ECED 4123 – Language and Literacy
Midwestern State University
Gordon T. & Ellen West College of Education
Summer 2023 X10 Non-certification Majors
Online

Professor Information
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** Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you.

Instructor Response Policy
Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you. I will respond within 24 hours M-F

Required Reading
Morrow, L. M. (2020). Literacy development in the early years: helping children read and write, 9th edition. Boston: Pearson Education, Inc.

Course/Catalog Description
ECED 4123 Language and Literacy: Emphasis on how young children's language and literacy develop and the application of developmentally appropriate practice in planning for instruction.

WCoE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.

- Learning Differences -understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

- Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Objectives

1. Students will understand the components of literacy, including reading, writing, speaking, listening, and viewing, and how they are related.
2. Students will understand children's language and literacy development and how to identify and accommodate for factors that impact student language and literacy learning.
3. Students will understand aural/oral/visual literacy processes and skills (i.e. types of and purposes of listening, speaking, and viewing; phonological awareness processes and concepts of print awareness; types of and purposes for oral expression activities.)
4. Students will know the developmental reading processes from birth to age eight and how to best foster literacy at each stage of development.
5. Students will know and understand the writing process, as well as developmental early writing and the stages of writing development.
6. Students will know about and use children's literature to foster reading, language, and vocabulary development for each stage of reading from birth to age eight.
7. Students will know how to encourage parents to use and apply family literacy skills.
8. Students will understand how to assess student strengths and needs in order to document student progress in language and literacy development.

Assessment

Students will demonstrate mastery of these objectives by their participation in class, writing a paper of a children's literacy sample, creating a literacy center, class assignments, and exams.

Grading Procedures

Grades

A 90 – 100%   Work is outstanding and exemplary
B 80 – 89%   Work that is above the minimum requirements
C 70 – 79%   Work meets expected level of performance for most students
D 60 – 69%   Work that falls short of minimum criteria

Grades

F 59% or below   Work that falls well below the expected level of performance
for most students

Assignments

1. Student Engagement and Chapter Assignments 10%

You are expected to read assignments and PowerPoints, and to actively participate by completing all work for each module and these need to be fully completed to the best of your ability.

2. Children's Literature Sample 20%

You will choose a children's picture book that you can use to help children develop phonological awareness, you will write a one to two page paper giving a summary of the book, identifying and describing the chosen skill and giving a detailed plan for an activity to accompany the book.

Along with the paper, you will discuss the books from your literature sample via Flipgrid, see weekly modules for further instructions.

3. The Simple View of Reading 20%

Students will write a paper in which they synthesize what they have learned about scientifically based reading research and the components of reading instruction and apply and integrate that knowledge to the Simple View of Reading framework.

4. Literacy Stations 30%

Students will be required to **prepare literacy station rotations** teaching a skill from one of the following areas: oral language development, vocabulary development, comprehension, word study, or writing. For the online section of this course you will create a virtual presentation of your literacy stations. See weekly modules for further instructions.

5. Midterm 10%

Students are required to take a midterm exam covering the initial studied chapters of the book.

6. Final Exam 10%

Students are required to take a final exam covering the final studied chapters of the book.

Attendance Policy

You are expected to complete all coursework and fully participate in the online course.

Other Class Policies

- Study Time Requirements – For each class hour, at least three hours outside of class are expected. This course will meets 8 hours a week. Therefore it is expected that you spend 24 outside-of-class hours each week to read, study, and complete your assignments. It is expected that if you enrolled in this course, you can meet the time requirements.
- Disability Support – As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.
- Academic Honesty Policy – Honesty is a fundamental assumption in all academic activities. Students who belong to a university community have the obligation to observe the highest standards of honesty and to expect the same standards of others. —Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.
- Professionalism Policy – Conduct as a professional educator is expected at all times. —Attendance, punctuality the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.
- Late Assignment Policy – Assignments need to be turned in on the due date and time. If for some reason you are unable to bring in an assignment, you must e-mail it, or send it in with a friend when it is due. Points will be deducted each day it is late. Extenuating circumstances must be discussed with the instructor at least 2 days.
- Americans with Disabilities Act-The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.

- Plagiarism Statement-"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." from Student Handbook
- Campus Carry-Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).
- Active Shooter- The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: [*"Run. Hide. Fight."*](#)
- Smoking/Tobacco Policy
- College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.
- Alcohol and Drug Policy- To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses

involving illicit drugs on University property or at University-sponsored activities.

- Change of Schedule-A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

- Refund and Repayment Policy-A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

- Services for Students with Disabilities- In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course.
The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

References

Midwestern State University. *Midwestern State University Undergraduate Catalog*, [MSU Catalog](#)

Midwestern State University. *Mustangs Midwestern State University Student Handbook.* [Student Handbook](#)

Reading Rockets Reading Research & Reports [Reading Research](#)

Morrow, L. M. (2020). Literacy development in the early years: helping children read and write, 9th edition. Boston: Pearson Education, Inc.

[Science of Teaching Reading Framework](#)

[Science of Teaching Reading Standards](#)

Bornfreund, L., Franchino, E., Garcia, A., et al, Supporting Early Learning in America: Policies for a New Decade (February 2020). Washingtron, DC: New America Foundation.

Alan L. Mendelsohn, Carolyn Brockmeyer Cates, Adriana Weisleder, Samantha Berkule Johnson, Anne M. Seery, Caitlin F. Canfield, Harris S. Huberman, Benard P. Dreyer. Reading Aloud, Play, and Social-Emotional Development. Pediatrics Apr 2018, e20173393; DOI: 10.1542/peds.2017-3393