EDRD 445
Language and Literacy in Early Childhood Education II

I. Descriptive Information

A. Course Number and Title
EDRD 445 Language and Literacy in Early Childhood II

B. Catalog Description
Examination of key concepts in early literacy and implications in early childhood, pre-kindergarten through 3rd grade.

C. Course Credit
Four (4) hours

D. Prerequisites
EDRD 445

E. Intended Audience
Undergraduate early childhood education majors

F. Instructor
As assigned

G. Class meeting dates/times
As assigned

Important Note: There are five sections of this course and five instructors. We have common convictions about language and literacy theory and practice; we address the same goals and we do much planning together. At the same time, we have favorite texts, engagements, structures, and sequences for helping our students understand those ideas. In other words, we are not clones of each other. That is a good thing. Just as you will appreciate the autonomy to bring visions of great teaching to life in ways that suit who you are as a teacher, so do we. Therefore, join us in honoring our differences and know that comparisons across instructors are counterproductive. We admire each other tremendously for our individual as well as collective strengths.

II. Statement of Course Goals and Objective

A. Goals
Participants in this class will build from EDRD 345 to deepen understandings of current theories of language and literacy education and specific connections between those theories and the construction of supportive environments, practices, and assessments for diverse communities of language users and literacy learners from birth through age eight. In this sequel to EDRD 345, participants will use learning across both courses to consider the development of a comprehensive literacy classroom.

B. Objectives: Students will continue learning from EDRD 345 to deepen and be able to clearly articulate understandings about:
1. Language and literacy learning as social, cultural, political, and strategic
making meaning processes as young children learn about and through language.

2. The legitimacy of diverse home and community literacies and language systems and use that knowledge to build a repertoire of culturally relevant instructional possibilities, including technology-based strategies, for literacy learning and teaching that support the success of all students.

3. Political, institutional, and personal issues related to English language learners and speakers of African American Language including the recognition of multilingual resources in classrooms, the impact of language marginalization, and implications for the construction of learning environments that support the success of all students.

4. What it means to use literacy critically to question, innovate, and effect change.

5. Planning for and using responsible literacy assessment to inform instruction.

6. Using knowledge to connect theory to practice for the purpose of evaluating, justifying, and generating literacy practices for instruction and assessment that addresses the needs as well as knowledge of all students.

7. SC state standards in the English Language Arts as related to classroom literacy practices.

8. How to construct a comprehensive literacy classroom using learning from both EDRD 345 and 445.

III. Required Texts, Memberships, and Materials

Books, Other Texts, Professional Membership


Selected Articles/Book Chapters (posted on Bb or available to you at www.ncte.org through your student membership to NCTE)

A copy of the South Carolina State Standards for the English Language Arts (ELA) for Early Childhood-grades PreK-2 http://ed.sc.gov/agency/offices/cso/standards/

Other Materials

- 2 spiral bound sketch pads with unlined blank paper
- Markers and pencils
- One small dry erase board and dry erase markers.
• One set of plastic letters (try the Dollar Store)

• One spiral bound pad of half-size chart paper (an example will be shown in class; you can find them at Education Wonderland on Broad River Rd or in Lexington – 24” X 16” - $7.29)

• 1 disposable camera (to send home with your partner/child so you can learn more about his/her family, home, and community)

• A large 3-ring binder and dividers

• A digital camera to use to take pictures as you work with your child partner. Pictures will need to be printed (possibly enlarged).

• Audio tape recorder and tapes or digital recorder.

### IV. Professionalism

| Being a teacher is an awesome professional responsibility. You are an advocate for young children, their families AND for the profession. The way you present yourself says volumes about your respect for the profession and others. Writing a great paper or teaching a dynamic lesson mean little if you do not exude maturity and poise in your actions, conversations, and reflections. Thus, as you study to become a teacher, there is much expected of you . . . |

**Respectful Listening and Interaction:** You are expected to be a courteous participant in all class activities and conversations with children, peers, everyone at the host school, and your professor. No cell phones (leave them in your car), side conversations, or texting are allowed in class. Remember that facial expressions and posture can give the impression of respect or disrespect. Choose the former.

