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

Spring 2015 Thursday 2:00-4:00pm Benjamin 1107
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.

Required Texts:
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

Additional readings may be placed on reserve at the Ed-Tech Center (Benjamin 234)

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)
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 (but by March 25th), 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 readings(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

Case study/Assessments. (30pts)
Students will conduct a total of three assessments with one student from their placement during the course of the semester. Collect and analyze the assessment data to determine the student’s relative strengths and needs. Interpret assessments and student work in light of course readings. Keep a log. Assessments can be selected from the Morrow (2011) text OR student-created.

Students will submit a paper (~ 3-4 pages) of their assessments/case study including the following information:
- A brief description of the student, using pseudo-names, including age, grade, relevant social and family factors, and child’s attitude towards literacy and school.
- Description of the three assessment tasks. Please provide/include copies of the tasks. In the body of the paper, sum up the results. Then, evaluate or make sense of the findings – what do the results mean? What do they show you about your student? What patterns emerge among multiple assessments?
- Provide a summary of the students’ strengths and weaknesses, and area of instructional need, make references to your results to back-up your claims.
- Determine if your student is an emergent or beginning reader. What instructional strategies would help your student make reading gains?
- At any point in the paper, as you see fit, refer to at least three course readings.
- Reflect on how the experience of assessing a student has added to your knowledge base, what have you learned from the experience? What questions still linger? What would you like to learn more about?

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 prior knowledge in relation to other classroom learning
- 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

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<thead>
<tr>
<th>Assignments/Assessments</th>
<th>Points</th>
<th>Final Letter Grades</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>5</td>
<td>A+ 97-100%</td>
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<tr>
<td>Reflections</td>
<td>15</td>
<td>A 94 &lt; 97%</td>
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<td>Reading Panel</td>
<td>10</td>
<td>A- 90 &lt; 94%</td>
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<tr>
<td>Case study/assessments</td>
<td>30</td>
<td>B+ 87 &lt; 90%</td>
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<td>Group Project/Presentation</td>
<td>10</td>
<td>B 84 &lt; 87%</td>
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<td>Final Exam</td>
<td>30</td>
<td>B- 80 &lt; 84%</td>
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<td>Total</td>
<td>100</td>
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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-livetext@umd.edu if you have any questions about LiveText.

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 though CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please make a note now of the dates for *Spring 2015 (Tuesday, April 29 - Friday, May 14)* 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. If you do not have access right now, you can gain it by submitting all of your Fall 2013 evaluations.

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
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information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

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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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters</th>
<th>Assignments</th>
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<tr>
<td>29-Jan</td>
<td>Course Overview/Introduction</td>
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<tr>
<td>5-Feb</td>
<td>Foundations of Early Literacy Development: Surveying Past to</td>
<td>Morrow Chap1</td>
<td>Reading Panel Wren (2002)</td>
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<td>19-Feb</td>
<td>Language &amp; Vocabulary Development - 1</td>
<td>Morrow, Chapter 4</td>
<td>Reading Panel Christ and Wang (2010)</td>
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<td>26-Feb</td>
<td>Language &amp; Vocabulary Development - 2 Strategies to figure</td>
<td>Morrow, Chapter 5</td>
<td>Reading Panel Helman, &amp; Burns, (2008)</td>
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<td>5-Mar</td>
<td>Phonological Awareness, Phonemic Awareness &amp; Phonics</td>
<td>Morrow, Chapter 5</td>
<td>Reading Panel Yopp and Yopp (2009)</td>
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<td>19-Mar</td>
<td>Spring Break</td>
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<td>26-Mar</td>
<td>Writing, Spelling, and Literacy Development</td>
<td>Morrow, Chapter 7</td>
<td>Reading Panel Clark (2004)</td>
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<td>2-Apr</td>
<td>Motivating Reading and Writing</td>
<td>Morrow, Chapter 8</td>
<td>Reading Panel Zambo (2011)</td>
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<td>9-Apr</td>
<td>English Language Learners and Literacy Children with</td>
<td>Morrow, Chapter 3</td>
<td>Reading Panel Lose (2007)</td>
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<td>Special Needs/Disabilities</td>
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<td>23-Apr</td>
<td>Review</td>
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<td><strong>Third reading reflection</strong></td>
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<td>30-Apr</td>
<td>Placements in Preschools – No class</td>
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<td><strong>Case study/Assessment Assignment Due at the beginning of class</strong></td>
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<td>7-May</td>
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<td><strong>Group Presentations</strong></td>
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<td>14-May</td>
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<td><strong>Finals Week</strong></td>
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*** Major Scheduled Grading Event