ECE-915: Literacy Learning for Infants, Toddlers and Preschoolers

Independent Study Online Course Syllabus

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Course Description

This course will introduce you to eight key practices to apply in supporting young children's early literacy development: knowing, showing, designing, including, engaging, observing and responding. Intentional focus on the following areas is incorporated: language and knowledge, print concepts, sounds and letters, writing, text comprehension. The materials and homework are designed to support infant/toddler, preschool and TK teachers in creating literacy rich environments in the classroom.

Note: Required book must be acquired separately.

Required Texts and Course Materials

Book: Wright, T.S., S.Q. Cabell, N.K. Duke, & M. Souto-Manning. 2022. *Literacy Learning for Infants, Toddlers, and Preschoolers: Key Practices for Educators.*
NAEYC. https://www.naeyc.org/resources/pubs/books/literacy-learning

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

Learning to Read and Write: Developmentally Appropriate Practices for Young Children A joint position statement of the International Reading Association and the National Association for the Education of Young Children.

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSREAD98.PDF

Learning to read and write is critical to a child's success in school and later in life. One of the best predictors of whether a child will function competently in school and go on to contribute actively in our increasingly literate society is the level to which the child progresses in reading and writing. Although reading and writing abilities continue to develop throughout the life span, the early childhood years—from birth through age eight—are the most important period for literacy development.

1. The single most important activity for building these understandings and skills essential for reading success appears to be reading aloud to children (Wells 1985; Bus, Van Ijzendoorn, & Pellegrini 1995).
2. A central goal during these preschool years is to enhance children's exposure to and concepts about print (Clay 1979, 1991; Holdaway 1979; Teale 1984; Stanovich & West 1989).
3. Children who are learning English as a second language are more likely to become readers and writers of English when they are already familiar with the vocabulary and concepts in their primary language.
4. A fundamental insight developed in children's early years through instruction is the alphabetic principle, the understanding that there is a systematic relationship between letters and sounds (Adams 1990).
5. At the same time children learn about the sounds of language through exposure to linguistic awareness games, nursery rhymes, and rhythmic activities.
6. Classrooms that provide children with regular opportunities to express themselves on paper, without feeling too constrained for correct spelling and proper handwriting, also help children understand that writing has real purpose (Graves 1983; Sulzby 1985; Dyson 1988).

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 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-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 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-SLO 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-SLO 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.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course, the student will be able to:		National Standards Addressed*	CE-SLO Addressed**
C-SLO 1	Explain how development of later reading and writing skills are directly connected to early literacy experiences.	NAEYC 1	CE 1, 6
C-SLO 2	Given the understanding of the environment as the "third" classroom teacher, describe how the environment can support reading and writing skills.	NAEYC 2	CE 2, 4
C-SLO 3	Explore curriculum options and describe how they can be utilized to support literacy learning and maintenance of the home language.	NAEYC 3	CE 4, 6
C-SLO 4	Evaluate scenarios to determine the appropriate response and interventions by the teacher.	NAEYC 5	CE 3, 5
C-SLO 5	List ways to promote, support and sustain literacy experiences in the early childhood classroom.	NAEYC 4	CE 2, 4, 6
C-SLO 6	Apply knowledge learned throughout the course to generate appropriate, regular opportunities for literary expression in the early childhood classroom.	NAEYC 6	CE 1, 2, 6

* Please refer to the section on **National Standards Addressed in This Course**
** Please refer to the section on **Continuing Education Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
Home Page	- Welcome Video - Course Syllabus - Policies and Procedures - Introduce Yourself Forum	
Module 1 – Introduction	- Read Chapters Textbook Introduction & NAEYC Position Statement 1.1 Literacy Learning Introduction Assignment 1.2 Assignment: Five Areas	50 pts 100 pts

Module Title	Module Assignments and Activities	Points Possible
	• 1.3 Assignment: Digesting the Position Statement • 1.4 Assignment: Self Analysis Quiz • 1.5 Forum: Position Statement Reflection	50 pts 50 pts 10 pts
Module 2 – Clever Communicators	• Read Chapter One • 2.1 Assignment: Field Trips • 2.2 Assignment: Translanguaging Strategies • 2.3 Forum: Teaching Tip (Page 26)	50 pts 75 pts 10 pts
Module 3 – Print Navigators	• Read Chapter Two • 3.1 Assignment: Teaching Print Concepts • 3.2 Assignment: Planning a Book Activity • 3.3 Forum: Transitions (Page 52)	50 pts 50 pts 10 pts
Module 4 – Sound-Letter Linkers	• Read Chapter Three • 4.1 Assignment: Foundational Concepts • 4.2 Assignment: Worksheets & Flash Cards • 4.3 Forum: Recommended Resources (Page 71)	50 pts 50 pts 10 pts
Module 5 – Resourceful Writers	• Read Chapter Four • 5.1 Assignment: Taking Inventory • 5.2 Assignment: Designing & Including • 5.3 Forum: Informal Inventory (Page 97)	50 pts 50 pts 10 pts
Module 6 – Text Comprehenders	• Read Chapter Five • 6.1 Assignment: Evaluating Read Alouds • 6.2 Assignment: Interacting with Texts • 6.3 Forum: Children's Books (Page 122)	50 pts 50 pts 10 pts
Module 7 – Literacy Rich Environments	• Read NAEYC Article • 7.1 Assignment: Dramatic Play Areas • 7.2 Assignment: Self Analysis Quiz (Post Reflection) • 7.3 Forum: Key Practices (Page 129) • 7.4 Capstone Application	50 pts 50 pts 10 pts 120 pts
Course Wrap-up – Grading and Evaluation	• Final Reflection Forum • Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request	
	TOTAL POINTS	**1065 points**

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies
• Assignments will be graded per criteria presented in the course rubrics.
• A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
• The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
• Coursework falling below a B grade will be returned with further instructions.
• All assignments must be completed to receive a grade and 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.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements
- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements
- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to https://www.fresno.edu/departments/disability-access-education.

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 per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - https://handbook.fresno.edu/graduate/academic-policies

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can 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. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (https://ce.fresno.edu/my-account) and "Request Final Grade". Once the

instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at https://ce.fresno.edu/ce-policies-and-procedures.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at https://www.fresno.edu/departments/registrars-office/academic-catalogs.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	**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.
FPU-SLO 2	**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.
FPU-SLO 3	**Content Knowledge:** Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	**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.
FPU-SLO 5	**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.
FPU-SLO 6	**Moral Reasoning:** Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian worldview.
FPU-SLO 7	**Service**: Students will *demonstrate* service and reconciliation as a way of leadership.
FPU-SLO 8	**Cultural and Global Perspective:** Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
FPU-SLO 9	**Quantitative Reasoning**: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
FPU-SLO 10	**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.