chapter 4 & 5

Due: Reflection Log

Week 4: February 2

Environmental and functional print

Language Experience Approach

Literacy and Play

Sharing of literature books and poetry

Assignment: chapter 6

Due: Bibliography list of children's literature and poetry list

Week 5: February 9

Writing instruction

Writers' Workshop

Journal writing

Assessment of writing

Reading/writing connection

Phonemic awareness/phonics

Discussion of journal search

Assignment: Chapter 7

Due: Emergent Literacy Journal Articles and Reflections

Week 6: February 16

Assessment of emergent literacy

Organization of classroom

Discussion and sharing of writing samples

Assignment: Chapter 8 and 9

Due: Analysis and reflection of writing samples

Week 7: February 23

Integrating curriculum

Literacy schedule

Family involvement

Presentations and discussion of "trying something new"

Assignment: Chapter 10

Due: "Try Something New" literacy project

Reflection Log

Week 8: March 1

Presentations and discussion of "Try Something New"

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards is included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4.

Resources:

Text: Helping Young Children Learn Language. Carol Vukelich, James Christie, and Billie Enz. (2002) Allyn and Bacon

Supplemental readings and Handouts

5.

EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

a.)

Reflection Log

20 points

b.)

Bibliography of 20 children's books and collection of 10 children's poems, finger plays, and/or songs

20 points

c.)

Writing Samples Analysis

10 points

d.)

"Try Something New" project

30 points

e.)

Literacy Journal Search

20 points

6.

FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

- Projects/Papers will be returned during the last meeting period.
- Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.
- Other (explain)

NOTE; Papers will not be available for pick up from the School of Education Office

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.