

Course Syllabus

EDHD 314: Reading in the Early Childhood Classroom: Instruction & Materials

Fall 2019	Thursday 1:00-3:00pm	Benjamin 3315
Instructor: Dr. Donald J. Bolger	Office: 3304N Benjamin Building	
Phone: 301-405-9103	Email: djbolger@umd.edu	
Hours: Mondays 11:30-12:30pm or by appt.		
Teaching Assistant: Benjamin Rickles	Office: 3238 Benjamin Building	
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Required Texts:

1. Morrow, L. M. (2015). *Literacy Development in the Early Years: Helping Children Read and Write*. Boston: Pearson. ISBN-13: 978-0-13-248482-4; ISBN-10: 0-13-248482-X
2. Snow, C.E., Burns, M.S., and Griffin, P. (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.

This book can also be purchased as an e-text. Go to the Pearson website or chose the book at:

<http://www.myeducationlab.com/literacy/deploy/literacy>

Course Description

This course introduces early childhood students to current research and methods on teaching language arts. The focus is on the development of linguistic and cognitive processes in emergent literacy and beginning reading and writing as well as application in models for the instruction and assessment of reading and writing in young preschool aged children. It also includes material on classroom-based interventions for young children at risk of reading failure because of learning difficulties.

Course Objectives

Upon successfully completing EDHD 314, students will:

1. Understand the stages of language development and methods to extend children's language abilities (NAEYC 4, COE 3, 5)
2. Understand the current research on the development of language and literacy (NAEYC 4, 5; COE 3, 5, 6)
3. Be able to implement appropriate and effective practice in teaching children through poems and songs (NAEYC 1, 4; COE 1, 2, 3, 4, 6)
4. Understand and be able to implement practices that teach young children phonemic awareness in a developmentally appropriate manner. (NAEYC 1, 4; COE 1, 2, 3, 4, 6)
5. Understand that children enter school with different talents, skills and ability levels. Students will be able to implement practices that work with this diversity. (NAEYC 1, 2, 3, 4; COE 1, 2, 3, 4, 5)
6. Understand and be able to implement practices which teach language skills through the contents areas of science and social studies (NAEYC 1, 3, 4; COE 1, 2, 3)
7. Understand the importance of dramatic play for language development (NAEYC 1, 4; COE 1, 2, 3)
8. Understand how storytelling and story acting can promote skills in reading and writing (same as above) (NAEYC 4; COE 1, 2, 3)
9. Understand *The Language Experience Approach* and how to use its methods to teach concepts and skills in reading and writing (NAEYC 4; COE 1, 2, 3)
10. Understand how children's work with unit blocks can promote language development (NAEYC 4; COE 1, 2, 3)
11. Understand the stages of writing development and emergent writing (NAEYC 4; COE 1, 2, 3)
12. Understand the power of documentation in creating a literacy-rich environment (NAEYC 4; COE 1, 2, 3)
13. Understand the importance of reading aloud to children (NAEYC 4; COE 1, 2, 3)
14. Develop the ability to choose quality children's books for read aloud (NAEYC 4; COE 1, 2, 3)
15. Understand the importance of families in the development of language and literacy (NAEYC 2, 4, 5; COE 1, 2, 3, 5)

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Evaluation & Course Grading:

Attendance & Participation (5pts)

You are expected to attend all classes, arrive on time, contribute to class discussions, demonstrate professionalism in classroom participation, turn off cell phones, refrain from text messaging, and please be prepared to discuss readings.

Reflections (15pts)

Three times during the semester, each student will hand in (at the beginning of class) written reflections on that week's readings. These reflections (approx. 2-3 double spaced pages) should summarize briefly the main point of the week's readings and add in your own thoughts and questions. They are called "reflections" because they integrate your own reactions to the readings based on your experiences in the classroom.

Reading Panels (10pts)

Once during the semester, each student will participate in a Reading Panel of 3-4 students responsible for summarizing the reading(s). Together, students will determine which points to highlight; creativity is encouraged! Topics may include but are not limited to the following:

- **Summary of the important points**
- **A statement about theory reflected in the reading(s)**
- **Reflection on issue that is controversial or has special meaning as a prospective or practicing teacher**
- **Pose a question about the issues in the chapter that will foster discussion**
- **Provide overview/definitions of relevant vocabulary**

Classroom Observation & Report (30pts)

During the course of the semester, you will be in your placements at school systems around the region. For this assignment, you will be asked to conduct an "observation" of that classroom environment and the set of instructional practices. This "observation" can be over the course of multiple visits to your classroom or it can be a single visit that you can attend to the details of the classroom for an extended period of time. The goal is to document your observations of literacy instruction and activities in the center, and more importantly, how they fit with the learning principles and components of emerging literacy that we have discussed over the term. After the observation, you are required to submit a report on **December 1**. It is important that you integrate our class lectures and discussion into your report. The report will be about 5 pages (typed, double-spaced).

The guideline will be posted on the ELMS and the paper will be graded based on the clarity of the writing and the connection between the class materials and your observation. Ample examples are required to support your discussion of the language activities observed.