**Promptness:** You are expected to arrive so that you are ready to start at 8:00. Arriving early is particularly important when we begin working with children - you will need that time to get organized. More than one late arrival will begin a deduction of points (one point for every tardy) from your final course grade.

**Absences:** Attendance is required. The final grade may be lowered by one FULL LETTER grade for absences more than 10% of class time with or without an excuse. For this course, that means one class session. However, because of the nature of this class, it will very difficult to successfully complete course assignments if there are ANY absences.

If you must be absent, it is imperative that you contact the instructor BEFORE class begins via email. We work with children who count on your attendance. It is not appropriate to send messages with other students or to email me about an absence after the fact.

Missed class time that involves work with children cannot be made up. Your child will miss an important time with you AND you will miss an opportunity to collect data to inform your final projects.
Students are responsible for ensuring that a study partner is designated to pick up handouts and explain missed content in the event of absence. This is YOUR responsibility, not the instructor’s.

**Professional Dress:** This means:

- No jeans, sweatpants, jogging suits, shorts or tight or low-cut pants.
- Comfortable *professional* shoes are the appropriate choice. No flip-flops.
- No mini-skirts, bare midriffs, halter/tank tops; no tight, low-cut or see-through tops or blouses. Be sure your top comes down far enough and your pants high enough to cover skin even when you reach up or bend over!
- Dress as you would want your own child’s teacher to dress; give the profession dignity – dignity can be stylish (and comfortable) too 😊

**Communication:** You are responsible for checking USC EMAIL EVERY DAY. Participate in Blackboard discussions when requested to do so.

**Plagiarism:** Passing off someone else’s written work or part of any work (from a peer or from an online or other source) as your own is plagiarism. “Any student who violates this rule or who knowingly assists another to violate this rule shall be subject to discipline” (the *Carolina Community: USC Columbia Student Handbook and Policy Guide*).

**Being Prepared:** Each class session, you are expected to be present, on-time, and prepared. Absences, tardies, and lack of or limited preparation will be noted and reflected in the points you receive for Professionalism.

### V. Academic Course Requirements

#### A. LITERACY NOTEBOOK

You will continue using the Literacy notebook you began in EDRD 345. In it, you will organize reflections, handouts, articles and other items from this course.

#### B. READING AND SYNTHESIS OF LEARNING

Each week, you will read assigned texts carefully and respond thoughtfully in a reflective synthesis of learning about each text. A format will be provided for you and can be downloaded from Blackboard after the second week of class. Please use the downloaded formats to type within them, print them off, and organize them in your Literacy Notebook. These reflections will be used to support discussions in class and MUST reflect very careful, thoughtful (not skimmed) reading. They will also be used toward the end of the semester to help you describe key literacy practices and important theoretical concepts for the literacy structures assignment. Bring your syntheses to class each week in your Literacy Notebook.

#### C. LESSON PLANS
During your internship, you will write two formal lesson plans using the lesson plan format posted under Course Documents on Blackboard. These plans will be tailored to the needs of your classroom but will include a lesson under each of the following broad umbrellas: 1) reading 2) writing and will clearly and explicitly address specific SC English Language Arts standards, demonstrate culturally relevant pedadogy, and connect theory (learned in this course and in EDRD 345) to practice.

A lesson under the broad umbrella of reading could be: shared reading, a mini-lesson before independent reading, reader response through writing or drawing, etc.

A lesson under the broad umbrella of writing could be: interactive writing, shared writing, writer’s workshop, etc.

The rubric for this lesson plan is posted in Course Documents on Blackboard. Please adhere to this rubric carefully.

