Syllabus
Department of Special Education
College of Education, University of Nevada, Las Vegas

I. Prefix & Number
ECE-431

II. Title
Literacy Instruction for ECE/Teaching Communication Skills to Young Children

III. Credit:
3 hours

IV. Semester/Time/Location:
Fall, 2018

V. Instructor
Jeff Gelfer

VI. Office Location
CEB-123

VII. Office Hours
Tuesday  10:00 - 12:00
Wednesday  1:00 – 3:00

VIII. Telephone/Email:
895-1327/  gelfer@unlv.nevada.edu

IX. Prerequisite Course(s)
Junior standing or consent of instructor

IX. Course Description:

This course is designed to explore and understand the current research and studies examining the young child’s language and early literacy. Methods for developing listening, oral language, and early literacy skills for typical developing children as well as children with special needs will be covered. The goal of the course is to trace both the formation and strengthening of basic communication skills as they support early literacy.
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InTASC Standards Addressed:

- Standard 1.0 Learner Development
- Standard 2.0 Learning Differences
- Standard 3.0 Learning Environments
- Standard 4.0 Content Knowledge
- Standard 5.0 Application of Content
- Standard 6.0 Assessment
- Standard 7.0 Planning for Instruction
- Standard 8.0 Instructional Strategies
- Standard 9.0 Professional Learning and Ethical Practices
- Standard 10.0 Leadership and Collaboration

NAEYC (NAEYC) Standards Addressed:

- Standard 1: Promoting Child Development and Learning
- Standard 2: Building Family and Community Relationships
- Standard 3: Observing, Documenting, and Assessing to Support Young Children
- Standard 4: Using Developmentally Effective
- Standard 5: Using Content Knowledge to Build Meaningful Curriculum
- Standard 6: Becoming a Professional
- Standard 7: Field Experiences
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X. Course Objectives:

Knowledge: Subject matter or discipline(s), Professional field of study, Pedagogical knowledge Pedagogical content knowledge, Professional knowledge.

1. Use knowledge of typical sequential development of language to identify individual differences of young children in their development. (INTASC1, NAEYC1a)
   Measurement/Evaluation: Midterm and Case Study

2. Demonstrate understanding of the conditions that affect children’s development and learning. (INTASC1, INTASC3, NAEYC1a)
   Measurement/Evaluation: Midterm and Case Study

3. Affirm and respect culturally and linguistically diverse children (INTASC2, NAEYC1a)
   Measurement/Evaluation: Midterm and Case Study

4. Observe, record and assess young children’s development and learning and engage children in self-assessment for the purpose of planning appropriate programs for individuals. (INTASC6, NAEYCE3a, NAEYC3b).
   Measurement/Evaluation: Midterm and Case Study

Performance (Skills): The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in manner that ensures that all students are learning.

1. Create and modify environments and experiences to meet the individual needs of all children. (INTASC1, INTASC2, NAEYC4a, NAEYC4c)
   Measurement/Evaluation: Midterm and Case Study

2. Demonstrate ways that teachers can contribute to language and literacy development. (INTASC5, INTASC8, NAEYC4.a. NAEYC4c)
   Measurement/Evaluation: Unit Plan

3. Use a variety of strategies to encourage children’ physical, social, emotional, aesthetic and cognitive development. (INTASC5, INTASC8, NAEYC1c NAEYC4.a, NAEYC4c)
   Measurement/Evaluation: Unit Plan
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4. Generate activities in early environments, where young children can explore talking, reading and writing. (INTASC8, NAEYC4.a, NAEYC4.c)
   
   Measurement/Evaluation: Unit Plan

5. Demonstrate ability to develop and implement meaningful learning experiences in language and literacy. (INTASC5, INTASC8, NAEYC4.a, NAEYC4.b)
   
   Measurement/Evaluation: Unit Plan

6. Develop positive and supportive relationship with children through individual and group guidance. (INTASC8, NAEYC4.a)
   
   Measurement/Evaluation: Unit Plan

7. Establish positive, collaborative relationships with families. (INTASC10, NAEYC4a)
   
   Measurement/Evaluation: Unit Plan

8. Trace and support emergent literacy skills (writing and reading to the very early years). (INTASC4, NAEYC5a)
   
   Measurement/Evaluation: Unit Plan

Disposition(s): Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, development as well as the educator’s own professional growth guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.

