



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

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. 10 hours of practicum and practice teaching are required. 3 semester hours credit.

NAME(S) OF INSTRUCTORS:

Casey Dowgul, M.S.
Office – Room 111, Building O
(850) 718 - 2449
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Office hours – Posted on door

EFFECTIVE ACADEMIC YEAR:

2015-2016

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:

McGee, Lea & Richgels, Donald. *Literacy's Beginnings: Supporting Young Readers and Writers*, Pearson, 5/e, 2008. ISBN: 9780205533367

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. 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 college's learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student's responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. 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.

FREE TUTORING RESOURCES:

The Academic Center for Excellence (**ACE**) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

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.

STUDENT LEARNING OUTCOMES FOR RED 3009 The student will:	State Adopted Standards	FEAPs (Discipline Outcomes)	FL Competencies and Skills:		Endorsements:		Assessment Activities
			Elementary Education K-6	Prof Ed.	Reading Competency #1 Foundations of Reading Instruction	ESOL	
Identify strategies and practice instructional methods of research-based strategies for	Various Reading/ Language Arts state-adopted standards	E-3 FEAPs 3.2, 3.8	1.2, 1.4, 1.5, 1.6	8.1, 8.2, 8.3	Performance Indicators A, C, D, E, and F		Task 10.15A - RU MA 1-5 SD/W MA 7 - SD/W MA 8 - SD/W

teaching phonemic awareness, phonics, vocabulary, fluency, and comprehension.	met through this outcome						
Examine and understand the developmental nature of literacy and oral language		E-1 FEAP 1.6	1.1, 1.3	7.1	Performance Indicator B		Task CC4B - RU MA 6 - W
Explain the connection between oral language development and later success in learning to read and write		E-1 FEAP 1.5	3.1	7.1	Performance Indicators B, C, D, and G		MA 6 - W
Explore organizational models for and within classrooms to promote early literacy development		E-5	4.8	3.2 7.3			Task 10.15A - RU Task CC4B - RU MA 8 – SD/W
Familiarize self with materials and assessment tools for early literacy		E-4 FEAP 4.1	4.2, 4.9	1.3	1.A.10, 1.B.6, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6		Task 10.15A - RU Task CC4B - RU MA 1-5 SD/W MA 6 – W

****Assessment Codes**

T = Tests Pre/Post = Pre- and Post-Tests OT = Objective Tests UT = Unit Tests Q = Quizzes F = Final Examination CF = Cumulative Final EX = Departmental Exam SE = Nat'l or State Standardized Exam	RPT = Report/Presentation SP = Skills Performance SD = Skills Demonstration W = Writing Assignments E = Essays DE = Documented Essays RP = Research papers J = Jury R = Recital	Proj. = Projects Exp. = Experiments Cap. Proj. = Capstone Project Cap. Course = Capstone Course Prac. = Practicum Intern. = Internship H = Homework PS = Problem Solving DB = Discussion Board	BO = Behavioral Observation Clin. = Clinicals CS = Case Study CP = Case Plan Port. = Portfolio Obs. = Teacher Observation Sk. Check = Skills Check-off Curriculum Frameworks JP = Judged Performance/Exhibition
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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 (Canvas) 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

Students enrolled in RED 3009 will be required to complete the following.

10-hours Observation/Participation/Teaching

This course requires 10 hours of observation, participation, and teaching in a local public school. You must observe in grades K-2, and may not earn more than 2 hours in one day for this course. Be sure to sign in at the school EVERY time you go, even if the school says it is not required. The log must be turned in to the instructor by the designated date. Any falsification of signatures or other data on the log will result in an Honor Code Violation* to be placed in your permanent record, a letter-grade reduction of this course's final grade*, and you will have to complete an additional 5 hours in a school and classroom designated by the instructor. Failure to complete the required hours or failing to turn in the form by the designated date will cause you to receive an Incomplete for this course until the hours are satisfactorily completed and the log submitted. **YOU ARE EXPECTED TO ACT IN A PROFESSIONAL MANNER WHILE IN THE SCHOOL SETTING. YOU ARE ALSO EXPECTED TO GO TO THE SCHOOL ON A REGULAR SCHEDULE SO THE TEACHER KNOWS WHEN TO EXPECT YOU.**

**If this is your first Honor Code Violation; if you already have an Honor Code Violation on file, you could receive a failing grade for the course and/or face a committee hearing and expulsion from the Teacher Education Program.*

TASKS (50% OF GRADE)

Tasks must meet the criteria for "demonstrated" as determined by the scoring rubric to earn credit for this course. Tasks are due at the beginning of class. Tasks are considered "LATE" after the moment the instructor takes them up. Any task received late (WHICH BEGINS AFTER THE FIRST 5 MINUTES OF CLASS) will result in a grade of 10 point deduction PER DAY. THIS WILL ONLY BE VALID FOR A 48 HOUR PERIOD. AFTER THOSE 48 HOURS THE GRADE WILL GO TO A ZERO. A task judged as "partially demonstrated" or "not demonstrated" may be resubmitted for the purpose of demonstrating the accomplished practice indicator (YOUR GRADE WILL NOT CHANGE). The original grade will be used when calculating the course average. Points **will not be added for resubmissions but will be deducted if not resubmitted within the timeframe set forth by the instructor. **To pass this class ALL tasks must be successfully demonstrated.** The Chipola Catalog provides specific information regarding other outcomes from the grading system. A student's Grade Point Average is derived from the grading system/quality point scale.*

