

ELA-906 - Emergent Literacy (PreK-1)

Independent Study Correspondence Course Syllabus

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Number of Graduate Semester Units: 3 units

Target Audience: Pre-K – 1st grade teachers

Course Description

Emergent Literacy is a review of the research, related activities, and learning strategies for building literacy in the young learner. Emergent Literacy is a multifaceted process. The ability to associate print with meaning begins early in a child's life and continues until the child reaches the stage of conventional reading and writing. Through the course text: *Emergent Literacy in Kindergarten: A Review of the Research and Related Suggested Activities and Learning Strategies*, students are given the opportunity to review research which addresses the Oral and the Written Register and Development of Reading Comprehension, Phonological Processing, and Writing.

Applications of the research under review are offered through the chapter, *Activities and Learning Strategies*. These child-centered experiences in the area of early literacy apply many of the teaching strategies described in the research and guiding documents students will be reviewing. Direct ties to Common Core Standards in Language Arts and PreSchool Learning Foundations are made throughout the text and course assignments.

This course on emergent literacy is for early childhood teachers, reading specialists, and administrators. The focus of the course is on children four to six years of age who are in Pre K, Kindergarten, and First Grade. Classroom activities are designed for young learners to experience individually, in small learning groups, or with the whole class.

Note: Required textbooks must be acquired separately.

Required Texts and Course Materials

Textbooks:

- *Emergent Literacy in Kindergarten: A Review of the Research and Related Suggested Activities and Learning Strategies* (1999) by Violet B. Robinson, Gretchen Ross, and Harriet C. Neal ISBN-13: 978-0970755605 is the course textbook which contains a review of current research, suggested classroom activities and techniques for classroom application.

- *Sierra Bear Adventures with Rhyming Sounds* by Carol Gossett is a children’s rhyming storybook and a collection of classroom activities designed to apply teaching strategies presented in the course text.
- *California Preschool Learning Foundations* CA Department of Education publication.

Course Packet: The course packet includes information about the course, instructions and rubrics for completing course assignments, information about Fresno Pacific University (FPU), and specifics on FPU and Continuing Education policies and procedures.

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

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [*What Teachers Should Know and Be Able to Do*](#) articulates the National Board’s Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine’s Hippocratic Oath — set forth the profession’s vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

State Preschool Standards/Foundations

(<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>)

Preschool teachers/students are asked to make connections to state standards in language arts The California Preschool Foundations are provided on the course module for students who are employed in states that do not have state standards in language arts for preschool.

Common Core State Standards (CCSS) in Language Arts (www.corestandards.org)

- Listening (CPF 1.0)
- Speaking (CPF 1.0, 2.0)
- Reading (CPF 1.0 – 6.0)
- Writing (CPF 1.0)

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.

Student Learning Outcomes (SLOs) for This Course

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed in This Course*	Continuing Education Program Student Learning Outcomes Addressed**
1. Identify, reflect on, and apply Preschool Standards, or Common Core State Standards in the areas of Early Literacy, Reading, and Writing for the grade level they are teaching		
2. Apply Best Practices and National Professional Teaching standards, through developmentally appropriate teaching strategies in their classroom	Standards 1-5	
3. Review, compare and contrast current research in the area of Early Literacy.		
4. Share knowledge gained in this course to other professionals in the field.	Standards 1-5	
5. Reflect on their teaching	Standards 1-5	

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Module 1	<ul style="list-style-type: none"> Read Chapters 1-5 in the course text; <i>Emergent Literacy in Kindergarten</i> Respond to the questions pertaining to reading (5 pages minimum) 	50 pts
Module 2	<ul style="list-style-type: none"> Read Chapters 6 and 7 in the course text Respond to the questions pertaining to reading (5 pages minimum) 	50 pts
Module 3	<ul style="list-style-type: none"> Review the Common Core Standards for your grade level or the PreSchool Learning Foundations for Language Arts. Write 1 page on the Common Core standards 	25 pts
Module 4	<ul style="list-style-type: none"> Review Appendix B in the course text. Identify three specific Common Core standards or PreSchool Learning Foundations for the grade level you are teaching Write one lesson plan (using the lesson plan format included in this manual) to teach these standards in your classroom 	50 pts
Module 5	<ul style="list-style-type: none"> Search for three articles, research projects, or other documents, which have been published in the within the past 2 years on the topic of literacy in the Pre-K – 1st grades. Give a written review of these documents and include the source of each article. 	50 pts
Module 6	<ul style="list-style-type: none"> Present Sierra Bear Adventures With Rhyming Sounds storybook and activities. 	50 pts
Module 7	<ul style="list-style-type: none"> Prepare either a PowerPoint presentation or a display board 	100 pts
Module 8	<ul style="list-style-type: none"> Present your PowerPoint project to a group of parents or colleagues. 	50 pts
Module 9	<ul style="list-style-type: none"> Summarize the participant's responses. 	25 pts
Module 10	<ul style="list-style-type: none"> Written Communication Content knowledge and application in student's area of interest to affect change. Reflection for personal and professional growth Critical Thinking Computational/methodological skills 	15 pts 15 pts 15 pts 15 pts 15 pts
Module 11	<ul style="list-style-type: none"> Instructor Contact #1 Instructor Contact #2 Instructor Contact #3 	25 pts 25 pts 25 pts
	TOTAL POINTS	600 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	Percentage	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. Include 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. Include 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 organization 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

This course requires a minimum of three contacts between the student and the instructor. The first contact point occurs after the student enrolls in the course. The instructor contacts the student by phone to welcome them to the course and Fresno Pacific University. The instructor provides an overview of the course, material, assignments, and expectations for successful completion of the course. This initial interaction also establishes a foundation for future interactions (via email or phone). The second interaction should occur when the student is approximately half-way through the course. The instructor can field any assignment questions and learn what has been most beneficial to the student so far. The final conversation occurs at the end of the course. This interaction provides a final check that all assignments have been completed, final grade request has been submitted, and answer any final questions or concerns.

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). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. 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/students/academic-support/services-students-disabilities>.

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 - <https://www.fresno.edu/students/registrars-office/academic-catalogs>

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.

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/students/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.