



**ECED 4123 - Language and Literacy
Midwestern State University
Gordon T. & Ellen West College of Education
Fall 2021 EC-3 Competency-Based Education**

Professor Information

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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

Links to research-based educational information embedded in the course modules.

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. (MSU Undergraduate Catalogue, 2021-2022).

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.

EC-3 Teacher Standards

(c) English Language Arts and Reading. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS), with an emphasis on Kindergarten-Grade 3, and Emergent Early Literacy Texas Prekindergarten Guidelines and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

TEXES EC-3 Core Subjects ELAR Competencies

Domain V—Learning Across the Curriculum

Competency 010 (English Language Arts and Social Studies): Understand the foundational principles, concepts, and methods in English language arts and social studies to provide developmentally appropriate instruction for students in prekindergarten to grade 3.

For example:

- A. Demonstrate knowledge of the Emergent Literacy - Writing domains of the Texas Prekindergarten Guidelines and of the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR) (Kindergarten through Grade 5), including the development of the writing process (i.e., §110.2:10 and §110.3-7:11), as well as ways to scaffold and sequence skills and concepts to teach writing to young children.
- B. Apply knowledge of developmentally appropriate strategies for fostering students' ability to listen and speak for various purposes (e.g., expressing needs, interacting with others, responding to experiences, developing concepts).
- C. Demonstrate knowledge of strategies and technology for developing and reinforcing young children's language acquisition (e.g., oral language, listening comprehension, expressive and receptive vocabulary, pragmatic language skills).
- D. Apply knowledge of strategies and activities for infusing opportunities for purposeful, child-oriented, meaningful language and communication into all areas of the curriculum (e.g., purposeful conversations, dramatic play, word games, storytelling, songs, poetry, questioning).
- E. Demonstrate knowledge of the developmental stages in children's acquisition of writing skills (e.g., scribbling, mock letters, letter formation, invented spelling) and of different ways that individual students may vary in their rates of acquiring these stages.
- F. Apply knowledge of effective instructional strategies, materials, and activities for supporting explicit spelling instruction at various stages of a student's development and within the context of meaningful written expression.
- G. Apply knowledge of instructional strategies, materials, and developmentally appropriate activities for teaching students English writing conventions (e.g., grammar, capitalization, punctuation).
- H.

Apply knowledge of how to teach and develop students' writing through planning, drafting, revision, editing, rewriting, and publishing.

Science of Teaching Reading Standards

(b) Knowledge of Reading Development Components. Classroom teachers identified in subsection

(a) of this section demonstrate understanding of Kindergarten-Grade 6 Texas Essential Knowledge and Skills and the Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment, and instructional practices to promote students' development of grade level skills within the following components of reading:

- (1) oral language development;
- (2) print awareness and alphabet knowledge;
- (3) phonological and phonemic awareness;
- (4) phonics (decoding and encoding);
- (5) reading fluency;
- (6) vocabulary development;
- (7) syllabication and morphemic analysis;
- (8) comprehension of literary text;
- (9) comprehension of informational text; and
- (10) beginning strategies and reading comprehension skills

Science of Teaching Reading Examination Framework

Domain I—Reading Pedagogy

Competency 001—(Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading.

Domain II—Reading Development: Foundational Skills

Competency 003 (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to the development of oral language, including secondlanguage acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of gradelevel oral language skills.

Competency 004 (Phonological and Phonemic Awareness): Understand concepts, principles, and best practices related to the development of phonological and

phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.

Competency 005 (Print Concepts and Alphabet Knowledge): Understand concepts, principles, and best practices related to the development of print concepts and alphabet knowledge, including understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle

Competency 006 (Phonics and Other Word Identification Skills): Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of gradelevel phonics and other word identification skills and related spelling skills.

Competency 008 (Reading Fluency): Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.

Domain III—Reading Development: Comprehension

Competency 009 (Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.

Competency 010 (Comprehension Development): Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development

of reading comprehension strategies in order to gain, clarify, and deepen understanding of appropriately complex texts.

Assessment

All course assessments/activities must be passed with an 80% or above in order to complete each competency module. Candidates will have a maximum of three (3) attempts to pass each assessment/activity. Final grades in all CBE courses will be based on the following scale:

Grade	Points
A	90-100
B	80-89
F	79 or below

Participation and Module Completion (CBE):

The format for ECED 4123 is competency-based, which allows you to work through the modules and complete readings, assignments, and assessments at your own pace during the 8 week semester. Keep in mind all course modules must be completed before the end of the term, so there are time frames that must be met in order to finish the course by the end of the term. Although Competency-Based Education (CBE) Programs offer a great deal of flexibility to you as a learner, there is a need to stay on track, build the necessary competencies, and complete course assignments so that you make satisfactory academic progress toward your degree. Below is a helpful pacing guide. If you follow this guide and plan accordingly, you will keep on track and not fall behind. Course assignments and readings (modules 1-4) must be completed by the end of week 5, course assignments and readings (modules 5-6) must be completed by the end of week 7, and the final exam must be completed by the beginning of week 8 to allow for timely feedback, revisions, and grading.

Assignments

Module	Assignment
1 Foundations of the Science of Teaching Reading	The Simple View of Reading Paper Module 1 Activity
2 Phonological and Phonemic Awareness	Phonological and Phonemic Awareness Case Study Review Module 2 Activity
3 Print Awareness and Alphabet Knowledge	Alphabet Book Project Module 3 Activity
4 Language and Vocabulary Development	Dramatic Play Bitmoji Classroom Module 4 Activity
5 Fluency and Comprehension	Literacy Stations Module 5 Activity
6 Writing and Spelling	<i>Thank you Mr. Falker</i> , Reading Response Module 6 Activity
Exams	Pre and Post Test

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 meet 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
- Senate Bill 11 Handgun Policy -Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#)

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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.

In accordance with the law, MSU provides students with documented disabilities academic accommodations. If you are a student with a disability, please contact your instructor as well as Disability Support Services, Clark Student Center, Room 168, Phone: 397-4140.

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). Washington, 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