ECED 5123 – Language and Literacy
Midwestern State University
Gordon T. & Ellen West College of Education
Summer 2021 Graduate Course

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
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. (MSU Undergraduate Catalogue, 2020-2021).

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. There are a total of 5 chapter assignments that are due throughout the course, these need to be fully completed to the best of your ability.

2. Annotated Bibliographies on Phonological and Phonemic Awareness 30%
Students will select 5 research articles that focus on Phonological and Phonemic Awareness and complete annotated bibliographies for each. The annotated bibliographies must include: a summary of the research, describe the researchers, evaluate/critique the methods employed in the research, and reflect on the article.

3. Storytelling Project 10%
In this project you will create a lesson using storytelling techniques from the book. You will find a children's picture book, and then select a storytelling technique from the course textbook to design a lesson. You will write a one page description of your plans before, during and after the reading.

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. Final Paper 20%
Each student will identify, select, examine, research, and describe in writing, a specific area of language and literacy development. The paper shall be no less than 5 double-spaced pages. Students are to utilize the American Psychological Association (APA) writing guidelines. It is expected that sources of information

cited in the paper are always given proper credit. (topic to be approved by professor)

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
- 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 Graduate Catalog*, [MSU Catalog](#)

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

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