- **Overall clarity: 10 points**
- **Connection between class content and observation: 10points**
- **Related examples: 10 pints**
- **Five points will be deducted for any late submission.**

Group Project (10pts)

Design a lesson plan. It can be an interactive storybook reading, a guided reading lesson, a "mini" lesson focused on some aspect of writing. Be sure to include:

- **The Aim or Objective of the lesson, written in measurable or observable terms**
- **Describe grouping for each part of the lesson, describe student's prior knowledge in relation to the lesson**
- **Materials are clearly described**

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- New, important, essential vocabulary clearly defined
- Modifications for diverse learners are identified
- Informal or formal assessments are explained
- Evidence of reflection on lesson

Assignments/Assessments Final Letter Grades

Assignments/Assessments		Final Letter Grades	
Attendance & Participation	5 points	A+ 97-100%	C+ 77 < 80%
Reflections	15 points	A 94 < 97%	C 74 < 77%
Reading Panel	10 points	A- 90 < 94%	C- 70 < 74%
Class observation	30 points	B+ 87 < 90%	D+ 67 < 70%
Group Project/Presentation	10 points	B 84 < 87%	D 64 < 67%
Final Exam	30 points	B- 80 < 84%	D- 60 < 64%
Total	100 points		F < 60%

LiveText is an electronic portfolio and Accreditation Management System ***that is required for all students enrolled in the teacher preparation programs in the College of Education.*** LiveText accounts can be purchased at the University Book Center; see **EDUC-EDUC** in the Book Center course listings. An active subscription to LiveText is a requirement for this class and for other courses that comprise your professional education program. LiveText is a one-time purchase that lasts the duration of your time at the College of Education and one year following program completion (up to a period of five years). There is no need to re-purchase LiveText if you currently have an active account. All students should purchase the LiveText FEM version (\$113.00). Please send an email to coe-livertext@umd.edu if you have any questions about LiveText.

A full list of University Policies has been posted at:

<http://www.ugst.umd.edu/documents/CourseRelatedPolicies.pdf>

Course Evaluations:

As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please make a note now of the dates for the Fall semester and the link at which you can access the submission system (www.courseevalum.umd.edu). If you submitted all of your evaluations in the fall or are a new student, you can also access all posted results from Fall 2007 forward via Testudo under CourseEvalUM Reporting. To retain this access, you must submit all of your evaluations each semester.

Academic Integrity:

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

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To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."

Excusable Absences:

Make-up exams will be given at the discretion of the instructor, based upon written documentation and the University of Maryland policy regarding excusable absences to be found on p. 35 of the Undergraduate Catalog. Please inform the instructor at least one week in advance. To make-up an in-class exam, you will be given a take-home exam including additional readings and critical review.

Late Assignments:

All assignments are expected on the day indicated in this syllabus. Any assignment received after the due date will automatically receive a 5% lower grade for every day it is late.

Students with Disabilities:

In accordance with federal legislation, reasonable accommodations will be provided to students with a *documented disability*. It is the student's responsibility, however, to provide this documentation by September 8, 2010, so that appropriate accommodations can be provided. Disability Support Services will help students with obtaining any necessary documentation.

Religious Observances:

It is the policy of the University that students not be penalized for religious observances. Students will be allowed, whenever possible, to make up academic assignments that are missed due to such absences. It is the student's responsibility to contact the instructor at least one week before the absence, at which time arrangements will be made for make-up work or examinations.

Major Scheduled Grading Events:

Major Scheduled Grading Events (MSGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

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Date	Topic	Chapters	Assignments
29-Aug	Course Overview/Introduction		
5-Sep	Foundations of Early Literacy Development: Surveying Past to the Present	Morrow Chap1 NRP Chap 1	Reading Panel Wren (2002)
12-Sep	Assessing Early Literacy Development	Morrow Chap2 & 6	Reading Panel Maxwell & Clifford (2004)
19-Sep	Language & Vocabulary Development - 1	Morrow, Chapter 4	Reading Panel Christ and Wang (2010)
26-Sep	Language & Vocabulary Development - 2 Strategies to figure out words	Morrow, Chapter 5 pages 136-157	Reading Panel Helman, & Burns, (2008)
		<i>First reading reflection</i>	
3-Oct	Phonological Awareness, Phonemic Awareness & Phonics	Morrow, Chapter 5 NRP Chap 2	Reading Panel Cheesman et al 2009 Yopp and Yopp (2009)
10-Oct	Developing Comprehension of Text and Concepts About Books	Morrow Chapter 6	Reading Panel Duke (2003)
17-Oct	Writing, Spelling, and Literacy Development	Morrow, Chapter 7	Reading Panel Clark (2004)
		<i>Second reading reflection</i>	
24-Oct	Motivating Reading and Writing	Morrow, Chapter 8	Reading Panel Zambo (2011)
		<i>Group Project Plan due (specify the objective of the lesson plan)</i>	
31-Oct	English Language Learners and Literacy	Morrow, Chapter 3 NRP Chap 3-5	Reading Panel Lose (2007)
7-Nov	Children with Special Needs/Disabilities - Dyslexia		
14-Nov	Organizing and Managing the Literacy Program	Morrow, Chapter 9 NRP Chap 7	Reading Panel Correia (2011) Pool and Carter (2010)
21-Nov	Working with Families	Morrow, Chapter 10 NRP Chap 9	
		<i>Third reading reflection</i>	
28-Nov	<i>Thanksgiving Break</i>		
5-Dec	Review	<i>***Case study/Assessment Assignment Due at beginning of class</i>	
	<i>***Group Presentations</i>		
12-Dec	<i>***Finals Week</i>		

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