

## Course Syllabus

**COURSE NUMBER: COMM 5830.01 COURSE TITLE: Emerging Literacy TERM: Spring II SITE: WG 5:30 – 9:30 pm INSTRUCTOR CONTACT INFORMATION:**  
**Tamara Jo Rhomberg**  
**(w) 6363-938-2335**  
**email – rhombergtamara@rockwood.k12.mo.us CREDIT HOURS: 3**

**1. Course Description: This course explores early literacy learning from birth through third grade. Topics for consideration will include but not be limited to: literacy definitions, concepts of literacy, foundations fo literacy growth and needs, brain-based learning, family literacy, and prevention of reading difficulties. Students will analyze literacy stages and plan appropriate materials and activities to apply content knowledge.**

### **2. Learning Outcomes**

Course Outcomes Program Goals SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed  
Define emergent literacy MoStep 1, IRA 1.1 Examine growth patterns and literacy development MoStep  
Investigate recent findings in neuroscience that apply to language development, literacy learning, and learning MoStep 1d, 2a, IRA 1.1, 1.3 Analyze and create appropriate language activities MoStep 1d, 4b  
4.2 Interpret the role of parents, caregivers, and teachers in literacy development MoStep 10a, 10c, IRA  
comprehensive knowledge of current literacy research MoStep 2d, IRA 1.1, 1.4 Blend traditional classro  
discussion with Internet exploration of related web pages, resources, and interactive study opportuniti  
IRA 2.2 Analyze the Standards of Early Literacy & Show Me Standards Missouri Department of Elemer  
Secondary Education, IRA 1.1, 2.3 Share a working knowledge of emergent literacy through class parti  
presentation MoStep 10, IRA 5.4  
Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, ou  
assignments and exams.

Week 1: Introduction to emerging literacy/syllabus overview/course objectives  
Foundations of early literacy – Historical Perspective  
Reflection on self reading development

**Visit the following web sites:** <http://ed.gov.pubs>

Report of the National Reading Panel (33 pages) at – <http://ed.gov> also online at <http://eric.inc>

Read for Week 2- Chpts. 1 & 2 of Wolfe and Nevills  
Reflective Questions- Chpt. 1 #5 & Chpt/ 2 #2

Week 2: Understanding the Reading Brain

Video/Guest Speaker

Read for Week 3- Chpt. 3 of Wolfe & Nevills  
Reflective Question Chpt. 3 # 2  
Teacher Handouts

Web site Research: Visit one educational/ professional web site dealing with brain research and  
Write a two page typed summary including a personal reflection and at least one brain-based lea  
appropriate to emergent literacy and related to the web site information. Include the web site ar

article or research. **DUE WEEK 3**

Week 3: Neuroscience and Emerging Literacy: Building a Foundation for Reading

Read for Week 4- Chpt. 4- Wolfe & Nevills  
Reflective Question Chpt. 4 #5  
Teacher Handouts  
McRel Preschool Standards  
DESE Pre-K Literacy Standards  
Show Me Standards  
Grade Level Expectations

**DUE: Web Site Research**

**Visit the following web sites:**

National Center for Family Literacy - <http://famlit.org/research.html>  
National Institute of Mental Health- The Brain's Inner Working - [www.nimh.nih.gov](http://www.nimh.nih.gov)  
<http://iamyourchild.org>  
LIFT-Missouri - <http://lift-missouri.org> (See PACT curriculum)  
Ohio Literacy Council - The Family Literacy Notebook - [http://literacy\\_kent.edu/oasis/famlitn](http://literacy_kent.edu/oasis/famlitn)

Week 4: Benchmarks for Literacy Development – Preschool Years

Read for Week 5 – Chpts. 5 & 6 – Wolfe & Nevills  
Teacher Handouts  
Reflective Question –Chpt 6 #4

**Visit the following web sites:**

Children's Literature – <http://childrensliteratureonline.org>  
Compact for Reading – <http://ed.gov/ppubs/compactforreading/tablek.html>  
Between the Lions – <http://pbs.org>  
Literacy research – <http://ciera.org>  
National Center for Early Development & Learning- [www.fpg.unc.edu/~ncedl](http://www.fpg.unc.edu/~ncedl)

Students are to view and reflect on one episode of Between the Lions / Sesame Street or other e program. Write a one page typed summary of the episode including a critique of the literacy su the episode. Identify one early literacy activity portrayed or appropriate to the episode. **DUE**

Week 5: Benchmarks of Literacy Development/ Kindergarten to Grade 3  
Beginning to Read/ Breaking the Code  
Video

Read for Week 6 – Chpt. 7 – Wolfe & Nevills  
Teacher Handouts

**Visit the following web sites:**

Phonics on line- <http://doe.state.in.us/publications/phonics/html>

Week 6: Assessing and Responding to At-risk Readers/ Understanding the Diverse Learner

Read for Week 7 – Chpt. 8 – Wolfe & Nevills  
Reflective Question Chpt. 8 #3

**Visit the following web sites:**

Parent and Teacher Resource – <http://www.hood.edu/seri/parents.htm>

National Information Center for Children and Youth with Disabilities – <http://www.nichcy.org>

Center for Research on Education, Diversity & Excellence- [www.crede.ucse.edu](http://www.crede.ucse.edu)

