

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

UNIT: School of Education

DEPARTMENT: Curriculum & Instruction

COURSE SYLLABUS FOR FALL 2006

Course Prefix and Number: CUI 615

Course Title: Literacy in the Early Years

Credits: 3:3

Course Prerequisites/Corequisites: Prior admission to M.Ed./Teacher Leadership Track in Reading Education or permission of instructor

For Whom Planned: This course is a required course for M.Ed. students on the Teacher Leadership Track in Reading Education and can serve as a concentration or elective course for other students in the M.Ed./Teacher Leadership Track or reading add-on certification program. Doctoral and other graduate students may take this course with permission of instructor. It is the first part of a two-course sequence

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Course Purpose/Catalog Description: This course is the first part of a two-semester sequence in the foundations of literacy. (CUI 616, Literacy Development and Instruction Across the Grades, will be offered in the spring) CUI 615 is designed to give experienced teachers an in-depth study of how children learn to read and what classroom teachers can do to facilitate children's growth as readers in the primary grades. Current issues and trends in early literacy will be addressed and consideration will be given to the special needs of students at risk.

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 and cultural diversity and recognizes the importance of a strong knowledge base, reflection, and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to:

- equity and excellence in teaching, research, and service
- integrity and ethical deliberation in working with students, their families, and university, school and community colleagues
- construction of a professional knowledge base through collaboration and collegiality
- dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel

We believe that caring, collaborative and competent professionals possess a strong knowledge base comprised of five types of knowledge:

- content knowledge
- professional knowledge and skills
- pedagogical content knowledge
- socio-cultural knowledge
- critical and reflective knowledge and skills

Professional education programs at UNCG emphasize dispositions that drive application of the knowledge base and we believe that we must model and monitor these dispositions as conscientiously as we provide opportunities for building the knowledge base. Candidates should display behaviors that are:

- reflective
- ethical
- inclusive
- engaged in and committed to professional practice
- dedicated to life-long learning
- self-efficacious
- receptive to feedback
- affirming of diversity
- professionally responsible
- collaborative

Course Goals and/or Objectives/Student Learning Outcomes:

This is a challenging time for literacy educators. There is tremendous pressure from many quarters to improve student's literacy skills but there is often dissension about the best way to do this. Educators must be able to examine and critique differing points of view, to understand and reflect upon their own knowledge and perspectives, to translate research and theory into practice, and to articulate their position to stake holders and policy makers. Upon completion of this course students should be able to:

- Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction (DPI 1.1)
- Demonstrate knowledge of reading research and histories of reading. (DPI 1.2).
- Demonstrate knowledge of language, reading and writing development. (DPI 1.3)
- Demonstrate knowledge of the major components of fluent reading (phonemic awareness, word identification, phonics, vocabulary, background knowledge, fluency, comprehension strategies, and motivation. (DPI 1.5)
- Establish meaningful and appropriate purposes supported by instructional grouping options (individual, small-group, whole-class, and computer-based.). (DPI 2.1)
- Identify differing stages of development, cultures, and linguistic backgrounds of learners and use a wide range of instructional practices, approaches, and methods, including technology-based practices, to address those differences. (DPI 2.2)
- Facilitate effective reading instruction for learners at different stages of reading/writing development and from different cultural/ linguistic backgrounds by using a wide range of curriculum materials. (DPI 2.3)
- Model and share use of reading and writing for real purposes in daily life. (DPI 4.3)
- Display positive dispositions related to reading and the teaching of reading. (DPI 5.1)
- Pursue the development of professional knowledge and dispositions. (DPI 5.2)

Alignment with State and National Standards: The objectives for this course are aligned with the IRA Standards for Reading Specialists, NBPTS, and NC Core Competencies for Advanced Licensure.

