



RUTGERS

Graduate School of Education

Advancing Excellence and Equity in Education

Learning and Teaching
Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08901-1183

05:300:494:01 Literacy Development in the Early Years

Spring 2021 (Fully Remote) 9:50 a.m. – 12:50 p.m.

Instructor: Laurell Parris	Phone: 215-432-2875 (cell)
Email: lparris@rutgers.edu	Office Hours: By appointment
Miscellaneous:	<p>Prerequisites or other limitations: <i>Admission to the Teacher Education Program, a certified teacher</i></p> <p>Permission required: No X Yes Directions about where to get permission numbers: Contact the Academic Services Department at the GSE</p> <p>Mode of Instruction: <u> X </u> Lecture <u> </u> Seminar <u> </u> Hybrid <u> </u> Online <u> </u> Other</p>

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Catalog Description

Focus on literacy skills for children from birth through third grade. Emphasis on emergent literacy strategies, language and vocabulary development, word study, comprehension, writing, and parent involvement. Children's literature is explored.

Course Description

This course introduces students to the development of literacy in young children, beginning from birth and continuing through third grade. Students will learn about philosophies and theories of early literacy development that have shaped how teachers and others have approached their work with young children, both in the past and currently. Students will learn what research has revealed about how young children develop the insights, skills, and conceptual knowledge that enable them to successfully learn to read and write. Finally, the course addresses effective instruction and organization of instruction for children in preschool, kindergarten, and the early elementary years.



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Professional Standards Informing this Course

New Jersey Professional Standards for Teachers (2014)¹:

- **Standard One:** (Learner Development): The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard Two:** (Learning Differences): The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard Three:** (Learning Environments): The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Standard Four:** (Content Knowledge): The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard five:** (Application of Content): The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard Six:** (Assessment): The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
- **Standard Seven:** (Planning for Instruction): The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Council for the Accreditation of Education Professionals (2013)²:

- **Standard One:** Content and Pedagogical Knowledge: The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

² http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf



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Required Texts:

- Morrow, L. M. (2019). Literacy development in the early years: Helping children read and write. (9 th ed.) Pearson.
- Muhammad, G. (2020). Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy. Scholastic
- Souto-Manning, M. & Martell, J. (2016). Reading Writing and Talk: Inclusive Teaching Strategies for Diverse Learners, K-2. Teachers College Press
- Common Core State Standards, Link to the CCSS for ELA, K-5:
<http://www.corestandards.org/the-standards/english-language-arts-standards/>

Optional: (Do not purchase until after the first class)

- Souto-Manning, M. (Eds). (2020). In the Pursuit of Justice: Students’ Rights to Read and Write in Elementary School. National Council of Teachers of English
- Bentley, D. F. & Souto-Manning, M. (2019). Pre-K stories: Playing with Authorship and Integrating Curriculum in Early Childhood. Teachers College Press

Additional assigned readings and articles will be provided on our Canvas Website.

Grading Policy:

Grading Scale	Grading Summary
A = 90-100	A = Outstanding work
B+ = 87-89	B = Good work
B = 80-86	C = Satisfactory work
C+ = 77-79	F = Failing work (also stopped attending without withdrawing)
C = 70-76	
F = 69 and below	

Feedback: Rubrics for assignments have comments and the level of quality described. Papers are not returned, just rubrics, therefore keep copies of your work.

Late Papers: Grades will be lowered for all assignments that are late and do not have arrangements that were made in advance of the due date. This pertains to assignments that are major or weekly.

Evaluation of Written Work:

- I will only accept work that meets professional standards. As teachers, we are expected to clearly communicate information to students, parents, administrators, and

colleagues. For this course, you are expected to revise, edit, and hand in proofread work.

- Late papers and weekly assignments will be graded as such. Assignments are due as indicated on the syllabus and as posted online.
- All written assignments should be typed, double-spaced, using font size 12 and one-inch margins. Pages should be numbered, stapled, and include your last name. Do not hand in papers typed on both sides of a page. Do not use covers for your papers.

Academic Integrity Policy:

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the University be able to maintain the necessary commitment to academic integrity.

The University administration is responsible for making academic integrity an institutional priority and for providing students and faculty with effective educational programs and support services to help them fully understand and address issues of academic integrity. The administration is also responsible for working with other members of the academic community to establish equitable and effective procedures to deal with violations of academic integrity. Violations of Academic Integrity include any involvement with cheating, the fabrication or invention of information used in academic exercise, plagiarism, facilitating academic dishonesty, or denying others access to information or material, and any violation may result in disciplinary action being taken at either the college or university level. Breaches of academic integrity can result in serious consequences ranging from reprimand to expulsion.

I will follow the policy strictly. It is expected that you comply with standards of academic integrity in this course. If you need assistance in an assignment or course content, please seek assistance from your professor or other appropriate resources. Assignments should be your own work, except in cases where it is a group product. Any resources that are used to guide your thinking and/or written work should be appropriately referenced. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious.