Center for Research on the Education of Students Placed At Risk – [www.csos.jhu.edu/crespar](http://www.csos.jhu.edu/crespar)

Students are to research web sites or professional journals for relevant research on at-risk readers programs/models and submit a two page typed summary including a personal reflection and an appropriate teaching activity to meet the diverse learner need. A copy of the web site or article to be attached. **DUE WEEK 7**

Week 7: Building Comprehension and Vocabulary  
Video

Read for week 8 – Chpts. 9 & 10 – Wolfe & Nevills  
Teacher Handouts

Week 8: Putting It All Together  
Classroom Organization and Management

**Students should come to class with reading assignments completed and ready to participate in classroom**

**Assignments:**

- |  |            |
|--|------------|
| 1. Brain research summary/activity   | 100 points |
| (two pages, double-spaced, two citations, APA format)  |            |
| 2. At Risk Learners summary/activity   | 100 points |
| (two pages, double-spaced, two citations, APA format)  |            |
| 3. Early Literacy summary/activity   | 100 points |
| (two pages, double-spaced,two citations, APA format)   |            |
| 4. Three- one page reflective question write ups   | 150 points |
| (50 points each, one page typed, double-spaced, one additional citation)   |            |
| 5. Class Presentation  | 100 points |
| (one ten minute class presentation with one page handout on topic of choice related to emergent literacy, two professional references, APA format, a one page double-spaced typed summary presented to instructor, visual aid provided for classmates) |            |
| 6. Class Participation   | 50 points  |
| Total  | 600 points |

**3. RESOURCES:**

Required Text(s): *Building the Reading Brain, PreK-3.* (2004). Patricia Wolfe & Pamela Nevills. Corwin P  
Supplemental readings : Selected articles from professional journals to be distributed in class, read, and disc by students.

Audio/Video/ Other: Video Tapes, Guest Speakers, Internet Web Sites (active at time of syllabus constructio

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

Assessments Links to Course Outcomes Percentage of Grade Brain Research Summary / Activity 2,3,4,6,71  
Learner Summary / Activity 2,4,6,716.6% Early Literacy Summary / Activity 1,2,4,5,6,716.6% R  
Questions 2,625% Class Presentation 916.6% Class Participation 8,98.3%

5. **GRADING SCALE:**

600- 560 = A

559- 540= A-

539- 520 = B+

519 -500 = B

499- 480= B-

479- 460 = C+

459 - 440 = C

439 - 420 = C-

419 - 400 = D+

399 - 380 = D

379 - 360 = D-

359 points and below = F

**Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS/PROJECTS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.**

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required. Attendance will be taken at each class meeting. Due to the small number of class meetings, missing classes during the semester will result in a possible grade reduction. Absences can consist of missing an entire class meeting as well as accumulated tardies and or leaving class early.
- Class participation points are based on active involvement in class activities and discussions. Class participation cannot be made up outside of class meetings.
- Points will be deducted for assignments turned in after the due date unless previous arrangements have been made with the instructor.
- An incomplete (I) grade is only given due to personal illness or family emergency. The majority of the coursework must be completed before consideration for an incomplete grade will be given.
- Class readings and assignments need to be completed prior of the class meeting for which they are listed,(with the exception of week 1). Chapters of the textbook(s) are listed with class meetings for which they are most relevant. However, feel free to space out the readings to accommodate your schedule, making sure the readings are completed prior to the dates listed. Additional readings may be assigned throughout the semester at the discretion of the instructor.
- Changes to the syllabus, if any, will be announced in class. It is the student's responsibility to contact another class member regarding any announcements made during a missed class meeting.
- Any work submitted after Week 7 must be accompanied by a self-addressed stamped envelop, if student wants materials returned.

6. **ACADEMIC HONESTY POLICY:**

**(You may use or modify this statement or create your own).**

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

(Instructor may list specific consequences here)

For further information about the consequences of academic dishonesty please consult the Webster University Stu

#### 7. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and you may require accommodations contact the Director of the Academic Resource Center, McLeese, at (314) 968-7495.

### WEBSTER UNIVERSITY SCHOOL OF EDUCATION

**Vision:** “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

**Mission:** The School of Education at Webster University provides its students with the know experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflection and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

**Theme:** Developing a world of learners through knowledge, leadership, and life-long learning.

The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of goals and integrated concepts. Each quadrant represents one of the school's four goals candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, responsive educators.

## Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

### The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

### The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

### The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

### The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

## Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning motivation, and development as well as the educator's own professional growth." (Professor Standards, p. 53) There is significant value in focusing attention on qualities that make an effective

teacher.

1. Understands and Respects Self
  - 1.1 Understands and respects that s (he) may be different from others
  - 1.2 Embraces an openness to change (adaptability, flexibility)
  - 1.3 Exhibits curiosity
  - 1.4 Engages in reflection
  
2. Understands and Respects Others
  - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
  - 2.2 Exhibits empathy
  - 2.3 Commits to fairness and honesty
  - 2.4 Listens respectfully to other points of view
  
3. Understands and Respects Professional Communities
  - 3.1 Commits to professional behavior in university and school cultures
  - 3.2 Practices informed decision-making in university and school cultures
  - 3.3 Communicates and collaborates in university and school cultures
  - 3.4 Accepts academic rigor (willingness to work/ high expectations)
  - 3.5 Affects change with courage and confidence

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).