

University of North Carolina at Greensboro  
Unit: School of Education  
**Department: Curriculum & Instruction**  
**Syllabus--Summer 2006**

**1. CUI 516-01**

**2. Emergent Literacy and Literature**

**3. Credits: 3.0**

**4. Prerequisites:** admission to Human Development and Family Studies program or permission of the instructor

**5. For Whom Planned:** Human Development and Family Studies students

**6. Instructor:** Kathryn Prater, Ph.D.  
Office Phone: (336) 334-3436  
e-mail: kaprater@uncg.edu  
Office 345 Curry, office hours 1 hour before class

**7. Purpose:** This course will explore how literacy develops in the home and classroom settings from birth to kindergarten. Its focus will be upon the integration of oral language development, children's literature, reading and writing instruction. In this 3 hour course students are expected to spend three hours of reading/writing/research time for every three hours of lecture/course contact time. This course fulfills a teacher education requirement.

**8. Teachers Academy Conceptual Framework Mission Statement:** The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge skills and dispositions through the preparation and continuing professional development of teachers, principals, and other school personnel.

**9. Objectives:** The objectives of this course are to acquire theoretical and applied knowledge preparing you to:

1. Understand and implement research-based strategies for teaching literacy in pre-school and kindergarten classrooms.
2. Understand the importance of assessing literacy processes and products to inform instruction and encourage young learners.

3. Plan and implement a learning environment that fosters the growth of language and literacy in ways which are developmentally appropriate, culturally diverse, and reflects quality interactions in individual, small group and large group settings.
4. Create and implement plans to support the language and literacy development in young children.
5. Develop and extend the students' knowledge of and interest in children's literature, to understand the importance of reading aloud to young children, and to develop the skill of effectively reading aloud.
6. Develop understandings of the ways in which children's literature supports the goals of early childhood education and how to present it in a way that children develop positive attitudes towards books and literacy in general.
7. Reflect on personal learning about the teaching of reading and writing.
8. Create and appreciate the value of a balanced, interactive environment for literacy learning with understanding and respect for cultural, linguistic, and ethnic diversity.

*Note: alignment is in the matrix in #16*

**10. Teaching Strategies:** This class will function as a learning community with each of us contributing through class discussion, cooperative group work, literature circles, and reflective writing. You are expected to be a contributing member, working cooperatively, respecting the contributions of all classmates and accepting the responsibility for your own learning.

**11. Evaluation Methods and Guidelines for Assignments:** Each assignment will be given a letter grade. Assignments will be weighted and an average calculated for the final course grade. Use Blackboard to access your grades for this course.

**Assignments for Undergraduates: % indicates percentage of final grade**

**Class Participation (10%)** This class is designed to include whole class and small group discussions and interactive experiences. Your contributions are extremely important! Be sure to read all handouts, articles, and assigned chapters in the required texts so you can actively participate each class. Be prepared to share connections among class content, readings and experience. At the end of each class you will be asked to reflect on your participation using the following prompts:

- Describe 1 specific way that you contributed to the class/small group discussion/activities
- Describe 1 connection you made between class topics and classroom experiences
- Wonderings (I'd like to know more about ... or I'm confused about . . . )

**Response to Assigned Reading (10%)**

You will have assigned reading for each class meeting. For each assigned reading, write a response in the following format:

- Describe one new concept/idea that you learned in the reading.
- Explain one connection among the reading, our class content and your experience with young learners.

Bring this response (word processed, 12 point font) to class each meeting. This will be graded on a complete/uncomplete basis. Samples of passing and failing responses will be provided in class.

### **Literacy Assessment (15 %)**

Assessment is an integral part of teaching and learning used to inform and direct instruction. You will be required to assess a young child's literacy understandings using materials provided in class. The child you assess should be 4 to 5 years old (pre-school or going into kindergarten, *not* a child going into first grade). You will be expected to write up this experience and turn in all assessment materials. More information will be provided in class. DUE DATE 6/6

### **Author Study (15%)**

You will work individually or in pairs to prepare a 10 minute presentation to the class on a notable author for young children. More information will be provided in class.

### **Language & Literacy Center (25%)**

Developmentally appropriate instructional settings that support language and literacy development are critical for young learners. You will design and create a center based on a specific genre (i.e. folk tales) or specific topic (fish). This center will include opportunities for young children to engage in meaningful talk and purposeful writing. You will share your center and provide your classmates a one-page explanation of the center including appropriate standards, materials and suggested activities. More information will be provided in class.