Student Responsibilities:

Registration: It is the student's responsibility to be registered for classes through the Registrar's Office. Students who attend classes and who are not properly registered and cleared will not be reinstated into the class and will not receive credit. Additional information can be found at <http://nbregistrar.rutgers.edu/>.

Course Requirements:

Attendance Policy: Attendance during class sessions is mandatory. Two unexcused absences will result in the lowering of your final grade by one letter grade. Additional absences may result in a failing grade or necessary withdrawal. As a future teacher who will be expected to be on time for teaching assignments and professional duties, you must be punctual. Habitual lateness (3 or more occurrences) will result in a lowered grade due to missed class participation.

Student Learning Outcomes:

By the end of the semester, students will:

1. Review research, theory, and policy about early literacy.
2. Discuss strategies for classroom practice in reading, writing, oral language, listening and viewing from Constructivist and explicit instructional perspectives.
3. Discuss how to integrate literacy instruction throughout the school day and identify literacy as an integral part of all content areas using thematic instruction.
4. Explore how to motivate children using relevant instructional materials.
5. Organize and manage literacy instruction with an emphasis on shared, independent, and small group differentiated reading and writing instruction.
6. Discuss topics of importance including: Common Core State Standards, assessment, diversity, technology, and family literacy.

Philosophy Statement of Literacy Development & Learning:

All students deserve quality literacy instruction. Here are a number of core beliefs around this understanding. Literacy instruction should be differentiated to meet the various needs and abilities of all students. Research shows that differentiated instruction is a key component in helping children become better readers and writers, as today's schools serve children from a variety of families and backgrounds. Learning is also a very social process, as students learn from each other and from the teacher. Working cooperatively, students are motivated to participate in meaningful and engaging lessons. This is why Social Learning Perspective is a major theoretical trend in reading classrooms today, where cooperative learning has been proven effective for all types of students. To support student learning, a classroom environment must be purposefully organized and structured. These core beliefs provide a strong foundation for a classroom that promotes literacy learning.



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Class Preparation and Participation:

To be an effective learner and contributor to class discussions, it is imperative that all readings & assignments for each class be completed prior to our meeting. When we meet you are expected to bring resources needed. Lack of participation will result in lowered grades. Being prepared will maximize our synchronous meetings.

Professional Recommendations:

1. Join a professional organization. (NAEYC, IRA, NJEA, etc.)
2. Subscribe to a professional journal or teacher magazine.
3. Read novels, newspapers & magazines regularly, and attend cultural events as well.
4. Attend a professional conference about literacy such as: **Rutgers Center for Literacy Development Webinars.**
5. Ask questions any time.

Detailed directions will follow for all assignments

Weekly Reflection	
<p>Each week you are asked to write a response to the reading that includes your wonderings, questions, insights, etc. This is due at the beginning of class. These entries should be at least a ½ page and should be reflections on the readings, NOT summaries. Things to consider as you respond:</p> <ul style="list-style-type: none"> – How does what you read square with what you believe? – How does what you read connect to what you believe about teaching and learning? – What beliefs were confirmed, altered or shattered for you? – Discuss feelings that were evoked – Ponder things you are unsure about or things you agree or disagree with – Make inferences about theories, authors’ beliefs and current research – Consider implications for when you become a teacher – Make suggestions on how you might apply what you are learning to the classroom – What are the implications for our Black, Indigenous and People of Color (BIPOC) population? – How does what you read support or not support anti-racist and social justice teaching? 	5%



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Class Participation	
<p>Your participation in this course will be evaluated based on your engagement during class discussions. Therefore, it is imperative that you read the assigned texts and come to class prepared to discuss ideas and ask questions intended to spark discussion. Class participation is more than being present and following the materials/discussions. It involves active participation:</p> <ul style="list-style-type: none"> – having your camera on – providing evidence of having read the textbooks/articles and viewed the videos (e.g., introducing them into the discussion) – asking clarifying questions when something is not clear or understood – offering practical applications (examples) of ideas being discussed and theories being studied – raising challenges to theories, ideas, and concepts 	15%
Case Study	
<p>Throughout the semester, we will learn how to use formal and informal assessment measures, including work samples, to determine how children are developing as readers and writers. This case study assignment will require you to examine the assessment data of one young child and make recommendations based on your findings from these data. Your recommendations will then be shared in a presentation about your case study child. This case study is an opportunity for you to show what you know about literacy development in the early years. This assignment will be explained in detail in class and on Canvas.</p> <p>(Part 1 - due date February 22) (Part 2 - due date March 22) (Part 3 - due date April 19) Individual Sharing of Case Study due date: _____</p>	40%
Designing Literacy Lessons (group project)	
<p>You will work in groups to plan 3 or 4 days of literacy learning for a Kindergarten, first, second or third grade class. This mini-unit should integrate topics from the content areas (e.g. social studies, science, etc.) Include whole-class and small group lessons to demonstrate your understanding of how to use a combination of approaches to engage children in a balance of literacy learning. Use Muhammad’s Culturally Historically Responsive Literacy framework to plan your lessons. This assignment will be explained in detail in class and on Canvas.</p> <p>Lesson Draft for Peer Review due on: April 5 Individual Lesson Presentation due Date: _____ Group Project due on: May 3</p>	40%
Total Possible Grade:	100 points