1. Establish and maintain physically and psychologically safe and healthy learning environments for children. (INTASC3, NAEYC1b, NAEYC1c)
   
   Measurement/Evaluation: Case Study

2. Respect parents' choices and goals for children and communicate effectively with parents about curriculum and children’s progress. (INTASC10, NAEYC2a, NAEYC2b)
   
   Measurement/Evaluation: Case Study and Unit

3. Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices. (INTASC6, NAEYC3a, NAEYC3b)
Measurement/Evaluation:  Case Study and Unit Plan
4. Develop and use authentic, performance-based assessments of children’s learning to assist in planning and to communicate with children and parents. (INTASC6, NAEYC3d)
   Measurement/Evaluation: Case Study and Unit Plan

5. Select, evaluate, and interpret formal standardized assessment instruments and information used in the assessment of children, and integrate authentic classroom assessment data with formal assessment information. (INTASC6, NAEYC3a)
   Measurement/Evaluation: Case Study and Unit Plan

**Results:** In what ways do candidates demonstrate that their “patterns” of behavior and what they know and are able to do to make difference in student learning.

1. Design and implement a literacy case study for a young child in an early childhood program. (INTASC6, NAEYC3a)
   Measurement/Evaluation Case study

2. Generate a unit plan addressing the literacy needs of an early childhood preschool classroom. (INTASC7, INTASC8, NAEYC4c)
   Measurement/Evaluation: Unit Plan

**XI. Suggested Resources:**

Required Text(s):

ECE – 431 Syllabus Fall, 2018

XIII. Course Assignments and Grades:

Course Requirements:

1. Text Readings
2. Post Discussions
3. Case Study
4. Unit Plan
5. Present Teaching Activity/Lesson Plan
6. Final Exam

Course Grading:

1. Posting Discussions (150 points)
2. Case Study (100 points)
3. Unit Plan (150 points)
4. Presenting Teaching Activity (100 points)
5. Final (100 points)

Grading Policy

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
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<tbody>
<tr>
<td>A</td>
<td>475</td>
<td>600</td>
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<tr>
<td>A-</td>
<td>360</td>
<td>379</td>
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<tr>
<td>B+</td>
<td>348</td>
<td>359</td>
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<tr>
<td>B</td>
<td>332</td>
<td>347</td>
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<tr>
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<td>D</td>
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<td>267</td>
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<td>D-</td>
<td>240</td>
<td>251</td>
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Class assignments are due on the dates specified in the course syllabus unless prior arrangements have been made with the instructor. If the assignment is late and no arrangements have been made, five points will be deducted for each day an assignment is late. All assignments must be typed – APA style (6th Ed.).

If a student wishes reconsideration of the scoring of an assignment, the student must submit a written request to the instructor that identifies – 1) the assignment to be reconsidered, and 2) the rationale.
**ECE – 431 Syllabus Fall 2018**

### XIII. Class Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Developmentally Appropriate Practice and literacy</td>
</tr>
<tr>
<td>Module 2</td>
<td>Becoming an Effective Teacher of Reading</td>
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<tr>
<td>Module 3</td>
<td>Examining Children's Literacy Development</td>
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<td>Module 4</td>
<td>Five Essential Components in Literacy</td>
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<td>Module 5</td>
<td>Assessing Children’s Literacy Development</td>
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<td>Module 6</td>
<td>Cracking the Alphabet</td>
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<td>Module 7</td>
<td>Learning to Spell</td>
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<td>Module 8</td>
<td>Developing Fluent Readers and Writers</td>
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<td>Module 9</td>
<td>Building Children’s Knowledge</td>
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<td>Module 10</td>
<td>Facilitating Children’s Comprehension: Readers Factors</td>
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<tr>
<td>Module 11</td>
<td>Facilitating Children’s Comprehension: Text Factors</td>
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<tr>
<td>Module 12</td>
<td>Scaffolding Children's Reading Development</td>
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<tr>
<td>Module 13</td>
<td>Scaffolding Children’s Writing Development</td>
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<tr>
<td>Case Study Due</td>
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<tr>
<td>Module 14</td>
<td>Integrating Literacy Into Thematic Units</td>
</tr>
<tr>
<td>Module 15</td>
<td><strong>Teaching Activity/ Lesson Plan Presentation</strong></td>
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<tr>
<td></td>
<td>Unit Plan Due and Lesson Plan Due</td>
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<tr>
<td>Module 16</td>
<td>Final</td>
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</table>
Case Study Assignment (100 points)

The objective of the case study is to find out about children's reading interests, attitudes of reading and writing comprehension, reading and writing strategies and language development.

