COURSE TITLE: Early and Emergent Literacy
COURSE NUMBER: RED 3009

COURSE DESCRIPTION (with prerequisites):
This course familiarizes students with early literacy development and conditions promoting total literacy from birth through lower elementary grades. All aspects of literacy are explored: reading, writing, listening, and speaking. 3 semester hours credit. 20 hours of practicum and practice teaching are required; restricted to grades K-2 only.
This course requires a minimum grade of “C” in order to receive credit.

NAME(S) OF INSTRUCTORS:
Casey Bush, M.S.
Office – Room 105, Building G
(850) 526-2761 Ext. 2449
bushc@chipola.edu
Office hours – Posted on door

EFFECTIVE ACADEMIC YEAR:
2011-12

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:
McGee, Lea & Richgels, Donald. Literacy’s Beginnings: Supporting Young Readers and Writers, Pearson, 5/e, 2008

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the
instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the **LINCCWeb** icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

**TECHNOLOGY RESOURCES:**
The **Information Technology Center**, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website. The **ACE Lab**, located in Building L, is available for tutoring and is equipped with computer workstations. Lab hours are posted each semester at the room entrance. The college’s learning management system is **Desire 2 Learn** (d2l). Classes become available on d2l on the first day of the semester. It is the student’s
responsibility to log onto the d2l system the first day of class to establish the first day of attendance and to check announcements. For further information, contact your instructor or the Director of Online Learning.

**ELECTRONIC DEVICE USAGE:**
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

**DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**

E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.

E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.

E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge.

E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.

E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.

E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

**Task 10.15A Field Journal Portfolio** – This task is designed for the teacher to reflect on practices they have seen in the practicum setting. This will serve as a toolbox in documenting instructional strategies in the development of literacy instruction. Your practicum experiences will be focused observations with guiding indicators to look for and questions to reflect upon. Participation, observation, and interaction should occur during reading instruction in grades K-2. Within your observation hours will be two reading aloud sessions (see MA8 below).

**Task CC4B Learning Center** – The teacher creates a literacy center appropriate for children who are emergent literate (No older than 2nd grade). The activities selected for the center should identify and apply the basic concepts of phonology (phonemic
You will also acknowledge and bring awareness to supplemental trade and chapter books on your topic. Be aware during this Task, you must integrate children’s literature from the Chipola Library Teacher Resource Bookshelves.

### LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES FOR RED 3009</th>
<th>NGSSS/ Standards</th>
<th>FEAPs (Discipline Outcomes)</th>
<th>FL Competencies and Skills: Elementary Education K-6</th>
<th>Professional Ed.</th>
<th>Reading Competency #1 Foundations of Reading Instruction</th>
<th>ESOL</th>
<th>Assessment Activities</th>
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</thead>
<tbody>
<tr>
<td>Identify strategies and practice instructional methods of research-based strategies for teaching phonemic awareness, phonics, vocabulary, fluency, and comprehension.</td>
<td>Various Reading/Language Arts NGSSS met through this outcome</td>
<td>E-3 FEAPs 3.2, 3.8</td>
<td>1.2, 1.4, 1.5, 1.6</td>
<td>8.1, 8.2, 8.3</td>
<td>Performance Indicators A, C, D, E, and F</td>
<td></td>
<td>Task 10.15A - RU MA 1-5 SD/W MA 7 - SD/W MA 8 - SD/W</td>
</tr>
<tr>
<td>Examine and understand the developmental nature of literacy and oral language</td>
<td>E-1 FEAP 1.6</td>
<td>1.1, 1.3</td>
<td>7.1</td>
<td>Performance Indicator B</td>
<td></td>
<td>Task CC4B - RU MA 6 - W</td>
<td></td>
</tr>
<tr>
<td>Explain the connection between oral language development and later success in learning to read and write</td>
<td>E-1 FEAP 1.5</td>
<td>3.1</td>
<td>7.1</td>
<td>Performance Indicators B, C, D, and G</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Explore organizational models for and within classrooms to promote early literacy development</td>
<td>E-5</td>
<td>4.8</td>
<td>3.2</td>
<td>7.3</td>
<td></td>
<td>Task 10.15A - RU Task CC4B - RU MA 8 – SD/W</td>
<td></td>
</tr>
<tr>
<td>Familiarize self with materials and</td>
<td>E-4 FEAP 4.1</td>
<td>4.2, 4.9</td>
<td>1.3</td>
<td>1.A.10, 1.B.6, 1.C.6, 1.D.5, 1.E.5, 1.F.6,</td>
<td></td>
<td>Task 10.15A - RU</td>
<td></td>
</tr>
</tbody>
</table>
MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:
1. Attend and participate in class regularly.
2. Read all assigned material before class.
3. Study in-class notes and on-line (d2l) materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
5. Seek opportunities to practice teaching skills through tutoring and substituting in K – 6 schools.
6. Collaborate with peers and other professionals.

ASSIGNMENT AND/OR COURSE OUTLINE

See your Instructor First Day Handout for individual instructor assignment schedule.