### **Final Exam (25%)**

A final exam will consist of multiple choice, short answer and short essay and will cover all content addressed in the course. **The final will be Tuesday, June 20 during our regular class meeting.**

### **Assignments for Graduate Students: % indicates percentage of final grade**

**Class Participation (10%)** This class is designed to include whole class and small group discussions and interactive experiences. Your contributions are extremely important! Be sure to read all handouts, articles, and assigned chapters in the required texts so you can actively participate each class. Be prepared to share connections among class content, readings and experience. At the end of each class you will be asked to reflect on your participation using the following prompts:

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### **Report on Topic of Interest (10%)**

You will select a topic of interest that is relevant to early childhood education. You must have your topic approved by the instructor prior to writing up the report. This report will demonstrate your understanding of the topic, how it relates to early childhood education and how it relates to our class content. The report must be at least 5 pages and may not exceed 6 double-spaced pages using 12 point font. DUE DATE 6/19

### **Final Exam (20%)**

A final exam will consist of multiple choice, short answer and short essay and will cover all content addressed in the course. **The final will be Tuesday, June 20 during our regular class meeting.**

To earn a given grade your work should fit under the following descriptions. Completion of assignments does not guarantee an A. Your grades also depend on the quality, appearance, and evidence of significant effort and accomplishment.

A=Excellent—all work is 100% completed in a professional manner and contains evidence of significant effort and accomplishment. The work is 100% professional in content and appearance. (Exceeds Expectations)

B=Good—All work is completed in a useful manner and contains evidence of effort and accomplishment. The work is complete in content and appearance but lacks professional polish. (Meets Expectations)

C=Average—The work is complete. The work contains all required parts. The work lacks evidence of time and effort.

D=Passing—The work is not adequate in details, efforts, professionalism or completeness.

F=Failing—The work is inadequate or incomplete.

## **12. Required Texts:**

McGee, L. M. & Richgels, D. J. (2004). *Literacy's Beginnings: Supporting Young Readers and Writers*, fourth edition. Pearson/Allyn & Bacon: Boston.  
 Selected articles posted on Blackboard.

**13. Topical Outline:** \* posted on Blackboard *Readings may be adjusted to meet students' learning needs.*

Date	Reading & Topic	Assignments Due
R, 5/18 <ul style="list-style-type: none"> <li>• Overview and Expectations</li> <li>• Introduction to Children's Literature</li> <li>• Oral Language Development</li> </ul>	□	Each class you must bring the response to the readings to class.
M, 5/22 <ul style="list-style-type: none"> <li>• Sample L &amp; L Center</li> <li>•</li> </ul>	Ch 1, Understanding Literacy Development	Begin signing up for Author Study Presentations
T, 5/23 <ul style="list-style-type: none"> <li>• Assessing Literacy Development</li> </ul>	Ch 2, Birth to 3 Years	Bring favorite board books and books for toddlers to share.
R, 5/25 <ul style="list-style-type: none"> <li>• Phonological Awareness</li> <li>•</li> </ul>	Ch 3, Novice Readers & Writers Article on Blackboard	Begin Author Study Presentations Begin signing up for L & L Center Presentations
M, 5/29 Memorial Day <ul style="list-style-type: none"> <li>• Class Meeting online</li> </ul>	2 Articles on Blackboard	
T, 5/30 <ul style="list-style-type: none"> <li>• Developing letter knowledge</li> </ul>	Ch 12, Assessment	Begin L& L Center Presentations Bring an alphabet book to share
R, 6/1 <ul style="list-style-type: none"> <li>• Developing the alphabetic principle.</li> </ul>	Ch 4, Experimenting Readers & Writers Article on Blackboard	Bring a number concept book to share.
M, 6/5 <ul style="list-style-type: none"> <li>• Using Big Books</li> </ul>	Ch. 6, Literacy Rich Classrooms	Bring a favorite poem to share.
T, 6/6 <ul style="list-style-type: none"> <li>•</li> </ul>	Ch 7, Literacy in Preschools, Article on Blackboard	Assessment Due
R, 6/8 <ul style="list-style-type: none"> <li>•</li> </ul>	Articles on Blackboard	Bring a favorite folk tale to share.
M, 6/12 <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	Ch 8 & 9, Literacy in Kindergarten & 1 <sup>st</sup> Grade	Bring a favorite rhyming book to share.
T, 6/13 <ul style="list-style-type: none"> <li>•</li> </ul>	Ch 11, Diverse Learners	Bring a favorite picture book to share.