Teaching Strategies: Teaching strategies for this course include lecture, class discussion, collaborative group work, Writer's Workshop participation, individual conferences, and case-based discussions

Evaluation Methods and Guidelines for Assignments:

The School of Education is a professional school, and the Curriculum and Instruction Department is responsible for preparing professional teachers. The criterion for excellence

is embedded in the word “professional” -- that is, an ability to use professional knowledge creatively and adaptively and to engage in appropriate dispositional characteristics. CUI instructors are dedicated to two propositions: (1) providing students with adequate background and scaffolding for them to understand the content and pedagogy in question and (2) assigning grades that reflect each student’s potential to be a professional. Consequently, you are not entitled to a particular grade by virtue of your admission to the School of Education; rather, your instructor has the responsibility to make a professional judgment about both your performance and your disposition and to assign a grade accordingly. Specifically, CUI instructors will use the following criteria when assigning grades to assignments:

- A – Excellent work that demonstrates not only a clear understanding of the material but also a **superior** ability to utilize that material in the assignment submitted. All criteria are met. The student’s work goes beyond the task and contains **additional, unexpected or outstanding features**.
- B – A solid piece of work that demonstrates a good understanding of the material under study and utilizes that material well in the assignment submitted. The student meets the assignment criteria, with few errors or omissions, but there are few additional, unexpected or outstanding features.
- C – Work that demonstrates a technical, or basic, understanding of the material under study and which utilizes that material adequately in the assignment submitted. The work meets the assignment criteria.
- D – Work that fails to demonstrate a basic, or technical, understanding of the material under study and fails to use relevant material in the assignment submitted. Work may not address one or more criteria or may not accomplish what was asked.
- F – Work that is incomplete, inappropriate, and/or shows little or no comprehension of the class material in the assignment submitted.

Regarding the final course grade, the instructor will compute scores on the course assignments according to the criteria specified in this syllabus. The instructor then has the obligation and reserves the right to raise or lower the final grade based on evidence regarding performance and/or dispositions (including our community expectations) if, in his or her judgment, the work and/or dispositions of the student warrants it.

Assignments: Your grade for the course will be determined by your performance on each of the following assignments:

Attendance and Class Participation Attendance is very important for the successful completion of this class. You can miss one class without penalty but if you miss more than one class for any reason your final grade will automatically be reduced by 3/10ths of a point (0.33) off of a possible 4.0 for each absence. This means that if you miss 4 classes your possible letter grade will be reduced from an A to a B. If you miss 7 classes (nearly half the semester!) you cannot make better than a C in the class. Leaving class early or arriving late for class can also impact your final grade. If you anticipate missing a lot of sessions you should reconsider taking the class. If you encounter unexpected problems with attending class you can drop without academic penalty up until October 7th.

Please come to class prepared to discuss the readings you have been assigned for that night and to share your observations, reflections, and relevant experiences. Typically you should be prepared to spend six to nine hours on assignments outside of class. Depending on your background knowledge you may have to go over some readings several times. You will often be asked to complete a **short reaction sheet** for the articles and

chapters that you read. A form can be found on blackboard but it is not required. You may have more to say than the space allows.

Blackboard (<http://blackboard.uncg.edu>): You will be asked to take part in an online blackboard discussion for the book *Literacy at the Crossroads* and assigned readings will be posted on black board. To activate your UNCG computer account go online at <http://infostation.uncg.edu> or call the student help desk at 296-8324.

1. **Reaction Papers** (20%) Nearly every week during the first part of the semester you will be asked to write a short reaction to the assigned readings. These are not summaries. I am looking for your personal thoughts on the topics, connections to other readings, your own teaching or literacy experiences, questions, etc. These informal papers should consist of a paragraph for each reading and a synthesis paragraph for the collection of readings that pulls together the ideas or poses further questions you might have. These reactions are a way for me to get to know you, so the more personal you make it the better! Papers will be graded holistically on a 10 point scale.

2. **Blackboard** (10%) During the latter part of the semester you will begin posting reactions on blackboard in small discussion groups. Each week one member of your group will be responsible for posting a summary of the on-line postings.

3. **Topical Research Paper** (30%) You are to select a topic or issue related to literacy that is of special interest to investigate in more depth. Report your findings in a *10 page paper* (no longer!) as well as in an oral presentation to your classmates. Include:

- a) Rational: Why you selected the topic and your personal experiences related to the topic,
- b) Review and Synthesis: Report what you found in the research literature you read on the topic (include at least 8 references from reputable professional journals (internet resources other than on-line journals are sometimes questionable and should be cleared with me). You may also cite readings from class but you should have at least 8 additional sources.
- c) Discussion: What conclusions can you draw from your reading? What is the impact of your findings on your own thinking?
- d) Implications for practice in your own classroom.

