ECED 4123 – Language and Literacy
Midwestern State University
Gordon T. & Ellen West College of Education
Fall 2024 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

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.

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 through course modules and watch embedded videos, and to actively participate by completing all work for each module including module activities and these need to be fully completed to the best of your ability.

2. Alphabet Book Project 15%

Students will choose a children's picture book that can be used to help children develop alphabet knowledge. Then students will write a one to two page paper giving a summary of the book, identifying and describing alphabet knowledge, and giving a detailed plan for an activity to accompany the book to help children acquire alphabet knowledge.

Along with the paper, students will discuss the book chosen sample via Flipgrid, see weekly modules for further instructions.

3. The Simple View of Reading Paper 15%

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. See rubric in D2L for more detail.

4. Literacy Stations for Fluency and Comprehension 15%

Students will be required to prepare a presentation of a set of literacy station rotations teaching comprehension and fluency strategies. Students will choose a grade level of Prek, Kindergarten or 1st grade or 2nd grade, create four stations, and submit a presentation with guidelines in rubric in D2L.

5. Phonological and Phonemic Awareness Case Study Review 15%

Students are required complete this assignment covering phonological awareness and phonemic awareness — and how these pre-reading listening skills relate to phonics. Students will complete the Reading Rockets module on phonological and phonemic awareness, compare and contrast phonological and phonemic awareness, and demonstrate their knowledge of phonological awareness by explaining three different phonological awareness strategies to use in the classroom.

6. Dramatic Play Bitmoji Classroom 15%

Students will be required to prepare one virtual dramatic play center by creating a Bitmoji classroom. Along with the dramatic play center, students will be required to create a vocabulary list of words and definitions that a teacher would encourage students to use in the center. See a rubric and example in D2L.

7. Thank you Mr. Falker, Reading Response 15%

Either check out the book, Thank You Mr. Falker from a local library or watch the book being read on this video link Thank you Mr. Falker Video
Then write a reflection with your reaction to the book, what could have been done differently to help Trisha sooner and what strategies were used to help her learn to read in the end. See rubric in D2L.

Attendance Policy

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

Other Class Policies

- 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
- 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.
- Campus Carry Rules/Policies Refer to: Campus Carry Rules and Policies

- 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.

- 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."*](#)

- Obligation to Report Sex Discrimination under State and Federal Law- Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I

am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting: Laura Hetrick, Title IX Coordinator: Sunwatcher Village Clubhouse 940-397-4213 laura.hetrick@msutexas.edu You may also file an online report 24/7 at Online Reporting Form Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit Title IX Website

- Grade Appeal Process- Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog
- Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.
- Inclement Weather- In the case of campus closure due to inclement weather, key decision-makers will monitor weather projections and communicate with local news agencies and WFISD leadership to make a delay or cancellation decision. Notification occurs through official campus channels and in communication with the local news networks. MSU channels include MSU Alert, MSU Safety app, Postmaster, and website headers. MSU Police and the Office of Marketing and Public Information. Information for all channels can be found at MSU Ready. This online course will continue as scheduled, but if assessment deadlines coincide with the closure dates, deadline will be delayed until after the campus reopens.
- 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 <u>for</u> 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

Valle, J., Kilag, O. K. ., Villanueva, G., Escabas, F., Macapobre, H., & Poloyapoy, H. (2023). The Influence of Phonological Awareness and Rapid Automatized Naming on Early Numeracy. *Excellencia: International Multi-Disciplinary Journal of Education (2994-9521), 1*(5), 42-54. https://multijournals.org/index.php/excellencia-imje/article/view/83