WKU	*LTCY 310:* *Early Reading, Language, & Literacy* Spring 2023 Syllabus
Instructor: Dr. Leslee Tarbett **Office:** GRH-1084 **Email:** leslee.tarbett@wku.edu **Phone:** (270) 745-4117	**Dr. Tarbett's Office Hours:** Monday: 9:30am-12:30pm Tuesday:12:30pm-2:30pm Wednesday: 9:30am-12:30pm Thursday: 12:30pm-2:30pm **& By Appointment**

Class Location: Online

We will meet via Zoom 8 times during the semester. 5-6:30pm
Dates/times: **2/8, 2/15, 2/22, 3/1, 3/8, 3/22, 3/29, 4/5**

Zoom link: https://wku.zoom.us/j/92745240750

*Note: This document and other class related materials are available
on our course site at https://wku.blackboard.edu.

Course Description:
This course provides the opportunity for students to engage in the concentrated study of theory and methods for creating learning environments for the development of language, emergent literacy, and reading and writing skills for infancy through kindergarten.

Course Rationale: This course will provide IECE majors with an introduction to literacy concepts appropriate for birth through kindergarten-aged children. Professionals who work with children ages birth through eight years need specialized expertise in integrating early literacy experiences in curriculum. Additionally, these professionals need instruction in supporting oral language development, phonological/phonemic awareness, alphabetic knowledge, and experiences with shared literature that focuses on the developmental needs of preschool children.

Prerequisites:
SPED 331

Prerequisites: IECE 321, IECE 322, IECE 323
Corequisites: EXED 422, IECE 325, IECE 326, IECE 493

<mark>**Textbooks and Required Materials:**</mark>
Vukelich, C., Christie, J. & Roskos, K. (2020). *Helping young children learn language and literacy: Birth through kindergarten,* 5th Edition. Boston, MA: Pearson Education.

Additional materials/readings will be provided on Blackboard.

<mark>**Major Course Topics:**</mark>
The following topics may be addressed:

1. Literacy skill development (policy & research)
2. Literacy standards
3. Language foundations
4. Language and literacy instruction
5. Facilitation of language and literacy
6. Early reading and writing skill instruction
7. Literacy based assessment of environments and interactions
8. Involving families
9. Literacy and varying abilities
10. Literacy with dual language learners

<mark>**Course Objectives:**</mark>
This course will introduce undergraduate students to developmentally appropriate practices in language and literacy development. After completing this course, students will be able to:

1. Define early and emergent literacy.
2. Assess children's early language, reading and writing development.
3. Describe a teacher's role in promoting early literacy.
4. Promote children's oral language development.
5. Engage children in reading experiences.
6. Engage children in writing experiences.
7. Promote family involvement.
8. Share quality children's literature using a variety of methods.
9. Provide culturally responsive literacy instruction.

<mark>**Description of Course Assignments:**</mark>

1. **Field Experience:** To successfully complete LTCY 310, you must complete at least **10 hours** in an early childhood setting. You are required to be in your assigned classroom under the assigned teacher's supervision for at least ten hours. You will have your cooperating teacher sign a field work form at the end of each field experience and will submit a copy of this form to the professor on the specified date. In addition, it is your responsibility to accurately submit fieldwork information on the KFETS system. See http://www.wku.edu/teacherservices/field_exp/ for a tutorial on the KFETS system and other pertinent information related to fieldwork.

2. **Participation/Professionalism (25 points):** One of the most important aspects of becoming a teacher is learning appropriate professional behavior. Professionalism is expected in both the (virtual) college classroom and your field experience classroom. 2 points will be earned for each virtual class meeting (total of 16 pts.) and 9 points will be earned for professionalism at school sites and general interactions with faculty, mentor, students, and peers.

   Professionalism is demonstrated by:

- Treating classmates, professor, school personnel, and students in a respectful manner in classroom discussions, meetings, interactions, and emails.
- Projecting professionalism in your field placement through attitude, attire, and work ethic,
- Actively participating in class discussions,
- Turning in assignments in a timely manner as reflected on the course calendar.

3. **Journal Article Response (25 points):** Teachers must be active consumers of research on teaching, learning, and literacy. Being familiar with academic journals focusing on literacy is essential to this responsibility. Read one of the three articles related to early literacy. Find them in Blackboard under the "Journal Article Response" tab and follow these steps:
   1. Select one of the three research articles. Read carefully.
   2. Write a brief summary and analysis. Use the 5 headings listed below to organize your response. Two to three pages, 12 point font.
   3. Submit to Blackboard.