Papers should be typed and double spaced using APA style for references. Papers will be graded holistically and assigned letter grades. Papers should reflect the careful editing and composition skills expected of graduate students. The writing center on campus can provide assistance. You will be asked to make a short presentation for the class on your selected topic. Possible Topics include but are not limited to: *ESL learners, Family Literacy, Early Intervention Programs, Tutoring, Portfolio Assessment, Classroom Organization, Multicultural Literacy, Invented Spelling, etc.*

4. **Choice of Text** (20%) Select a professional book of your choice on the topic of literacy.

Write a 2-3 page summary and reaction. I am interested in why you chose the book, what you think of it, and how you will use the ideas in the book with your own teaching. I am more interested in your reflections than a summary, so devote the most attention to what you think about it. Papers will be graded holistically and assigned a letter grade.

This should not be a book that you have already read or a book that is assigned for another class. The book needs to be more than an “activity” book. It should contain citations to research and a synthesis of theories as well as practice. Some suggestions are listed below (other books should be approved in advance). Be prepared to give a brief book talk in class to a small group.

Allington, R. & Johnston, P. *Reading to learn: Lessons from exemplary fourth grade classrooms*

Cunningham & Allington *Classrooms that Work: They Can all Read and Write*

Delpit, Lisa *Other People’s Children*

Fisher, Bobbi *Joyful Learning* or *Thinking and Learning Together*

Miller, Debbie *Reading with Meaning*

Nessel and Jones *The Language Experience Approach to Reading*

Fountas & Pinnell *Guided Reading: Good First Teaching for All Children*

McCarrier, Pinnell & Fountas *Interactive Writing*

McCrackens *Stories, Songs, and Poetry to Teach Reading And Writing*

Slaughter *Beyond Storybooks: Young Children and the Shared Book Experience*

5. **Final Exam** (20%) 2 parts

1. Describe and justify your top 10 list of the most important ingredients in an effective reading program. Tell why that ingredient is important and how students benefit from it. Devote a paragraph or two to each one to create a paper that is about 6 – 10 pages long. Refer to specific class readings by author (at least two for each ingredient) in your paper to support your opinions but do not create a special bibliography page.

2. Become political: Write a letter to someone (principle, superintendent, school board, representative, etc.) about an educational concern that you have.

Exams will be graded holistically and assigned a letter grade.

Doctoral Students will be given additional readings (see articles with an asterisk) and should meet with the instructor about an additional assignment that is due along with the final exam.

Required Text(s)/Materials/Readings:

Adams, M.J (1990) *Beginning to read: Thinking and learning about print*. (We will use the summary prepared by Stah, Osborn, and Lehr. Doctoral students are expected to read the original complete text.)

Routman, R. (1996) *Literacy at the crossroads: Crucial talk about reading, writing, and other teaching dilemmas*. Portsmouth, NH: Heinemann

Pressley, M., Allington, R.L., Wharton-McDonald, R., Block, C.C., & Morrow, L.M. (2001). *Learning to read: Lessons from exemplary first-grade classrooms*. NY: Guilford Press.

Additional readings on blackboard under course documents

Other Information:

Workload-- This course is a three credit-hour course that meets daily for 2.5 hours per session. In addition to these contact hours, you should plan to spend at least one hour out of class in preparing assignments and reading for this course for every credit hour, meaning that you should plan to work, on average, approximately 2.5 hours outside of class for each class session.

Academic Integrity You are bound by the UNC-G Academic Integrity Code in all aspects of your work. You may find this policy at <http://saf.dept.uncg.edu/studiscp/Honor.html>. For purposes of this class, abiding by the Honor Code means that you cite all of the references from which you found information, that you completed your own work without the assistance of other people (unless I indicate otherwise), and that you completed your work to the best of your ability and with integrity.

Course Support--Handouts and lecture notes can be downloaded from the Blackboard platform (blackboard.uncg.edu). You will need to know your username and password. If you have difficulties, the website and system administrator have the information that you need to solve your problems. I am usually not able to help you with technical problems related to Blackboard.

Request for Accommodations: 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 located at 208 Elliott University Center, 336-334-5440 V/TTY.

