READ 5310/6310: Emergent Literacy
Summer II 2019 * July 8 – August 9
100% Online

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Office hours:
MTWR 3:45p – 4:15p
And by appointment

Course Description
Language acquisition and functions of language are explored for beginning literacy K-6. Emphasis will be on classroom strategies for promoting language development and literacy growth for children through the integration of language systems (reading, writing, speaking, listening). Of particular concern will be children's oral language, letter knowledge, reading and writing vocabulary, concepts about print, and auditory discrimination.

Rationale
This course emphasizes the implementation of effective best practices in early literacy instruction, including the development and fostering of concepts about print, language play, alphabetic principle, phonemic awareness, phonics, and reading text at the early levels. Attention will also be given to early writing instruction.

Texas Administrative Code - EC-3 science of reading standards:

Course Objectives and Outcomes
1. The student will demonstrate an understanding of the EC-6 Standards for English Language Arts and Reading created by Texas State Board for Educator Certification.
2. The student will analyze the relationship between language development and the reading process.
3. The student will provide examples of the methods and materials used in a well-rounded literacy program for the EC-6 learner.
4. The student will describe word recognition, word identification, vocabulary, and comprehension strategies used in the reading process.
5. The student will examine informal assessment processes for reading and language arts.
6. The students will explain the role of both children's literature and packaged reading programs in developing a strong and dynamic literacy program for the EC-6 learner.
Course Topics
The major topics to be considered are:

- Observation Survey and other early literacy assessments
- Emergent literacy by way of oral language and story
- Emergent literacy through play and experience
- Assisting emergent readers and writers

Instructional Methods and Activities

- Discussion about course readings
- Student-led discussions
- Student presentations
- Lecture

Evaluation and Grade Assignment – The following course requirements will be explained in detail during the course introduction video (see Blackboard).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Course Scavenger Hunt Quiz</td>
<td>10</td>
</tr>
<tr>
<td>8 Module Discussion Assignments (5 points each)</td>
<td>40</td>
</tr>
<tr>
<td>Literature Review</td>
<td>30</td>
</tr>
<tr>
<td>Obs./Pract. hours (10 at 1 point each – students seeking Reading Specialist cert.)</td>
<td>20</td>
</tr>
<tr>
<td><strong>OR</strong> Chapter Presentation (students not seeking Reading Specialist cert.)</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
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Assignments are scored based on completion of assigned task, accuracy, content, grammar, and spelling mistakes. Grades are contingent upon the completion and quality of assigned work and are based on the subjective evaluation by the professor.

Letter grades will be determined by the following scale:

- A=92-100%
- B=83-91%
- C=74-82%
- D= 66-74%

Class attendance and participation:
Due to the nature of this course, active student participation is essential to overall successful class performance. Because this course is concerned primarily with helping teachers develop early literacy and learning strategies, it is very important that students are diligent and self-disciplined in their reviews of the online modules and completion of assignments.

Assignments
Course assignments will be explained further in the course introduction video in Blackboard. The following is a short explanation of each of the assignments.

1. Course Scavenger Hunt (see class schedule for due date):
• Complete the course scavenger hunt quiz in Blackboard **AFTER** viewing the course introduction video.
• This assignment is crucial, as it will help you navigate this fast-paced online course!

2. **8 Module Discussion Assignments (see class schedule for due dates):**
   • Insightful responses based on the chapter, corresponding lecture, and your personal reactions.
   • Review the module and read the assigned chapters.
   • Complete the module assignments (2 per week) (see last slide of each topic PowerPoint).
   • Submit these assignments to Blackboard under Assignment Turn-in.
   • Also submit these assignments to Blackboard under the appropriate small-group Discussion Forum and respond to two peers’ posts.
   • See Blackboard for rubric.

3. **Literature Review (see class schedule for due date):**
   • Read at least 5 (PhD students – 8) journal articles related to a course topic in **early literacy** that interests you. Any topic discussed during this course is appropriate. Topics that address learners above 2nd grade are **not** appropriate.
   • The articles **must** be from *The Reading Teacher, Reading Research Quarterly, Theory into Practice, Reading Psychology, Literacy Research and Instruction, Journal of Literacy Research, Reading Horizons*, or the *Texas Journal of Literacy Education*.
   • Make sure all your chosen articles come from a variety of journals.
   • Use the information you learn from the articles to write a 3-5 page literature review.
   • Also include how you might use the information presented in an early grades classroom and at least two questions raised in your mind as a result of your research.
   • Provide full publication information in APA (info includes: author(s), title, journal name, volume/date and pages).
   • You will turn in this assignment under Assignment Turn-In on Blackboard.
   • See Blackboard for rubric.

4. **Observation and Practicum Protocols (Students seeking Reading Specialist cert.)**
   • You will complete a minimum of 10 internship hours. Half can be observations of young children that you do as a teacher and the other half need to be your teaching that is observed by a reading specialist or administrator. You are required to document observation hours using the two self-report documents in Blackboard.

5. **Chapter Presentation (students **NOT** seeking Reading Specialist cert.) (see class schedule for due date):**
   • Due to the brief time frame of this course, Dr. Pletcher will assign a chapter to each student.
• Create a narrated PowerPoint or Prezi for your peers to view.
• Upload your presentation to Blackboard one day prior to your scheduled presentation.
• Submit this assignment to Blackboard under the Assignment Turn-in tab and in the “Chapter Presentations” Discussion Forum. See Blackboard for rubric.
• See Blackboard for rubric.
• Include:
  • Key ideas and suggestions
  • Impressions the chapter left on you
  • Puzzlers
  • Visuals
  • What teachers can do with this information
  • Do not cover the entire chapter – choose 2-4 key ideas that you want to explore.
  • 10 slides max

Required Textbook:
Master’s and Doctoral Students:

Various articles as assigned by professor

Doctoral Students only:

Recommended or Supplemental Reading:


**Class Schedule (TBD)**

**Late work**
No coursework will be accepted late without instructor approval. For each day an assignment is late, one letter grade will be dropped from the total score earned.

**Academic Integrity/Plagiarism.**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a failing grade.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me...
before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

Classroom/Professional behavior
Professional decorum is expected. Be aware of your online presence in Blackboard.

Grade Appeals
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

Veterans
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.