Course Title: ECME 202  Introduction to Language, Literacy, and Reading (3 Credit Hours)

Instructor: Gary Atias; 737-6235, 770-7669  atiastao@msn.com or atias@unm.edu

Office Hours: Tuesday, Wednesday, Thursday - 1:00 to 3:00 and by appointment

Required Texts: (On sale in UNM-Taos bookstore)


*Put Reading First.* Loan from Instructor. Other supplemental texts also available for loan from the Instructor by appointment.

COURSE DESCRIPTION:

This course is designed to prepare early childhood professionals for promoting children’s emergent literacy and reading development. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children’s oral language development, phonemic awareness, and literacy problem solving skills, fluency, vocabulary, and comprehension. This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children. Instructional approaches and theory-based and research based strategies to support the emergent literacy and reading skills of native speakers and English language learners will be presented.

COURSE COMPETENCIES:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education’s Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7

Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. A.8

Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. A.9

Develop partnerships with family members to promote early literacy in the home. C.8
Establish partnerships with community members in promoting literacy. C.8

Demonstrate knowledge of the reading and writing components of literacy at each developmental level. D.4

Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum. D.7

Create and manage a literacy-rich environment that is responsive to each child's unique path of development. E.9

Use a variety of strategies during adult-child interactions and facilitate communication and dialogue of expressive language and thought. E.10

Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills. E.11

**TEACHING METHODS**
A variety of teaching methods will be used including, but not limited to, lectures, discussions, role playing, videos, guest speakers, demonstrations, class presentations by students, small and large group problem solving, case study activities, and field trips.

**COURSE REQUIREMENTS**
1. *Attendance and participation* are required. Students must attend class regularly and punctually. It is UNM-Taos policy that a student MAY be dropped by their Professor after three absences. I require a make-up assignment for a third and fourth absence. Anyone with five absences (regardless of reason) will automatically be dropped from the Course and given an "F". It is expected that you will actively participate in class activities and discussions. If you must be absent it is your responsibility to find out what happened and what you are expected to come prepared to do before the next class. Work from missed classes may be made up only when the Professor feels this is feasible and solely at his discretion.

2. *Textbook reading and written assignments* should be completed prior to class. This will help you participate effectively in class discussions and activities. To document your achievement of the competencies for this class you are required to develop a *portfolio* of class work. This should include a copy of the syllabus and all other class activities and assignments.

3. *Select a child you can study* as we read the texts. The child should be between the ages of 2 and 8 years old. Begin a portfolio for the child and meet with the child to try strategies and assess and describe certain behaviors. Specifically, the portfolio should include a sample of writing, drawing, oral language, and a story retelling from the child. I'll provide you with a checklist. This assignment will be discussed in class before you get started. You will need to have a permission slip signed by the child's parent or guardian, which I will provide.
4. **Parent Information Project (Individual or Group):** Design and complete a media presentation for parents that provides what you feel is critical information on child literacy. Specific instructions and an example can be found at: www.taos.unm.edu/academies/ecme/criticalelements/unit3.html

5. **Storytelling:** Select two children's books you have identified as "high quality literature" that you will read to the class on separate occasions. Be prepared to explain why you made your choices.

6. **Card-file:** Prepare a file (4x6) of at least 25 children's books that you have read. Each card should include title, author, illustrator, publication facts, book genre, theme, cultural and social values, age level, a brief summary of book, and your personal comments and ideas for use in the classroom. You should include at least 3 appropriate books for each age group -- infants, toddlers, preschool, and primary grade children.

7. **Special Project (Individual or Group):** Create a fun, innovative way to interact with a particular children's book you believe to be high quality literature. For example, make a flannel board, puppet show, or classroom game to enhance the book for children. You can choose other ideas, as well, with the Instructor's approval. You will present this to the class.

8. **Final Project (Individual or Group):** Use a particular children's book as its core, or a selection of books related to a topic, to prepare a thematic unit (integrated unit of study) for a classroom of children in a particular grade or age-grouping from ages 2 through 8 years. Include ideas for math, art, social studies, science, language arts (reading, writing, speaking and listening), music, field trips, bulletin boards, parent participation, etc. The unit must be self-contained in a storage bag or box. Be creative! Guides for the unit will be discussed in class. *This will be presented in class as your final project.*

9. **Final Exam.** There will be a 20 question final exam which may consist of multiple-choice, true or false, or fill in the blank.

**EVALUATION:**
This course is competency based. The learner's grade will be based on points earned through performance and effort. The assessment process will also strive to ascertain the student's independent critical thinking skills and the ability to take ownership of concepts presented. The learners will demonstrate abilities by:

1. Maintaining attendance.
2. Preparedness for and participation in classroom activities.
3. Successful completion of assignments.
4. Participation in small group activities.

See "ECME 202 Grade Sheet" for specific information on assignment points.
ADA (Americans with Disabilities Act):  
In accordance with university policy 231 and the Americans with disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation and who registers with Amie Chavez-Aguilar at Student Services (737-6200, aca@unm.edu). **It is imperative that you take the initiative to bring such needs to our attention, as the Instructor is not legally permitted to inquire.** Students who may require assistance in emergency evacuations should contact the Instructor as to the most appropriate procedures to follow.