Tentative Schedule – CUI 615, Fall 2005

- Aug 16** Introductions and Issues, M.Ed in Reading advisement
- Aug 23** Emergent Literacy: Preschool Experiences
Read: 2 articles: Schickedanz et al. & McGill-Franzen et al.
Due: Short Reaction to readings
- Aug 30** Reading Aloud to Children: Interactive Reading
Read: 5 articles: Meyer et al. (read first and critically) Bauman et al., Barrentine, Richards & Anderson, and Juel et al.
Due: Short Reaction to readings
- Sept 6** The Past and Current Contexts of Beginning Reading Instruction
Read: Pages 3-69 in *Learning to Read* by Pressley et al. , pages 1- 14 in Adams, and pages ii to iii in *Put Reading First: The Research Building Blocks for Teaching Children to Read* The color version is available on line at www.nifl.gov under “publications” and then under “Reading”
Due: Short Reaction to readings
- Sept 13** Precursors to Word Recognition: Concepts about Print, Concept of Word, & Shared Reading
Read: Adams 36-71, 2 articles: Morris et al, and Slaughter
Due: Short Reaction to readings
- Sept 20** Precursors to Word Recognition: Phonemic Awareness
Read: 2 articles: Yopp & Yopp, and Button et al., Pages 1-10 in *Put Reading First*
Due: Short Reaction to readings
- Sept 27** Learning to Identify Words: Controversy and Consequences

Read: Read these in this order: (1) Goodman, (2) Gough & Hillinger, and (3) Ehri. (4) Wren. *These articles include two “classics” that define positions that have divided the world of reading for decades. How does Ehri’s phases find connections between them?*

Due: Short Reaction to readings

- Oct 4** Sight Words and the Role of Phonics in Beginning Reading Instruction
Read: Adams 17-35, 73-94, 2 articles: Thompson and Stahl et al. Pages 11 to 19 in *Put Reading First*
Due: Short Reaction to readings
- Oct 11** Children’s Writing and Invented Spelling
Read: Adams page 95-104, 2 articles: Sipe, Johnston (Word Families), Chapter 4 in Pressley et al.
Due: Book Report. Be prepared to talk about your book in class
- Oct 18** Guided Reading
Read: 2 chapters: Fountas & Pinnell and Routman, 1 article by Brown.
Due: Short Reaction to readings
- Oct 25** Technology Experiences: Orientation to On-line Resources
Read: Chapters 1 and 2 of *Literacy at the Crossroads* by Routman
Blackboard Assignment: Reactions to Routman first posting due by Friday, 2nd by Monday. One person summarizes.
- Nov 1** The Nature of Text: What makes text easy or hard?
Read: Chapters 3 & 4 of *Literacy at the Crossroads*, 2 articles: Peterson, and Johnston (The reader, the text and the task)
Blackboard Assignment: Reactions to Routman first posting due by Friday, 2nd by Monday. One person summarizes.
- Nov 8** The Nature of Text cont.: What should beginning readers read?
Read: Chapters 5 and 6 of *Literacy at the Crossroads*, Adams 107-127, 1 article: Mesmer
Blackboard Assignment: Reactions to Routman
- Nov 15** Fluency
Read: 2 articles by Dowhower and Rasinski, 21-32 in *Put Reading First* Chapters 7 and 8 of *Literacy at the Crossroads*,
Blackboard Assignment: Reactions to Routman.
- Nov 22** No Class – Thanksgiving
- Nov 29** Case studies of Effective Literacy Practices
Read: Chapters 5-9 (you will be assigned one) and Chapters 10 & 11 in Pressley et al. Chapters 9 and 10 of *Literacy at the Crossroads*
Blackboard Assignment: Reactions to Routman
- Dec 6** **Due:** Research Papers and Presentations

Dec 13

Class will not meet. Exam Due by 5 PM

Readings for CUI 615, Fall 2004 in order by sessions and available on black board

