MEREDITH COLLEGE DEPARTMENT OF HUMAN ENVIRONMENTAL SCIENCES

**BK 350 Emergent Literacy and Technology Integration**

**Spring 2020**

Course meetsT-H 12:30-1:50 p.m.

213 Martin Hall

**Instructors** Patsy Pierce, Ph.D., CCC-SLP, 210 Martin Hall

**plpierce@meredith.edu**919-455-0279 (cell)

Amy Scrinzi, Ed.D., 202 Martin Hall

asscrinzi@meredith.edu (919) 760-8743 (office)

**Office Hours Pierce:** T & TH, 12:00-12:30 pm; 1:50-2:20 pm, and by appointment

**Scrinzi**: M: 12:30 noon-1:30 pm; T & TH: 2:00-3:00 pm, and by appointment

**Course Description**

This course focuses on the development of reading and writing processes from birth through kindergarten and how teachers and early interventionists integrate technology across the curriculum. This course gives students a deeper understanding of the theory, research and recommended practices behind emergent literacy, focusing on the development of reading and writing. Students will develop an initial electronic teaching portfolio and will conduct literacy and technology activities in inclusive preschool and kindergarten settings. Prerequisites: CD 234, CD 334, BK 337 and CD 345.

**Objectives**

While participating in this course, the student will

* Describe theory, research, and recommended practice regarding emergent literacy and technology integration
* Identify professional, national and state standards and position statements that are the foundation for emergent literacy and technology integration (e.g., Every Student Succeeds Act; International Society for Technology in Education, ISTE; National Association for the Education of Young Children, NAEYC; International Reading Association, IRA; North Carolina Department of Public Instruction Professional Teaching Standards, North Carolina Birth-Kindergarten Standards; North Carolina Core Curriculum for Kindergarten; North Carolina Early Learning Standards; Division for Early Childhood of the Council for Exceptional Children, DEC/CEC)
* Articulate concepts about and strategies for emergent reading, writing and technology for children, teachers and families in early intervention, preschool and kindergarten settings
* Apply developmentally and individually appropriate emergent reading, writing, and technology integration methods to interactions with young children
* Assess one child’s literacy development
* Begin construction of an electronic teaching portfolio that includes technology competencies

**NCDPI BK Standards**

Standard One

BK teachers demonstrate an understanding of age-related characteristics that permit predictions about what experiences are most likely to promote children’s development and learning across all domains. They recognize that each domain is important and that children’s development is integrated or holistic, with progress in one domain influencing development in all of the others. They recognize that children of various ages, abilities, and cultural, linguistic, or socio-economic backgrounds will demonstrate varying

degrees of strengths across developmental domains.

Standard Four

Birth-Kindergarten teachers use varied and multiple methods of appropriate assessment procedures (e.g. observation, documentation, formal and informal evaluation, interview, record review) and sources of information (e.g., parents, teachers, caregivers, relatives) collected over time, to support individual learning and instruction, identify children who need additional services, plan programs, and monitor progress. Partnering with families, teachers use multiple measures to assess children within typical daily activities within the natural environment (including school and home), using familiar materials. They use

assessment results to inform ongoing decisions about curriculum and instructional practices.

Standard Five

BK teachers provide an integrated curriculum derived from Infant-Toddler Guidelines, Foundations for Early Learning, and the Kindergarten Standard Course of Study which includes the following areas:

Emergent Language and Literacy: BK teachers

* demonstrate knowledge and skill in facilitating development of children’s receptive and expressive oral language
* understand the stages of literacy acquisition and use a wide range of learning experiences to facilitate children’s progression through them.
* understand the stages of written expression and use a wide range of learning experiences to facilitate children’s progression through them.

**Required Readings and Applications/Software**

Otto, B. (2019). Literacy Development in Early Childhood: Reflective Teaching in Birth to Age Eight. Long Grove, Illinois: Waveland Press.

Required readings will be accessible online via the Carlyle Campbell Library and available in Brightspace Course Documents. Please see the Course Calendar for these readings.

**Assignments**

All assignments will be described in writing and will be thoroughly discussed in class. It is your responsibility to read the assignment description before the class discussion (see Course Calendar) and to ask questions as the semester progresses.