In class you will examine reading and writing interest and attitude inventories, methods of assessing oral language and comprehension. You will choose an interest inventory, attitude inventory, interview, functions of print test, word attack test, and comprehension test.

Case Study criteria:

1. Case Report Form
2. Attitude Inventory
3. Interest Inventory
4. Print Function Test
5. Word Attack
6. Comprehension Test
7. Recommendations
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Case Report (100 points)
(Use first name only)

I. Student Data

Student Name: _____
Date of Birth:_______ Age_______ Sex_______
School:_______________
Parent/Guardian:_____________
Home/Phone:_______________
Examiner:_______________
Dates of Examination:_______________

II. Background Information
(Apply only if information is available)

• Family, Birth and Developmental History
• Social History
• Educational History
• Physical Factors
• General Behavior During Examination (Must include)

III. Assessment and Evaluations
1. List instruments administered and the score
2. Analysis and interpretation of each instrument follows
3. Synthesis of all sources

V. Instructional Plan
Approaches/Strategies/Methods, and recommendations for classroom instruction and parental support
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Teaching Activity/Lesson Plan Presentation (100 points)

- You will select one teaching activity relevant to literacy
- You will submit a written copy of the procedure to your professor
- Demonstrate the activity to the class (Generate a Power Point)
- Discuss outcomes, time allowance, when this activity will fit in your scheduled day
- Materials needed and how will you evaluate this activity
- Please Post for each class member

Lesson Plan Format

Grade

Level:

Domain:

Activity

Goal(s):

Objectives (Nevada Academic Content Standards or Nevada Pre K Standards):
  1. 
  2. 
  3. 
  etc.

Materials:

Procedures:

Extension:

Evaluation of Lesson and Learner(s):
Reflective Journal Discussions (150 Points)

For each chapter of the text, students will reflect and discuss the reflective discussion question for the week. Each discussion must be at least 200 words in length. Post your discussion for you classmates to view via the discussion tab. Discussions must be posted in order to be graded. (7 points for posting your discussion per week and 3 points for your response to another student’s posting per discussion), (15 discussion yielding 150 points).

This assignment must be completed in your assigned group via the discussion icon/link. You will be assigned to a discussion group.

Discussion participation must be completed the due date/times noted.

Discussion 1: What does it mean to use developmentally appropriate literacy practices in ECE?

Discussion 2: Do you remember your kindergarten and first-grade classroom? Can you remember a moment when you first read to someone? Do you remember any difficulties you faced in learning to read? What were your favorite books as a child? What does the term literacy mean to you?

Discussion 3: What types of literacy experiences did you engage in as a child prior to coming to school? How will you foster young children’s interest in literacy and teach concepts about written language?

Discussion 4: Why do you think it is important to know the five essential components of literacy according to the National Reading Panel.

Discussion 5: What is a literacy portfolio and why would you include children keeping portfolios?

Discussion 6: Do you remember receiving phonics instruction when you were in the primary grades? What was it like? What role should phonemic awareness instruction and phonics instruction play in a balanced literacy program?

Discussion 7: Consider the spelling instruction you received from prekindergarten to grade 4. Was the instruction focused upon a list of words from a spelling textbook? Was this method effective? Traditional activities such as spelling bees and writing words 3 times each do not always lead to improved spelling ability. What techniques can a teacher use to help students improve their spelling?
Discussion 8: What are the three components of reading fluency? What are the three components of writing fluency. Why do you think the components of reading and writing fluency are so similar? Why it is crucial that children become fluent readers and writers by the end of third grade?

Discussion 9: What does academic vocabulary mean? How will you teach young children about vocabulary?

Discussion 10: What type of books do you prefer for recreational reading? What attracts you to these books? How would you select books for prekindergarten to grade 3 classroom libraries? What factors would be most important in your selection?

Discussion 11: Do you remember your teachers in prekindergarten to grade 3 reading aloud to the class? What are your memories of the read-aloud sessions? What were your experiences with poetry in the primary grades? How did these experiences influence your attitude toward poetry?