- Schickedanz, J.A. et al. (1990) Preschoolers and academics: Some thoughts. *Young Children*, 46, 4-13.
- McGill-Franzen, A & Lanford, C. (1994). Exposing the edge of the preschool curriculum: Teacher's talk about text and children's literacy understandings. *Language Arts*, 71, 264- 273.
- Barrentine, S.J. (1996). Engaging with reading through interactive read-alouds. *The Reading Teacher*, 50, 36-42.
- Bauman, J.F., Jones, L.A. & Seifert-Kessell, N.S. (1993). Using think alouds to enhance children's comprehension monitoring abilities. *The Reading Teacher*, 47, 184-193.
- Meyer, L.A. et al. (1999). Reading to children or reading with children? *Effective School Practices*, 17, 56-63.
- Juel, C et al. (2003). Walking with Rosie: A cautionary tale of early reading instruction. *Educational Leadership*, April, 12-18.
- Richards, J.C. & Anderson, N.A. (2003). How do you know? A strategy to help emergent readers make inferences. *The Reading Teacher*, 57, 290-293.
- Morris, D., Bloodgood, J.W., Lomax, R.G., & Perney, J. (2003). Developmental steps in learning to read: A longitudinal study in kindergarten and first grade. *Reading Research Quarterly*, 38, 302-328.
- Slaughter, J.P. (1993) Why the shared book experience? In *Beyond storybooks: Young children and the shared book experience*. Newark, DE: IRA. 3-14.
- Yopp, H.K. & Yopp, R.H. (2000) Supporting phonemic awareness development in the classroom. *The Reading Teacher*, 54, 130- 143.
- Button, K., Johnson, M.J. & Furgerson, P. (1996). Interactive writing in a primary classroom. *The Reading Teacher*, 49, 446-454.
- *Castle, J.M. (1999). Learning and teaching phonological awareness. In G.B. Thompson & T. Nicholson (Eds). *Learning to Read: Beyond phonics and whole language*. Newark, DE: IRA, 55-73
- Goodman, K.S. (1970). Reading, a psycholinguistic guessing game. In H. Singer and R.B. Ruddell (Eds). *Theoretical models and processes of reading*. Newark, DE: IRA. 9-30.
- Gough, P.B & Hillinger, M.L. (1979). Learning to read: An unnatural act. *Bulletin of the Orton Dyslexia Society*, 30, 179-196.
- Ehri, L.C. & McCormick, S. (1998). Phases of word learning: Implications for instruction with delayed and disabled readers. *Reading & Writing Quarterly*, 14, 135-163.
- Wren, S., Reading and the three cueing systems <http://www.sedl.org/reading/topics.html>
- Thompson, G.B. (1999). The process of learning to identify words. In G.B. Thompson & T. Nicholson (Eds). *Learning to Read: Beyond phonics and whole language*. Newark, DE: IRA, 25-54.
- Stahl, S.A., Duffy-Hester, A.M. & Stahl, K.A.D. (1998). Everything you always wanted to know about phonics (but were afraid to ask). *Reading Research Quarterly*, 33, 338-355.
- Sipe, L. (2001) Invention, convention and intervention: Invented spelling and the teacher's role. *The Reading Teacher*, 55, 264-272
- Johnston, F.R. (1999). The timing and teaching of word families. *The Reading Teacher*, 53, 64-75.
- * Richgels, D.J. (2001). Invented spelling, phonemic awareness, and reading and writing instruction. In S.B. Nueman & D.K. Dickinson (eds.) *Handbook of early literacy research*. NY: Guilford, 142-155.
- Fountas, I.C. & Pinnell, G.S. (1996). What is guided reading? From *Guided Reading: Good first teaching for all children*, Portsmouth, NH: Heinemann.
- Routman, R. (2003). Examine guided reading. In *Reading essentials: The specifics you need to teach reading well*. Portsmouth, NH: Heineman. 150-182.

Brown, K.J. (2003) What do I say when they get stuck on a word? Aligning prompts with student's development. *The Reading Teacher*, 55. 720-734.

Peterson, B. (1991). Selecting books for beginning readers. In D. E. Deford, C.A. Lyons, & G.S. Pinnell (eds.) *Bridges to literacy*, Portsmouth, NH: Heinemann. 119-147.

Johnston, F.R. (1998) The reader, the text, and the task. *The Reading Teacher* 51. 666-675.

Mesmer, H.A.E. (1999). Scaffolding a crucial transition using text with some decodability. *The Reading Teacher*, 53, 130-142.

*Heibert, E.H. & Martin, L.A. (2001). The texts of beginning reading instruction. In S.B. Nueman & D.K. Dickeinson (eds.) *Handbook of early literacy research*. NY: Guilford, 361-376.

Dowhower, S.L. (1989). Repeated reading: Research into practice. *The Reading Teacher*, 43, 502-507.

Rasinski, T.V. (2000). Speed does matter in reading. *The Reading Teacher*, 54. 146-151.

* Doctoral Students Only