**Preparation and participation (25 points).**Responsibility for your learning is shared dynamically with the instructor. Thus, a critical factor for your success is preparation. This means that you devote ample time to read and study print or web-based materials, and that you actively pursue key concepts by making margin notes, asking questions as you read, and connecting course materials to your experience by either agreeing or disagreeing. Course meeting activities and notes should be reviewed. You are expected to become involved in course meetings by participating in discussions, initiating topics for discussion based on your readings or observations in your mini practicum, and engaging in labs or other activities. You should bring the daily readings and other handouts to class. During the semester, we will move rapidly through topics and material, thus attendance is critical. Students must be on time for class or will be penalized. Each student will be given one “free” miss. Participation points will be deducted on an escalating basis for any additional misses. Should you become ill or have an emergency, please be prepared to provide documentation if you wish your absence to be excused. First absence is free, no points deducted. Second undocumented absence, 5 point reduction. Third-fifth, 15 points per miss, 6-10 misses, 20 points per miss. Preparation and participation will be assessed each day.

**Exams (25 points each, 50 points total).** There will be two exams (one midterm, and one final) this semester. See Course Calendar for dates.

**Literacy Lesson Plans (includes pre-post child assessment). (13 points each, 65 points total).** You will develop, implement, and evaluate 5 different literacy lesson plans with a child ages 2.5-6 years. Each lesson plan will target a different aspect of literacy learning, and will include an assessment of that child’s abilities in that area. You will be given a specific lesson plan format to follow, and literacy assessment tools to use with the young child in class. You will need to obtain written permission from the child’s parent (form provided) to assess and work with the child this semester.

**Reading Reflections (5 points each, 50 points total).** Reading critically is an important aspect of this class; therefore, you will be asked to write a response to your readings. **These are to be submitted via Brightspace before class for which the reading is assigned**.

**Website and App Assignment (10 points).**Using a list of suggested apps and websites, you will evaluate the appropriateness of one app and one website for young children. You will complete a checklist for each tool and will write a two-page summary with a recommendation for how these tools might be used, or how they might be improved if considered inappropriate.

**Grading**

184-200 pts 92-100 % A

168-183 84-91% B

152-167 76-83% C

136-151 68-75% D

<136 <68 % F

**Deadlines**

All work is due before class begins on the due date in class, posted to the appropriate Discussion Board forum. Assignments will be counted as one day late if not posted prior to class. Late assignments will be penalized by the points associated with one letter grade per day up to 7 days past the due date (thus, 1 day late = B, 2 days late=C, 3 days late=D, 4-7 days late=F). After 7 days, the assignment will not be accepted. It is better to hand in a late assignment to gain some points than no assignment at all. Any exceptions to the due date must be cleared 24 hours in advance with the professor.

**Accommodations**

 Reasonable accommodations will be made for students with documented disabilities. Documentation for accommodation must be presented no later than one week prior to the requested accommodation. In order to receive accommodations, student must go through the Counseling Center/Disability Services office. Disability Services is located in 208 Carroll Hall and can be reached at 919-760-8427 or disabilityservices@meredith.edu. If you require any special accommodations due to a disability, please inform the professor so that she may work with you toward successful completion of this course.

**Meredith Honor Code**

Students are expected to uphold the provisions of the Meredith Honor Code as described in the Student Handbook. This code mirrors the values and codes of professional ethics you will need to abide by now and after you graduate. Specifically: *If I am in violation of the honor code, to prevent jeopardizing the Honor System or weakening our system of self-government, I have an obligation to report myself to the proper authorities. If I am aware of a violation of the Honor System by another student, I shall call this matter to the attention of that student as a violation of responsibility to the community.*

**Ethical Conduct**

One goal for this course is to promote ethical conduct both on the part of the instructor and the students (i.e. participants). Respecting the right to privacy and conducting oneself in a professional manner are two dispositions that will be discussed in class and expected of everyone participating in the course. Thus, all participants will refrain from discussion in person or electronically (including social media) of class occurrences or personnel, and placement information and personnel except during in-class discussions or individual sharing with the instructor. Any allegations of misconduct will be treated as a possible Honor Code violation and referred to the Honor Council.

**Inclement Weather**

**PLEASE SIGN UP FOR MC ALERTS!** Class will not meet when Meredith College classes are cancelled.