R, 6/15 •	TBA	
M, 6/19 •	Prepare for final	Grad Students—Report Due
T, 6/20 Final Exam		

#### 14. Additional Information Regarding Procedures and Expectations:

1. Email: Email is the best way to contact me. When contacting me via email, include the following information in your message:
  - a. a specific subject line description with the course number (516, assessment ?)
  - b. your full name and email address
  - c. the specific question/issue
2. Phone: Please do not leave a message requesting that I call you back to confirm that I received a phone message (“I will not be in class; call me back so that I know you got this message.”) Send an email if you want confirmation.
3. Due Dates: Plan this summer session so that you will have ample time to complete assignments because ***due dates on all assignments are not negotiable.***
4. Class Etiquette:
  - a. Turn items that ring, ding or sing to silent and put them out of sight during class. Remove any ear phones/receivers before class begins. I do not bring my cell phone to class because I am not available to take calls during our class meeting.
  - b. Be respectful of your fellow classmates and do not engage in side conversations or note passing. They are distracting and will not be allowed.
  - c. Complete all readings prior to class so that you can engage in conversations relating to the readings during small group and whole class discussions.
  - d. Arrive on time and plan to stay for the entire class period (see Attendance Policy below).
5. Attendance Policy: Our class meets Mondays, Tuesdays, & Thursdays until June 20 from 5:00pm to 7:50pm. The following is the attendance policy for this course (and all CUI classes):
  - a. 2 absences will result in lowering the final grade by one grade letter.
  - b. 3 absences will result in lowering the final grade by two grade letters.
  - c. 4 absences will result in an F for the course.
  - d. 3 tardies will result in one absence. Tardy includes arriving late or leaving early.
6. Academic Integrity Policy: We are all bound by the UNCG Academic Integrity Policy. This policy is posted on Blackboard in Course Information.
  - a. All work submitted must be ORIGINAL work prepared for this course. This means that you cannot “reuse” or “revise” assignments prepared by you for other classes.
  - b. Plagiarism is a violation of the UNCG Academic Integrity Policy. For the purposes of this course, plagiarism is defined as using in part or in whole

any material written or designed by anyone other than the student, unless specific credit is given to the originator. This includes but is not limited to: lesson plans found online and/or provided by a teacher or found in any publication, book descriptions/reviews, course work done by anyone other than the student. Always provide the proper citation (i.e. URL for internet sites).

7. Blackboard: I will use Blackboard to communicate with you during the session so you must check Blackboard and your UNCG email regularly. You are responsible for all information posted on Blackboard.
  - a. There is a "Questions" forum on Blackboard for you to use to help each other with questions about assignments and/or class discussions. Post your questions and respond to other's questions if you know the answer using this online forum.
  - b. Handouts and other information will be posted on Blackboard. You are responsible for printing out handouts.
8. Dispositions: Students are expected to demonstrate appropriate dispositions during all class activities and while completing outside assignments (See Course Information: Dispositions).
9. Other Information:
  - All written assignments need to be word processed with 12 point font and edited for appropriate spelling, punctuation, mechanics and grammar. Please proof read your work.
  - You are responsible for bringing the participation report form to each class meeting (see Blackboard Course Information). If you do not have the form for class, you will receive a 0 for class participation for that class meeting.
  - UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on disability must be registered with the Office of Disability Services (ODS) located at 208 Elliott University Center, (336) 334-5440 V/TTY. Students with a disability must provide a letter from the ODS stating the appropriate accommodations for this course as soon as possible. If you have a documented disability and wish to discuss how these academic accommodations will be implemented in the course, please contact me.

## **15. Additional Resources:**

Fountas, Irene C. & Pinnell, Gay Su (1996). Guided Reading: Good First Teaching for All Children. Portsmouth, NH: Heinemann.

Fountas, Irene C. & Pinnell, Gay Su (1999). Matching Books to Readers: Using Leveled Books in Guided Reading, K-3. Portsmouth, NH: Heinemann.

Fisher, Bobbi & Medvic, Emily Fisher (2000). Perspectives on Shared Reading: Planning and Practice. Portsmouth, NH: Heinemann.

Pinnell, Gay Su & Fountas, Irene C. (1998). Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom. Portsmouth, NH: Heinemann.

Cunningham, Patricia M.(1995). Phonics They Use: Words for Reading and Writing. New York: Harper Collins College Publishers.

Diller, D. (2003). *Literacy Work Stations: Making Centers Work*. Portland, Maine: Stenhouse Publishers.

Miller, D. (2002). *Reading with Meaning: Teaching Comprehension in the Primary Grades*. Portland, Maine: Stenhouse Publishers.

Fisher, B. (1991). *Joyful Learning: A Whole Language Kindergarten*. Portsmouth, NH: Heinemann.

Ericson, L. & Juliebö M. (1998). *The Phonological Awareness Handbook for Kindergarten and Primary Teachers*. Newark, DE: IRA.

## 16. Alignment:

### Correlation of Major Course Assignments With Advanced Licensure Core Competencies, NAEYC and INTASC Standards

Assignment	Advanced Licensure Core Competencies	NAEYC Standards for Initial Licensure	INTASC Standards
Author Study	1	1, 4	1, 6, 9, 10
Report/Assigned Readings	1, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 8, 9
Language & Literacy Center	1, 2, 3, 4	1, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9
Assessment	1, 2, 3	1, 3, 4	1, 2, 3, 4, 5, 6, 7, 8, 9

