

RDG 598, COGNITION AND EMERGENT LITERACY

RDG 598 is a required course for The Masters in Reading and Reading Specialist Certification.

College of Education**Department of Language, Literacy & Special Populations**

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 By Appointment

Text/Readings: Power, B.M. & Hubbard, R.S. (2002). *Language Development: A Reader For Teachers*. (Second Edition) Englewood Cliffs, NJ: Prentice-Hall. **(Required)**
 Freeman, D. E. & Freeman, Y. (2004). *Essential Linguistics: What you need to know to teach reading, ESL, spelling, phonics and grammar*. Portsmouth, NH: Heinemann. **(Required)**

In addition to the required texts, students will read one additional book in a literature group format. The book will be one of Vivian Paley's books. We will choose these books the first week of class.

Various articles are available on-line or are placed on electronic reserve at the Newton Gresham Library at Sam Houston State University (the library may be accessed at www.shsu.edu/~lib_www/).

Course Description: This version of RDG 598 is designed as an "on-line only" course. This course provides an opportunity to examine language, cognition, and pre-reading skills of young children. By understanding how language is acquired, it will aid the student in understanding how it is used at all levels of instruction. It will enable the student to understand, develop and evaluate language and reading programs for young children. An inherent component of this course is interaction with children as they engage in many initial literacy experiences. It is assumed that learners in this course are practicing teachers and, subsequently, learning activities are designed to explore one's own classroom practice or the practice of early literacy educators in your district. 3 credit hours. Prerequisites: None

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • <u>Texas Reading Specialist Standards</u> • <u>IRA Standards</u>
Demonstrate knowledge and understanding of processing models	Participate as a member of discussion groups focused on processing models Complete a powerpoint presentation focused on literate environments for the emergent reader	Discussion group postings and self-evaluation Powerpoint presentation	4.1k, 4.1s, 4.2k <i>1.1, 1.6, 1.7</i>
Demonstrate knowledge of major theoretical stances toward learning, literacy, and oral language development and the major proponents of	Participate as a member of discussion groups focused on oral language development and theories of oral language development and learning Engage in a self as learner project; keep a journal of yourself as a learner. Evaluate that learning through the lens of a learning	Discussion group postings and self-evaluation Journals, paper and class presentation via powerpoint	1.1k, 1.2k, 1.3k, 4.1k, 4.1s, 4.2k, 4.5k <i>1.4, 1.5, 1.6, 1.7</i>

each.	theorist and present outcomes to class.		
Demonstrate knowledge of language systems and functions	Participate as a member of discussion groups focused on language systems and functions. Using the information and other information gleaned from research, include this knowledge in the powerpoint presentations on appropriate instructional strategies for emergent learners.	Discussion group postings and self-evaluation Powerpoint over strategies that build on knowledge of the functions of language	1.2k, 1.2s 1.3k <i>2.1, 2.2, 2.3, 2.8, 2.10,</i>
Demonstrate knowledge of the characteristics of oral language, and the developmental stages of writing and reading	Participate as a member of discussion groups focused on language systems and functions.	Discussion group postings and self-evaluation	1.2k, 1.29k, 1.33k, 1.34k, 1.35 <i>1.6, 2.5, 2.6, 12.4, 16.1, 16.6</i>
Demonstrate knowledge and understanding of the social and cultural effects of literacy events and their impact on emergent literacy.	Participate as a member of discussion groups focused on the social and cultural effects of literacy events. Participate in literature groups using books that examine the social and cultural realities of kindergarten students.	Discussion group postings and self-evaluation Literature group postings and fulfillment of roles associated with literature groups	1.2k, 2.19k, 4.2k, 4.5k <i>1.2, 1.4, 2.2, 2.8, 2.9, 3.1, 3.2,</i>
Analyze and explain the characteristics and management of a literacy rich school and home environment.	Participate as a member of discussion groups focused on the social and cultural effects of literacy events. Research and present an inquiry project focused on the components of a literacy rich school or home environment, appropriate pedagogy or phonics instruction tool.	Discussion group postings and self-evaluation Powerpoint presentation, and reflection paper	1.7s, 1.12s, 2.12k, 2.19k, 2.20k, 4.6, 4.2s <i>1.2, 1.7, 5.1, 5.2, 5.3, 5.4,5.5, 5.8,</i>
Demonstrate knowledge and understanding of pedagogy appropriate for emergent literacy learners.	Participate as a member of discussion groups focused on the social and cultural effects of literacy events. Research and present an inquiry project focused on the components of a literacy rich school or home environment, appropriate pedagogy or phonics instruction tool.	Discussion group postings and self-evaluation Powerpoint presentation, and reflection paper	1.2s, 1.6k, 1.7k, 1.7s, 1.12s <i>2.7</i>
Demonstrate knowledge of and proficiency in the concepts of phonemic awareness, phonology and phonics instruction and assessment.	Participate as a member of discussion groups focused on phonemic awareness, phonology and phonics instruction. Research and present an inquiry project focused on the components of a literacy rich school or home environment, appropriate pedagogy or phonics instruction tool. Complete an exam over code vocabulary and concepts.	Discussion group postings and self-evaluation Powerpoint presentation, and reflection paper 80% mastery on written evaluation	1.4k, 1.5k, 1.7s, 1.8k, 1.9k, 1.10k, 1.11k, 1.12k <i>2.4,6.1, 6.2,</i>
Analyze and become familiar with literacy assessments for the emergent learner	Participate as a member of discussion groups focused on assessment measures used with emergent learners. Evaluate an assessment tool and share results with classmates	Discussion group postings and self-evaluation Handout and presentation	2.1k, 2.2k, 2.3k <i>3.1,</i>