JOURNAL ARTICLE RESPONSE *Rubric*	Present 5pts	Partial 1-4pts	Absent 0pts
Full citation of article- APA, grammar, spelling			
Purpose of the study			
Summary of findings			
Insights, questions and/or critiques			
Classroom Implications			

All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. *This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism.*

4. **Midterm (25 points)** For the midterm exam, students will take a test evaluating how well they have mastered foundational concepts from weeks 1-7.

5. **Chapter Presentation (50 points):** During one of our 8 virtual class meetings you will each be responsible for summarizing/analyzing one of the chapters from the Vukelich & Roskos' text, *Helping Young Children Learn Language & Literacy.* You will prepare an interactive presentation (10-15 min.) to share key information and insights from your chapter. See Bb for assignment rubric and a link to sign up for your week/chapter.

   Below is a list of the presentation requirements:

   1. Provide a clear and interesting summary of the chapter with key points explained in detail. Give a roadmap for the rest of the presentation (In this presentation we will…).
   2. Define and teach important terms related to the chapter.
   3. Pick out a significant excerpt from the chapter about an instructional method or strategy, explain what it means, and why it is important for teachers to know and understand.
   4. There must be interactive and visual components to the presentation. Include at least one activity in which the audience can participate in order to understand a concept or instructional strategy from the chapter better.
   5. Ask questions and generate discussion throughout the presentation.
   6. The presentation should be between 10-15 minutes long.

7. Create an APA reference page for all resources, including the text, pictures, and other sources used.

6. **Shared Reading Lesson Plan & Reflection (50 points):** In consultation with your mentor teacher, you will create a shared reading lesson for your field placement classroom. One purpose of this assignment is to provide experience in building oral language, sight word recognition, and enjoyment of reading by doing echo reading, choral reading, and engaging students in some of the reading "work". (Students must be active participants in the read aloud by echoing, chanting, responding, etc.)

   You and your students will read-aloud an **enlarged version** (big book, projected text, etc.) of an **engaging text** that provides opportunities for your students to expand their reading competencies.

   Your lesson procedures section on your lesson plan should include the following:

   o **Introduce the Text** – Engage students' interest in the text with a few opening words. Script exactly what you will say.
   o **Model Reading of the Text** – Read the text to students at a good pace with a focus on enjoyment and understanding. Script exactly what you will do.
   o **Read the Text Together** – Have students read whole/selected parts with you.
   o **Discuss the Text** – Guide conversation about the meaning and language of the text. How will you guide this conversation? Be specific. Script what you will say and do.
   o **Teaching Points** – Select a specific part of the text to revisit to make teaching points. Script exactly what you will say.
   o **Lesson Closure**- How will you close the lesson in a meaningful way? Script exactly what you will say.

Lesson Plan Rubric Use WKU lesson template	Total 40pts.
Appropriate standard/objective identified.	2.5
Formative assessment(s) described.	5
Procedures are detailed (Could I recreate this lesson based on what I have read?). Script what you will say and do.	25
All resources/materials are listed.	2.5
Reflection Rubric One-page min. in length addressing each area.	Total 10pts.
Implementation (How did it go?)	4
How did you explicitly introduce the text & strategy (shared reading)?	2
Modifications (If you were going to do this again, how would you modify it and why? Be specific and thoughtful.)	4

7. **Mini Case Study (75 points):** The purpose of this assignment is to conduct a series of assessments with one PreK-K student, analyze the results, and use that knowledge to create a summary of your findings and recommend activities. Under the guidance of your mentor teacher, you will select one student from your field placement with whom to work. Using a variety of assessments, you will create a robust profile of a young reader/writer. This first part involves administering and analyzing a range of assessments.

In Part One, please provide a copy of your completed assessments, including assessment results related to each of the following areas:

- oral language
- letter name knowledge
- listening comprehension
- concepts of print
- phonological awareness

In Part Two, analysis must include student's strengths and areas to strengthen in each of these components (see template on Bb). In addition, you must identify a "next step" plan of instruction based upon the assessment data for each of the areas listed above.

