Independent Study Course Syllabus

Course Number: ECE 906
Course Title: Early Literacy and Core Standards PreK-2nd Grade

X Online    □ Distance Learning

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Units: 3
Grade Level: PreK-2nd

Course Description

Reading and writing are part of a balanced, early literacy program in the classroom. Learn more about the foundation for a strong literacy program, using reading and writing strategies that will support your students through the Core Standards. This course will help you understand the Core standards and address the standards without being constrained or limited. The course focuses on the fundamental aspects of literacy, a solid foundation for reading and writing, student inquiry, differentiated instruction and culturally relevant best teaching practices. Ideal for teachers of PreKinder through 2nd grade. Required textbook is not included in course fees and should be purchased separately.

Required texts and course materials


Course Dates:

Self-paced; students may enroll at any time and take up to one year to complete assignments. You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.
### Student Learning Objectives (SLOs)

<table>
<thead>
<tr>
<th>Student Learning Outcomes in this course</th>
<th>Standards Addressed *</th>
<th>CE program SLOs</th>
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<tbody>
<tr>
<td>Student will be able to:</td>
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<tr>
<td>1. Create lesson plans that engage students and employ differentiated instruction to meet the needs and literacy development of all students.</td>
<td>NCTE 1, 4, 5, 6, 8, 12</td>
<td>CE 1, 2, 4, 6</td>
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<td>2. Design lesson plans that incorporate multiple strategies that aid students in building foundational skills related to reading and writing.</td>
<td>NCTE 3, 4, 5, 6, 8, 12</td>
<td>CE 1, 2, 4, 6</td>
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<td>3. Discover literacy resources available through professional books, websites, and state resources.</td>
<td>NCTE 11</td>
<td>CE 1-6</td>
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<td>4. Explain and reflect upon the process that students undertake when begin to read and write in the early childhood education years.</td>
<td>NCTE 3, 4, 5, 6, 8, 12</td>
<td>CE 1, 2, 4, 6</td>
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<td>5. Describe how culturally relevant teaching practices can enhance classroom instruction.</td>
<td>NCTE 1, 3, 4, 5, 6, 9</td>
<td>CE 1-4, 6</td>
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<td>6. Effectively address the Common Core State Standards in the classroom on a regular basis and reflect on the progress and benefits of the standards.</td>
<td>NCTE 1, 3, 4, 5, 6, 12</td>
<td>CE 1-6</td>
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<tr>
<td>7. Reflect on the roles of reflection and advocacy as a professional educator.</td>
<td>NCTE 9, 11, 12</td>
<td>CE 1-6</td>
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(* Please refer to the section on Standards Addressed in This Course)

### Standards Addressed in This Course:

Common Core State Standards: English Language Arts/Literacy (following strands): Reading Literature, Reading Informational Text, Reading Foundation Skills, Writing, Speaking & Listening, Language (see http://corestandards.org)
- CCSS.ELA-Literacy.RL.K.1-10
- CCSS.ELA-Literacy.RI.K.1-10
- CCSS.ELA-Literacy.RF.K.1-4
- CCSS.ELA-Literacy.W.K.1-10
- CCSS.ELA-Literacy.SL.K.1
- CCSS.ELA-Literacy.L.K.1-6

NCTE/IRA Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire
new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Topics, Assignments and Activities

<table>
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<th>Module 1 – Orientation &amp; Introductions</th>
<th>Module 1 – Discussion Forum: Introductions</th>
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<tr>
<td>Module 2 – Observing &amp; Demystifying Common Core State Standards</td>
<td>Module 2 – Discussion Forum: Reflection on CCSS</td>
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<tr>
<td>Module 3 – Reading and Writing</td>
<td>Module 3 – Discussion Forum: Reading and Writing as Foundation Lesson Plan #1</td>
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<tr>
<td>Module 4 – Culturally Relevant Literacy Practices</td>
<td>Module 4 – Discussion Forum: Best Literacy Practices Lesson Plan #2</td>
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<td>Module 5 – Poetry &amp; Literature</td>
<td>Module 5 – Discussion Forum: Poetry</td>
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<tr>
<td>Module 6 – Inquiry Learning &amp; Literacy</td>
<td>Module 6 – Discussion Forum: Asking Important Questions</td>
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Course Number and Title: ECE 906 – Early Literacy and Core Standards
Instructor: Tara Warmerdam
Date of Revision: 11/1/2016

To register for courses go to [http://ce.fresno.edu/cpd](http://ce.fresno.edu/cpd) and log in
Module 7 – Planning the Big Picture

Module 8 – 21st Century Literacy

Module 9 – English Language Learners and Early Literacy

Module 10 – Wrapping It Up

Module 7 – Wiki – Resource Sharing
Lesson Plan #3

Module 8 – Discussion Forum: What is 21st Century Literacy?

Module 9 – Discussion Forum: ELL Students
Lesson Plan #4
Teaching & Reflection

Module 10 - Discussion Forum: Final Reflection
Optional Lesson
Course Evaluation

*Note that two discussion forums should be in response to other students’ discussion posts.

Technology Requirements

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Moodle:

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about moodle go to: (http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – http://col.fresno.edu/student.

Moodle Site Login and passwords – (or other online course access information)

Students will need to have internet access to log onto http://ce-connect.fresno.edu. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

Getting Help with Moodle:

If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at
Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu

Grading Policies and Rubrics for Assignments

- Students must earn a minimum of 80% to receive credit
- A – 90-100%, B= 80-89%, (anything below 80% will not receive credit.)
- Grading policies:
  - The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
  - Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
  - All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.
- 4 point Assessing Rubric for each assignment

Writing Requirements to include in rubrics

- Superior: Writing is clear, succinct, and reflects graduate level expectations.
- Standard: Writing is acceptable with very few mistakes in grammar and spelling.
- Sub-standard: Writing contains noticeable mistakes in grammar and spelling.
- Written assignments and papers need to follow APA formatting (1” margins, Times New Roman font - size 12, double spaced; centered title, student first and last name on paper. Instructors may add additional APA writing requirements as needed.)

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were
Instructor/Student Contact Information:

A minimum of three instructor/student contacts are required. These may be in the form of discussion forum posts/responses and/or individual emails.

References/Resources


Online Resources

www.ncte.org (National Council of Teachers of English)
www.slj.com (School Library Journal)
www.readwritethink.org (Read, Write, Think)
http://www.childrensbooksonline.org/library.htm (Children’s Books Online)
http://www.LiteracyConnections.com/ (Literacy Connections)
http://www.literacymatters.org (Literacy Matters – developed for adolescent readers)
http://www.rif.org (Reading is Fundamental)

Continuing Education Program Student Learning Outcomes:

| CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use. |
| CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.

CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.

CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components.

Written Communication: Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others.

Content Knowledge: Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

Reflection: Students will reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement.

Critical Thinking: Students will apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to new situations.

Moral Reasoning: Students will identify and apply moral reasoning and ethical decision-making skills, and articulate the norms and principles underlying a Christian world-view.

Service: Students will demonstrate service and reconciliation as a way of leadership.

Cultural and Global Perspective: Students will identify personal, cultural, and global perspectives and will employ these perspectives to evaluate complex systems.

Quantitative Reasoning: Students will accurately compute calculations and symbolic operations and explain their use in a field of study.

Information Literacy: Students will identify information needed in order to fully understand a topic or task, explain how that information is organized, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.