Task 10.15A Field Journal Portfolio – This task is designed for the student to create a field journal portfolio documenting identification of instructional methods for developing emergent literacy, promoting the development of decoding and encoding skills (phonics), developing fluent reading habits (fluency), using strategies to increase vocabulary acquisition (vocabulary), using strategies that facilitate students' reading reasoning, and identifying essential skills needed to facilitate meaning from what is read (comprehension). After conducting three student interviews, utilize student feedback to monitor instructional needs and adjust necessary instruction. Accommodations and instructional strategies used for ESOL students should be included as part of your daily summaries and reflections. Additionally, skills for teaching speaking and writing during the language arts block should also be noted. Participation, observation, and interaction **MUST** occur during reading instruction in grades K-2. Acceptable oral and written communication skills are required throughout this task.

Task CC4B Learning Center – The teacher candidate will create a literacy center appropriate for children who are at the emergent literacy stage. Any area of reading (phonemic awareness, phonics, fluency, vocabulary, or comprehension) or a combination of may be selected for center activities. All literacy center activities will include instruction designed for students to achieve mastery of the reading skill. Learning experiences will be developed requiring students to demonstrate a variety of applicable skills and competencies.

Quizzes (10% of final grade)

After activities and instruction from various chapters of the book, there will be a quiz. **Quizzes cannot be made up if missed.** If you know you are going to be absent, you must contact the instructor prior to class and arrangements can be discussed to take the quiz **before the anticipated absence, but not after.**

Exams (10% of final grade)

There will be one midterm and one final exam. They will each receive equal weight.

Major Assignments (20% of final grade)

1. Phonemic Awareness Activity – Present to the class a phonemic awareness activity that would be appropriate for not only low-level learners, but for English Language Learners. There are many activities listed on the Florida Center for Research’s website and books can be found in the Resource Room. Present your activity to the class, and provide a handout with directions for the activity for each member of the class.

2. Phonics Activity: Present to the class a phonics activity that would be appropriate for not only low-level learners, but for English Language Learners. There are many activities listed on the Florida Center for Research’s website and books can be found in the Resource Room. Present your activity to the class, and provide a handout with directions for the activity for each member of the class.

3. Fluency Activity: Present to the class a fluency activity that would be appropriate for not only low-level learners, but for English Language Learners. There are many activities listed on the Florida Center for Research’s website and books can be found in the Resource Room. Present your activity to the class, and provide a handout with directions for the activity for each member of the class.

4. Vocabulary Activity – Present to the class a vocabulary activity that would be appropriate for not only low-level learners, but for English Language Learners. There are many activities listed on the Florida Center for Research’s website and books can be found in the Resource Room. Present your activity to the class, and provide a handout with directions for the activity for each member of the class.

5. Comprehension Activity – Present to the class a comprehension activity that would be appropriate for not only low-level learners, but for English Language Learners. There are many activities listed on the Florida Center for Research’s website and books can be found in the Student Resource Center. Present your activity to the class, and provide a handout with directions for the activity for each member of the class.

6. Case Study – This task is designed for the teacher to take data from the case study’s demonstrated levels and provide an instructional plan. The case study for an emergent reader

will be provided for you. From this data, you will need to develop an instructional plan for the student using the format and prompt questions.

7. Teaching Experience – You will sign up to present to the class either a reinforcement/enrichment lesson on a comprehension reading skill. The classroom peers will serve as the elementary students receiving the lesson.

8. Reading Aloud Sessions – Throughout your observation/field journal participation hours, you will be conducting a different read aloud on two various occasions. One of the most difficult parts about beginning teaching is getting used to reading and speaking in front of a classroom. You will need to watch how your practicum teacher presents this type of useful communication/teaching technique and do your best to model this behavior. **You will need to select two pieces of reading material from the Chipola Library Teacher Resource Bookshelf.** You will be expected to prepare beforehand how you plan to interact with the students through this text, using vocabulary, character analysis, visualizing, and so on.

Attendance and Participation (10% of final grade - 5% attendance and 5% participation)
You will receive two grades in this category: one for attendance, the other for participation.

GRADE ONE: ATTENDANCE - The following scale will be used to calculate the attendance grade based on unexcused absences per 50-minute class period. The first 3 absences can be missed for any reason and no deduction will be made. After the third absence, the following will take effect:

0 to 3 absences.....	100
4th absence.....	90
5th absence.....	70
6th absence.....	60
Over 6 absences.....	0

Being tardy will result in a 5-point deduction per tardy, beginning after the third tardy.

GRADE TWO: PARTICIPATION – Participating in class discussion and activities is an important component of the learning process. You are expected to participate in these discussions and activities and not be distracted by nonrelated things. That being said, having your laptops open during class, text messaging during class, working on assignments not related to this class, or in cases of being in the computer lab, being on websites not related to the course content (such as Facebook/Twitter etc.) will result in point deductions for each offense. Your participation grade will be deducted **each** time you engage in non-class related activities, including all the aforementioned.

1st offense.....	90
2nd offense.....	70
3rd offense.....	70
Over 3 offenses.....	0

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