Discussion 12: What are the stages in the reading process? How will you use the reading process in preparing literature focus units, literature circles, reading workshop, and basal reading programs?

Discussion 13: In what ways are the reading and writing processes similar? Writing can be viewed as a social activity. What aspects make writing a social activity? Why do children need to think about others as they write?

Discussion 14: What steps can teachers take to help children improve their literacy skills while they are receiving content-area instruction? How do children use reading and writing as tools for learning?

Discussion 15: What is a thematic unit? How would you adapt thematic units to meet the needs of English learners?
Unit Plan: Topic of Investigation (5 day) (150 points)

Topic of your choice: (e.g., Insects, Plants, Nature, Animals, Space, Sports Community Helpers, Water, The Future, Communities, Families and Traditions etc.)

This Unit Plan will be made up of listening, speaking, writing, language and reading experiences that children can explore and learn. You will include numerous activities that are relevant to your selected topic. Activities should be developmentally appropriate and ranging from early preschool to primary students (up to 2nd grade). It is suggested to have a content area based theme, such as the above listed science or social studies topics.

Criteria:

Topic: (See above list)
Introduction to your Unit: (Why is this topic important to young children?) Target Vocabulary: (5 Challenging Topic and 5 Academic Content. Include child friendly definition of each and picture.)

Goals: Skills to be developed (Nevada Pre-K Content Standard/Nevada Academic Content Standard)

Introductory Activity/Lesson
DAY 1: How will you introduce the Topic: Motivation
You may have multiple activities that are all relevant to the topic of investigation and can be applied throughout the day

Lessons:
DAY 2: Direct Instruction and Independent Practice Activity
DAY 3: Direct Instruction and Independent Practice Activity
DAY 4: Direct Instruction and Independent Practice Activity
DAY 5: Culminating Direct Instruction and Independent Practice Activity

Each Lesson should include:
Objectives
Procedures: (Teacher Teaches, Class Practices Together, Independent)
Grouping patterns: (Whole Group, Small Group, One On One) Evaluation (Rubric 3 point scale)

References
**Literacy Unit Plan**

Each student will develop an original literacy unit plan and original literacy lessons and a corresponding rubric for assessment of student learning for each lesson/activity.

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format (30 points possible)</th>
<th>Completeness of Information (90 points possible)</th>
<th>Organization (30 points possible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Expectations</td>
<td>• Clear and logical sequence and order&lt;br&gt;• Easy to follow&lt;br&gt;• Typed&lt;br&gt;• Appropriate grammar and spelling</td>
<td>* Provides Goals&lt;br&gt;• Follows lesson plan format and is not missing any components&lt;br&gt;• Goals, objectives, and procedures are developmentally/age appropriate&lt;br&gt;• Gives appropriate plans to simplify and extend lesson</td>
<td>* Introduction&lt;br&gt;• Clear and logical sequence/order&lt;br&gt;• Understandable&lt;br&gt;• Logically sequenced.&lt;br&gt;• Inclusion of References &amp; Materials&lt;br&gt;• Consistent</td>
</tr>
<tr>
<td>Meets Expectations</td>
<td>• Somewhat logical sequence and order&lt;br&gt;• Somewhat easy to follow&lt;br&gt;• Typed&lt;br&gt;• Minimal grammar and spelling errors</td>
<td>• Information is consistent&lt;br&gt;• Somewhat follows lesson plan format and/or missing one of the components&lt;br&gt;• Most of the goals, objectives, and procedures are developmentally/age appropriate&lt;br&gt;• Plans to simplify and extend lesson are inappropriate&lt;br&gt;• Most information is consistent</td>
<td>• Semi-logical sequence/order&lt;br&gt;• Inclusion of References&lt;br&gt;• Most References and Materials&lt;br&gt;• Somewhat consistent</td>
</tr>
</tbody>
</table>
| Below Expectations   | • Difficult to follow<br>• Illogical and unclear sequence and order<br>• Not typed<br>• Poor grammar and spelling are present<br>• Illegible | • Does not follow lesson plan format and/or missing more than two of the components<br>• Goals, objectives, and procedures are not developmentally/age appropriate | Illogical sequence/order
|                      |                                                                                             | • Most information is inconsistent                                                                                  |                                                                                             |