Finally, in Part Three, a reflection should address how the assessments helped you to understand the student as a multidimensional learner and literacy instruction as a complex process. In order to receive an "advanced" score on this assignment, you will also need to cite research from class readings and beyond class readings to back up your next steps for instruction.

Course Grading and Evaluation:

Assessment Name	Point Value	TENATIVE DUE DATES
Participation & Professionalism	25	See course calendar for all due dates.
Journal Article Response	25	
Chapter Presentation	50	
Midterm	25	
Shared Reading Lesson Plan & Reflection	50	
Mini Case Study	75	
Total Points	**250**	

The following represents the grade equivalent for accumulated points and percentage expectations:
Grading Scale:

Grading Scale	
Grade	**Percent**
A	**93-100%**
B	**85-92%**
C	**77-84%**
D	**70-76%**
F	**$\leq$69%**

Grading Policies:
- Assignments will not be accepted by email without prior approval of instructor.
- Students will be required to check Blackboard for posting of grades throughout the semester.
- After one week, late assignments will not be accepted.

Attendance and Participation Policy:

Students are expected to maintain a regular presence in the Blackboard course site, attend all synchronous virtual class meetings and scheduled field classroom visits. See Participation/Professionalism section for detailed information and expectations.

WKU Covid-19 Statement:

All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Student Disability Services:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Sexual Misconduct/Assault Policy:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and

Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

*Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.*

For further information and support you may choose to go to the Student Accessibility Resource Center: https://www.wku.edu/sarc/

Statement of Diversity:
Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets "he/him" or "she/her," there is a growing population who prefer "they/them" pronouns, or another pronoun sets like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this will appear on class rosters. If you did not specify your preferred name on TOPNET, please let me know what name and pronouns I should use for you. Student's chosen names and pronouns will be respected at all times in the classroom.

Plagiarism:
To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be the student's own. One must give any author credit for source material borrowed from another. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software. For more information about the [Process for Academic Dishonesty](#)

Lesson Plan Template

WKU®

Name _____ **Date of Observation** _____
Ages/Grades of Students_____   **#Number of Students in Class** _____
# of Students having IEP/504 _____   **# of Gifted Students** _____
# of Students having LEP _____
Lesson Title: _____

1. Context: Describe the Students for which this Lesson is Designed   Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies. *Use student initials for specific information about students in terms of learning strategies, behavior strategies. Give examples of what you know about students' interests, outside activities, etc., which could be incorporated into lesson plan. Also, be specific about student skills and knowledge. Describe racial, economic diversity in class.*
2. Learning Target(s)/Objectives   *Provide 1-2 learning targets/objectives and 1-2 connected Kentucky Early Childhood Standards and Benchmarks for each component listed in this section.*   a.   Previous lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s)   b.   Current lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s)   c.   Next lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s)
3. Students' Baseline Knowledge and Skills   Describe and include the pre-assessment(s), including the developmental continuum used to establish students' baseline knowledge and skills for this lesson.
4. Formative Assessment

Describe and include the formative assessment(s) and developmental continuum(s) to be used to measure student performance during this lesson. *The formative assessment(s) and developmental continuum(s) should be directly connected to the current learning target/objective. The description should include the method used for collecting data.*

5.   Resources

Identify the resources and assistance available to support your instruction and facilitate students' learning. This includes links to technology, homework, exit or bell ringer slips, readings, etc. Be specific if there is an aide in the classroom and their role.

6.   Lesson Procedures

Describe the sequence of strategies/activities and/or assessments will be used to scaffold instruction, engage your students. facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests, and abilities.

Components of this section should include: 1. Connection to prior learning, 2. Frontloading of expected learning/outcomes, 3. Introduction of new materials or new ways of using materials, 4. Step by step instructions on lesson implementation, 5. The role of other adults involved in the lesson, 6. Scaffolded and/or differentiated instruction to meet the needs, interests and abilities of all students, 7. Detailed script of teacher talk and questioning embedded throughout the procedures, 8. Plan for providing feedback to students, 9. Closure of what took place, what was learned and next steps to connect to next lesson's learning.

7.   Reference

Identify the evidenced based resource(s) this activity was retrieved from using APA format.

8.   Watch for -----

Identify anything that you would like specifically observed during this lesson. *What area(s) are you seeking specific feedback on for teacher performance as to improve student outcomes? (i.e. including all students, engaging students, promoting higher order thinking, higher level questioning, collecting assessment data, managing transitions, connecting to prior learning, etc.)*