**Academic Integrity**  
The policy of the University of New Mexico -Taos is that academic honesty is one of the basic steps toward personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of evaluations, submitting work of another person or work previously used without informing the Instructor, or tampering with the academic work of other students. The University’s full statement on academic honesty and the consequences for failure to comply is available in the college catalog or online at http://taos.unm.edu.

**Dropping the course:**  
It is the student’s responsibility to drop a course. The Professor is not required, nor should be expected, to drop a student from the official roster. Do not assume that failing to come to class will result in your being dropped from the course.

**Due Process:**  
If you have any problems in the class that cannot be directly handled by talking with the Professor, the appropriate person to contact is the Academy Head.
<table>
<thead>
<tr>
<th>Date</th>
<th>In-class topic &amp; activities</th>
<th>Before class readings</th>
<th>Assignments due</th>
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<tbody>
<tr>
<td>1) 8-22-12</td>
<td>Course overview, Go over syllabus, Define literacy, Biological foundations</td>
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<td>Purchase text books</td>
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<td>Share literacy autobiography</td>
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<td>2) 8-29-12</td>
<td>Reading readiness: Learning theories, research &amp; philosophies, Balanced literacy instruction, Talk about &quot;child study&quot; <strong>Movie: Reading &amp; Young Children</strong></td>
<td>Chapter 1 Tompkins PRF: Intro</td>
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<td>3) 9-05-12</td>
<td>Assessing early literacy development, Stages of child development, Literacy &amp; diversity, At-risk &amp; early intervention</td>
<td>Chapter 2 Tompkins</td>
<td>Select child for study</td>
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<td>4) 9-12-12</td>
<td>Literacy assessment tools, Theories of language development, Stages of language development, Phonological &amp; phonemic Awareness</td>
<td>Chapter 3 Tompkins PRF: 1-10</td>
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<td>5) 9-19-12</td>
<td>Working with the youngest readers and writers, Emergent Literacy,</td>
<td>Chapter 4 - Tompkins</td>
<td>Child Study: &quot;Parent Interview&quot; Due.</td>
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<td>6) 9/26/12</td>
<td>Literacy needs in diverse culture <strong>Meet at Taos Children's Library</strong></td>
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<td>7 &amp; 8) 10-03-12 &amp; 10-10-12</td>
<td>Strategies to figure out words, Phonics, Cuing systems, Assessing word skills, Spelling Development &quot;Confusabet&quot;</td>
<td>Chapter 5 - Tompkins PRF: 11-20</td>
<td>Child Study Due 10/3</td>
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<td>Date</td>
<td>Topic</td>
<td>Chapters &amp; Reading</td>
<td>Notes</td>
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<td>10-17-12 &amp; 10-24-12</td>
<td>Building &amp; Facilitating Comprehension</td>
<td>Chapters 8 &amp; 9 - Tompkins PR: 47- 57</td>
<td>Card File Due</td>
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<td>11) 10-31-12</td>
<td>Integrating Reading &amp; Writing into Thematic units <strong>Movie: C.A.F.E. In the Classroom</strong></td>
<td>Chapter 12 Tompkins</td>
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<td>12) 11-07-12</td>
<td>Scaffolding Children's Reading &amp; Writing Development</td>
<td>Chapters 10 &amp; 11 Tompkins</td>
<td>Special Group Project Due</td>
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<td>13) 11-14-12</td>
<td>Organizing &amp; managing the literacy program <strong>Field Trip to Taos Pueblo Day School &amp; Headstart</strong></td>
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<td>14) 11-28-12</td>
<td><strong>Final Class</strong> Presentations of thematic units (Final Projects)</td>
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<td>Final Group Project &amp; course reaction due</td>
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<td>15) 12-05-12</td>
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**Note:** No class on Wed, Nov 21th prior to Thanksgiving.

**Guest Speaker:** Mary Gilroy on Dyslexia TBD.
ECME 202

1. Attendance and Participation (225 points)
   15 classes x 15 points per class =
   ________________

2. Child-Study (120)
   ________________

3. Parent Info Group Project (brochure, etc.) (80 points)
   ________________

4. Storytelling (2@ 20 = 40 points)
   ________________

5. Card-file of children's books (125 points)
   ________________

6. Special Group Project (120 points) Choose one from below:
   Flannel Board story, Puppet Show, word study game or
   Other (with Prof approval)
   ________________

7. Final Group Project (180 points)
   ________________

8. Final Exam (100 points)
   ________________

9. Class reaction form (10 points)
   ________________

   970 – 1000 = A+
   930 – 969  = A
   900 – 929  = A-
   870 – 899  = B+
830 – 869 = B
800 – 829 = B-
770 – 799 = C+
730 – 769 = C
700 – 729 = C-
650 – 699 = D+
600 – 649 = D
Below 600 = F

Total Points: ____________

Grade _________________