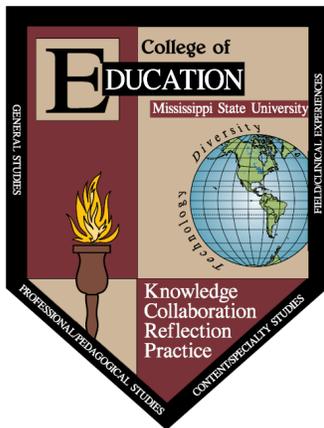


**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of CURRICULUM, INSTRUCTION, and SPECIAL EDUCATION
COURSE SYLLABUS**

Course Prefix & Number:	EDE 8523
Course Title:	Language Arts and Literacy Development in Early Childhood Education
Credit Hours:	3 Semester Hours
Type of Course:	Lecture with field experience
Prerequisites:	EDE 4133, RDG 3113, RDG 3213, or the equivalent
Catalog Description:	Two hours lecture, two hours laboratory. A study of language development; the language arts curriculum for young children. Observation and participation in a preschool.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.

4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

1. To help the student understand the inter-relatedness of the language processes of listening, talking, writing, reading, and viewing. CFPO 1, 8
2. To help students understand how literacy learning develops in children. CFPO 2, 4
3. To help students become aware of the language achievement learners bring with them to school. CFPO 3, 7
4. To provide the student with guidelines and strategies of helping children further their literacy skills. CFPO 4, 5, 11, 10
5. To provide the student with techniques for organizing a classroom which attends to children's individual needs. CFPO 4, 9, 6

Topics to Be Covered:

1. Oral language development among early literacy learners (6 hours)
 - a. Speaking
 - b. Listening
 - c. Vocabulary
2. Written language development among early literacy learners (9 hours)
 - a. Reading
 - b. Writing
 - c. Comprehension
3. Assessing early literacy achievement (6 hours)
 - a. Assessment tools
 - b. Interpreting and applying assessments
4. Teaching reading PreK-2 (6 hours)
 - a. Principles of effective phonics instruction
 - b. Teaching reading comprehension
5. Teaching writing preK-2 (6 hours)
 - a. Creating a learning environment for early literacy and language learning (6 hours)
 - b. Literature
 - c. Curriculum
6. Reflecting on student learning (3 hours)
7. Collaboration with families and communities (3 hours)

Texts:

Beck, I. L. (2006). *Making sense of phonics: The hows and whys*. New York: Guilford.

Miller, D. (2002). *Reading with meaning: Teaching comprehension in the primary grades*. Portland, ME: Stenhouse.

Online resources available at MyCourses

Methods of Instruction:

Classroom discussion, discussion of readings, field experiences.

Suggested Student Activities:

On-going participation and readings: 100 pts. Active participation in class discussions and activities each week, as well as consistent evidence of active reading (see below). (all objectives)

Portfolio of lesson plans and reflections: 400 points. You will identify an early language learner to work with (someone from the ages of 4-8, someone not directly related to you.) Eleven times during the course you will visit with this child for your field work/practicum to engage in early language and literacy activities. Each time you will write a detailed plan, justification, and reflection. You will also collect all materials you use and the student create and collect those in a portfolio. Part of the portfolio grade will be based on on-going scores on your lesson plans, and part will be based on the overall portfolio and final reflection. (objectives 2, 4, and 5)

Group project: 300 points. For this assignment, you will work with classmates to design and justify a daily schedule for a K or 1st grade classroom. Details to follow. The score will be based both on the overall group project and the individual reflection which connects the project/course to your own role as a teacher. (all objectives)

Final Exam: 200 points. The final exam will synthesize learning in the course and ask you to apply concepts and will be similar in format to the Master's and Specialist Comprehensive Exam. (all objectives)

MSU Honor Code:

As in all of your courses, you are expected to abide by the Mississippi State Honor Code. The Honor Code states:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

More information can be found at the honor code website:

<http://www.msstate.edu/dept/audit/PDF/1207.pdf>

All work completed for this class must be original. I expect each individual to think, write, reflect, question, and even sometimes struggle through the concepts presented in class. This is the only way you will learn and grow as a reading teacher. Students who

commit academic misconduct, including plagiarizing work (copying or borrowing heavily from published materials) or copying or borrowing heavily from another student's work will fail this class. If you plagiarize, you will fail this course. A source for understanding plagiarism can be found at <http://www.indiana.edu/~wts/wts/plagiarism.html>

Dispositions Instrument:

Student dispositions will be evaluated using the College of Education Dispositions Instrument, attached. Students should aspire to conduct themselves in a manner that is consistent with the highest degree of integrity and professionalism.

Diversity:

Student will examine materials for appropriateness to use with diverse learners.

Disability:

All necessary accommodations will be made for any documented disability. Contact disability services at 325-3335 or visit the Student Support Services website or office for more information.

Attendance Policy:

Instruction will be based on course discussion, group work, and group projects, in class writing and reflection, and many other participatory activities. If you are absent you will not be able to learn to teach literacy. Because of the collaborative and interactive nature of the course, if you are absent you hurt your peers' opportunity to learn. You are expected to attend class regularly. If you are absent you are required to consult with another student to find out of the details of readings and assignments due for the next class. You must always come to class prepared, ready to turn in your assignments. Absences do not excuse you from being prepared the next time class meets. The schedule is a good guide but it may change. Call a classmate and ask about the homework. Bring the homework and turn it in on time. Late papers will **not be accepted**.

Late Paper Policy:

In order for you to receive the feedback that you need and to demonstrate a level of professionalism appropriate for beginning teachers, you must turn in assignments on time. Late papers will not be accepted. If you are absent the day something is due, email it to me.

Field Component:

Students in the course will identify an early literacy learner, conduct a variety of early literacy assessments, interpret those assessments, and plan and teach a sequence of lessons. Reflection will follow instruction.

Evaluation of Student Progress:

Assignment	Pts.
On-going participation and readings	100
Portfolio of lesson plans and reflections	400
Group Project: Design daily schedule (150) and individual reflection (150)	300
Final Exam	200

Grading Scale:

90 - 100 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D
Below 60 = F

Bibliography:

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