Course Outline	
Schedule is Subject to Change	
Week 1 January 25	<p>Welcome to Literacy Development in the Early Years Introductions; Establishing Community; Assessing Literacy Knowledge; Course Expectations</p> <p>Readings: None</p> <p>Assignments Due: None</p>
Week 2 February 1	<p>Looking at an Exemplary Early Literacy Classroom; Foundations of Early Literacy: From the Past to the Present; On Oral Language: Considering Meaningful Possibilities and Learning Authentically from Diverse Children in K-2 Classrooms</p> <p>Readings: Morrow: Ch. 1, 2 & 5 Souto-Manning & Martell: Ch. 4</p> <p>Assignments Due: Weekly Reflection</p>
Week 3 February 8	<p>Assessments in Early Literacy; Language and Vocabulary Development: Preschool Through Third Grade; On Reading Words and Worlds: Considering Diverse Possibilities, Perspectives, and Points of View in K-2 Classrooms</p> <p>Readings: Morrow: Ch. 3 & 6 Souto-Manning & Martell: Ch. 5</p> <p>Assignments Due: Weekly Reflection</p>
Week 4 February 15	<p>Emergent Literacy Skills and Strategies: Helping Children to Figure Out Words; Organizing and Managing Literacy Instruction; Family Literacy Partnerships; On Writing Diverse Words and Worlds: Writing a Curriculum That Honors the Brilliance of Diverse Children;</p> <p>Readings: Morrow: Ch. 7, 13 & 14 Souto-Manning & Martell: Ch. 6</p> <p>Assignments Due: Weekly Reflection</p>
Week 5 February 22	<p>Phonological Awareness and Phonics Instruction;</p> <p>Readings: Morrow: Ch. 8</p> <p>Assignments Due: Weekly Reflection Individual Sharing of Case Study Case Study – Part 2</p>
Week 6 March 1	<p>Developing Comprehension of Text and Fluency</p> <p>Readings: Morrow: Ch. 9</p> <p>Assignments Due: Weekly Reflection Individual Sharing of Case Study</p>



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Week 7 March 8	Foreword by Bettina L. Love; Restoring Equity and Excellence in Today’s Classrooms; How 19 th -Century Black Literacy Societies Can Elevate Today’s Literacy Learning; What is Historically Responsive Literacy? Readings: Muhammad: Foreword, Introduction, Ch. 1 & 2 Assignments Due: Weekly Reflection Individual Sharing of Case Study
March 15	Spring Break – No Class
Week 8 March 22	Writing, Spelling, and Literacy Development Readings: Morrow: Ch. 10 Assignments Due: Weekly Reflection Individual Sharing of Case Study Case Study – Part 2
Week 9 March 29	Using Children’s Literature in the Classroom; Creating a Motivating Environment for Literacy Development: Positive Mindset, Technology, Integration, and Play Readings: Morrow: Ch. 11 & 12 Assignments Due: Weekly Reflection Individual Sharing of Case Study First Draft Unit Plan for Peer Review
Week 10 April 5	Toward the Pursuit of Identity; Toward the Pursuit of Skills; Toward the Pursuit of Intellect; Toward the Pursuit of Criticality Readings: Muhammad: Ch. 3, 4, 5 & 6 Assignments Due: Weekly Reflection Individual Sharing of Case Study
Week 11 April 12	Selecting Historically Responsive Texts; Using Historically Responsive Lesson Plans; Afterword by Maisha T. Winn Readings: Muhammad: Ch. 7, 8 & Afterword Assignments Due: Weekly Reflection Second Draft Unit Plan for Peer Review
Week 12 April 19	Presentations Readings: To be assigned Assignments Due: Weekly Reflection Individual Lesson Presentation Case Study - Part 3



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Week 13 April 26	Presentations Readings: To be assigned Assignments Due: Weekly Reflection Individual Lesson Presentation
Week 14 May 3	Presentations; Course Reflections; Course Evaluations Readings: To be assigned Assignments Due: Individual Lesson Presentation Group Project Course Reflection Course Evaluation

Resources:

- Learning for Justice: <https://www.learningforjustice.org/>
- Reading Rockets - Launching Young Readers: <https://www.readingrockets.org>
- Educational Communications Board: <https://ecb.org/>
- Center for Digital Education: <https://www.govtech.com/education/Thinkfinityorg---A-New-Teachers-Resource.html>
- Storiarts: <https://storiarts.com/>
- TeacherTube Educational Videos for the Classroom and Home: <https://www.teachertube.com/>
- Teaching Channel: <https://www.teachingchannel.com/>