D. COMPREHENSIVE LITERACY CLASSROOM

Using your learning from both EDRD 345 and EDRD 445, you will work with a group of classmates to develop a comprehensive plan for incorporating all literacy assessment and instructional practices learned through these courses into a school day. You will be given realistic scenarios of situations faced as teachers work to set up their classrooms within school systems and you will develop your plan using strategies to make great literacy teaching possible. Your plan should reflect your understanding of not only practices but your knowledge of classrooms that:

- are culturally relevant
- embrace children’s home languages while building proficiency in English
- make children’s existing knowledge visible and builds from it
- capitalize on the social nature of learning
- engage children in thinking critically about texts of all kinds
- support children in using a balance of cue systems, focusing on meaning-making (semantics) as a primary reading strategy
- support children in using the most helpful phonics strategies
- meet specific SC ELA Standards

VI. Administrative Course Requirements

Attendance is required as the university attendance policy states in the Graduate Studies Bulletin: “Students are expected to attend all regular class meetings. Unsatisfactory class attendance may be considered adequate reason for the instructor to request that the student withdraw from the course. Students are responsible for ensuring that a study partner or friend is designated to pick up handouts in the event of absence. Students are also responsible for familiarity with all material covered during absences. This is to be accomplished in the manner deemed most effective by the student: meeting with a fellow student,
sending in a tape recorder, studying a fellow student’s notes, etc.

VII. Evaluation and Grading

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<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Literacy Notebook</td>
<td>10</td>
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<tr>
<td>Reading and Syntheses of Learning</td>
<td>30</td>
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<tr>
<td>Lesson Plans</td>
<td>30</td>
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<tr>
<td>Comprehensive Literacy Classroom</td>
<td>30</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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93-100=A   89-92=B+   85-88=B   81-84=C+   77-80=C   70-76=D

VIII. Major Topics of the Course

Deepening and expanding from topics introduced in EDRD 345:

A. Historical perspectives on language and literacy learning.
B. Literacy pedagogy as socially, culturally, and politically grounded
C. The process of emerging as literate from birth
D. Literacies as based in strategy-based processes
E. Language and literacies as culturally-specific: Cultural biases that impede teaching and learning and the connection to issues of social justice.
F. Implications from language acquisition and literacy theory for culturally relevant pedagogy; the construction of environments that support diverse learners including those representing a range of socioeconomic, ethnic and second language communities.
G. African American English as language, its history, structures, and related issues.
H. English language learners in the literacy classroom.
I. Specific literacy practices for assessment and instruction
J. Understanding the inequities and debilitating consequences of deficit views of children and families; learning to recognize what children know as readers and writers and how to build instruction from that point
I. The relationship between state and national standards and methods of supporting young children as language and literacy learners in schools and child care settings

Introducing and exploring:
A. The political contexts of literacy teaching and learning
B. Developing a comprehensive literacy classroom

IX. Mode of Instruction

Reading and literature discussion
Written reflection and response
Demonstration lessons; Lecture
Implementation of literacy strategies with children
Reflection on implementation of literacy strategies with children
X. Schedule of Class Meetings

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<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the course</td>
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<tr>
<td>Week 2</td>
<td>Review of theoretical concepts introduced in EDRD 345</td>
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<td>Week 3</td>
<td>Deepening knowledge about teaching English language learners</td>
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<td>Week 4</td>
<td>Practices (assessment and instruction) that support diverse groups of literacy learners</td>
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<tr>
<td>Week 5</td>
<td>Practices (assessment and instruction) that support diverse groups of literacy learners</td>
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<td>Week 6</td>
<td>Practices (assessment and instruction) that support diverse groups of literacy learners</td>
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<td>Week 7</td>
<td>Practices (assessment and instruction) that support diverse groups of literacy learners</td>
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<tr>
<td>Week 8</td>
<td>Practices (assessment and instruction) that support diverse groups of literacy learners</td>
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<td>Week 9</td>
<td>Political contexts of literacy learning and teaching</td>
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<td>Week 10</td>
<td>Developing a comprehensive literacy learning classroom</td>
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<td>Week 11</td>
<td>INTERNSHIP I CLASSROOM IMMERSION</td>
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<td>Week 12</td>
<td>INTERNSHIP I CLASSROOM IMMERSION</td>
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<tr>
<td>Week 13</td>
<td>INTERNSHIP I CLASSROOM IMMERSION</td>
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<td>Week 14</td>
<td>INTERNSHIP I CLASSROOM IMMERSION</td>
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<tr>
<td>Week 15</td>
<td>Presentation of final projects; review of key learnings</td>
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XI. Bibliography


Long, S. et al. (2006) *Tension and triumphs in the early years of teaching: Real world findings and advice for supporting new teachers.* Urbana, IL: National Council of Teachers of English