Web address for IRA standards: <http://www.reading.org/advocacy/standards/introduction.html>

Course Format:

The on-line classroom format includes lecture or narrative presentations, small group discussions, whole class discussions, self-selected inquiries, literature group/book club experiences, and individual presentations. Evaluation consists of self-, peer, and professor assessments using rubrics for products, discussions, and presentations.

Course Content:

Course overview, technology exploration, introductions
 Processing models
 Language development and its role in early reading and writing activities
 Language functions, routines and activities for early reading and writing
 Cultural capital and language development
 Diversity and language development
 Talk in schools
 The role of peer interactions in language development and cognition
 Functions of language and the relation to reading and writing
 Collaboration as a function of growth and development
 Developmental Writing
 Phonics, Developmental reading and writing
 Critical pedagogy: language and culture as a function of school success.

Course Requirements:

- 1.) **Self as learner Project.** Each person goes through an emergent experience as we learn something new. It is difficult to remember what it is like to learn something new without a refresher. For this project you need to learn something new. It can be anything: country-western dancing, gourmet cooking, needlepoint, in-line skating, or golf. The choice is yours. You will keep a journal for ten days as you take on this learning experience. The journal entries should be as complete as possible, showing the steps you take each day to internalize the new activity and a reflection on your feelings as you engage in the learning. Journal entries will be placed in the drop box two to three times throughout the process. This will allow me to help you apply your learning to specific theorists. An analysis of your learning, referencing learning theory from 530 and/or this course submitted for grading will complete this assignment.
- 2.) **Discussion Groups.** There will be two different discussion groups in which you will interact. One will be based on classroom readings and one will be a book club using the Vivian Paley books. The readings will be posted using the group discussion forum section of Blackboard. Groups will change throughout the experience. I don't expect you to respond to every group member, every time. When you do respond it should be substantive. Look carefully at the rubric before posting a response or commenting on the responses of classmates.
 Book clubs using Paley's books will be organized according to groups. You will email me with your top four choices and I'll place you in groups. Each group member will need to respond to all postings. This will follow a model proposed by Harvey Daniels. More information about this assignment can be found in the assignments folder.
- 3.) **Inquiry Groups.** Groups will be formed to examine various components of reading and writing instruction with emergent learners. The group will engage in inquiry about a selected topic and post the results of their inquiry for other colleagues to view. This will require you to coordinate your group activity and post the results of your study using PowerPoint. Each student will view and evaluate the PowerPoint presentations of all groups.
- 4.) **Phonics Proficiency.** A knowledge and understanding of the role code instruction plays in emergent literacy classroom is critical. As such, each student must pass at an 80% mastery level an exam focused on phonemic awareness, phonics, and other syntactic, semantic and morphological components of early literacy learning.
- 5.) **Assessment evaluation.** Choose an assessment from those approved for use with emergent learners (TPRI, Conroe Observational Survey, Concepts of Print, etc.). Describe the assessment, evaluate how well it meets the criteria discussed in class and present your findings to your classmates.
- 6.) **Professionalism.** It is expected that graduate students be active, enthusiastic, and knowledgeable participants during the semester and that work submitted be error free. In addition, professionalism

also refers to participation in professional activities (conferences, workshops, etc.) and the sharing of knowledge gained with colleagues

Evaluation (* indicates field-based activity):

Book Clubs	15 points	A= 216-240
Readings Discussion	50 points	B= 192-215
Learning Curve Project	50 points	C= 168-191
Inquiry Groups	40 points	
Professionalism	15 points	
Phonics Mastery Test	50 points	
Assessment evaluation	20 points	
Total Points:	240 points	

Expectations:

Participation. Students are expected to view presentations and complete the required activities for each class session. They are expected to participate in discussions and interact with group members as assigned. All assignments are to be completed on the time schedule posted. This is critical because classmates will be depending on timely postings in order to complete their own assignments. If something will prevent you from responding by the due date, please email me and your group members. They can then decide to respond to your postings even if they are late.

Assignments and grading. Each assignment will be graded by a well-defined rubric. All assignments are due when posted. Many assignments will be graded using self-evaluation rubrics.

Disability Statement:

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

Bibliography:

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- Dewey, J. (1900). *The School and Society: The Child and the Curriculum*. Chicago: University of Chicago Press.
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- Vukelich, C., Christie, J., Enz, B. (2002). *Helping Young Children Learn Language and Literacy*. Boston: Allyn and Bacon.
- Wilde, S. (1997). *What's a Schwa Sound Anyway?*. Portsmouth, NH: Heinemann.