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:

International Literacy Association for Standards for the Preparation of Literacy Professionals
https://literacyworldwide.org/get-resources/standards/standards-2017

Course Objectives and Outcomes
Students will:
- analyze the relationship between language development and the reading and writing process.
- provide examples of the methods and materials used in a well-rounded literacy program for the EC-3 learner.
- describe letter identification, phonemic awareness, word recognition, word identification, vocabulary, fluency, and comprehension strategies used in the reading process.
- describe the writing process undertaken by emergent and early writers.
- analyze assessment processes for emergent readers and writers.
• explain the role of both children’s literature and packaged reading programs in developing a strong and dynamic literacy program for the EC-3 learner.

Course Topics
The major topics to be considered are:
• Emergent literacy by way of oral language and story
• Emergent literacy through play and experience
• Assisting emergent readers and writers
• Observation Survey and other early literacy assessments

Instructional Methods and Activities
• Writing and discussion over course readings
• Student presentations
• Lecture

Evaluation and Grade Assignment
Course Scavenger Hunt 10
Module Discussion Assignments (8 at 5 points each) 40
Literature Review 40
Emergent/Early Literacy Presentation 10
Total 100

Assignments are scored based on completion of assigned task, accuracy, content, and writing conventions. Grades are contingent upon the completion and quality of assigned work.

Letter grades will be determined according to the following scale:

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

Class participation:
Due to the nature of this course, active student participation is essential to overall successful class performance. It is very important that students are diligent and self-disciplined in their thorough 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 in Blackboard AFTER reviewing the syllabus and viewing the course introduction video.
   • This assignment is crucial, as it will help you navigate this fast-paced online course!
2. Module Discussion Assignments (8) (see class schedule for due dates):
   - Insightful responses based on the reading(s), corresponding lecture, and your personal connections and reactions.
   - Review the module and read the assigned readings.
   - Complete the module assignments included in the module PowerPoints and in the Discussion Forum instructions (2 per week).
   - Also submit these assignments to Blackboard under the appropriate Discussion Forum and respond to two peers’ posts for full credit.
   - See Blackboard for rubric.

3. Literature Review (see class schedule for due date):
   - Read journal articles related to a course topic in emergent or early literacy that interests you (MS students – at least 5 articles; PhD students – at least 8 articles). Any topic discussed during this course is appropriate. Topics that address learners above grade 3 are not appropriate.
   - The majority of the articles must be from The Reading Teacher, Reading Research Quarterly, Reading Psychology, Literacy Research and Instruction, Journal of Literacy Research, Reading Horizons, or the Texas Journal of Literacy Education.
   - Make sure your chosen articles are from a variety of journals.
   - Use the information you learn from the articles to write a 3-5 page (minimum) literature review.
   - Also include how you might use the information presented in an early grades classroom and at least two new questions raised in your mind as a result of your research (1 page minimum).
   - Paper must be APA (7th ed.) format (double spaced, correct use of in-text citations, reference list in APA format). No abstract or running head necessary.
   - Submit this assignment to Assignment Turn-In on Blackboard.
   - See Blackboard for rubric.
   - PhD students: I strongly encourage you to write this as if you might submit it as a journal publication. I can work with you in the fall to prepare and submit it as a second author.

4. Emergent/Early Literacy Presentation (see class schedule for due date):
   - Using the information you gathered for your literature review assignment, create a narrated presentation (you may use PowerPoint, Prezi, or any other app you choose) for your peers to view.
   - This presentation should be informative, organized, and exciting! You must include visuals, web links to related sources, and videos.
   - Upload your presentation to Blackboard in the “Chapter Presentations” Discussion Forum.
   - Also submit this assignment to Blackboard under the Assignment Turn-in tab for grading and feedback. See Blackboard for rubric.
   - Include in your presentation (10 slides max):
- Key ideas and suggestions related to your chosen topic
- Additional thoughts and questions you have related to the topic
- What teachers might do with this information
- Visuals, web links, videos

**Required Textbook:**

Other readings as assigned by professor

**Recommended or Supplemental Reading:**


**Class Schedule (see Blackboard)**

**Preferred Method of Scholarly Citations**
All papers submitted are to follow the *Publication Manual of the American Psychological Association*, (7th ed.). See Blackboard menu tab, *Helpful Links*, for more information.

**Late work**
Late assignments will **not** be accepted unless there are extenuating circumstances. Full credit will not be given for late assignments.

**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 level of discipline appropriate to the misconduct. This may include a requirement to re-do work in question; requirement to submit additional work; lowering of grade on work in question; assigning grade of ‘F’ to work in question; assigning grade of ‘F’ for course; recommendation for more severe punishment, such as suspension or dismissal from the University. The procedure for Academic Misconduct cases is posted on Blackboard.

Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.

Plagiarism is wholly unacceptable and, for the purposes of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless specific credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet and/or provided by classroom teachers, or found in any form of publication (e.g., books, magazines, Internet sites), book descriptions/reviews, course work done by previous students (or any other current or TAMU-CC student). Appropriate citation of resources is required.

**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 Website 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.