



Course Name: ECED 4476 Teaching and Learning Reading and Writing

Semester Taught: Spring

Credit Hours: 3

Time, and Place:

Instructor Information:

Instructor:	Communication Information:	Office Hours:
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Required Text:

Blamey, K., Beuchat, K. (2016). *Starting strong evidence based early literacy practices*. Portland, ME: Stenhouse.

Souto-Manning, M. & Martell, J. (2016). *Reading, writing and talk: Inclusive teaching strategies for diverse learners, K-2*. NY: Teacher’s College Press.

Required Materials or Readings:

www.readwritethink.org www.tesol.org/ <https://wida.wisc.edu>

E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

Attendance: Attendance is required for all class sessions. . Since this is an online class, attendance will be measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor. Number of Instructor/Student Hours: 3 credit hours equals 45contact hours.

Catalog Course Description: The foundation of this course is an understanding of the reading process including the relationship between reading, writing, listening, and speaking, individual needs and abilities in reading instruction, and classroom organization and material selection to support literacy development. Concepts of phonemic awareness, phonics instruction, vocabulary development, fluency, and comprehension are integrated with the use of developmentally appropriate authentic assessment techniques, immersion & multicultural literacy. *Prerequisites: COE permission.. (3, 3T+0L).*

Course Objectives:

1. Demonstrate an understanding of the foundational components of literacy and the application of those components to support reading instruction.
2. Understand the relationship between oral language and printed language.
3. Demonstrate an understanding of the strategies needed to teach phonemic awareness and phonics instruction.
4. Understand how to use developmentally, culturally, and linguistically appropriate reading and writing assessments.
5. Demonstrate an understanding of the importance of culturally and linguistically appropriate curriculum.

NM Teacher Competencies (InTASC), College of Education’s Conceptual Framework, and the NNMC Student Learning Outcomes.



New Mexico Entry Level Teacher Competencies (InTASC): On completion of this course, students will be able to demonstrate the **mastery** of the following competencies:

H: Knowledge of Content: Early childhood teachers demonstrate content knowledge and knowledge of child development and learning both in terms of academic disciplines and interdisciplinary integration. Early childhood professionals demonstrate content knowledge including, but not limited to, the arts, literacy, mathematics, social studies, science, and technology. Early childhood teachers understand that children's initial experiences with these content areas form the foundation for later understanding and success. Thus early childhood teachers develop, implement, and value a content-rich, integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. **H.1, H.1.a, H.1.b, H.1.c, H.1.d, H.1.e, H.1.f, H.1.g, H.1.h, H.1.i, H.1.j, H.1.k, H.1.l.**

I. Curriculum and Content Knowledge. **I.7, I.9, I.10, I.11, I.12, I.13, I.14.**

COE's Conceptual Framework - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

Knowledge Principle-

1. Curriculum: the teacher candidate demonstrates knowledge of the content area and approved curriculum.
2. Instruction: the teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.
4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.
5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.
7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
8. Professionalism- the teacher candidate demonstrates a willingness to examine and implement change as appropriate.

Skills-

2. Utilization of Planning and Assessment tools

Dispositions-

2. A belief that all students can learn

NNMC Student Learning Outcomes

3. Demonstrate commitment to address cultural, social, and ethical responsibilities

Assignment Descriptions/Assessment Alignment:

Assignment/Assessment	NMPED Teacher Competencies	Knowledge Skill or Disposition	NNMC SLO		Point Value
Chapter Readings/Reflection - Write a one-page, double-spaced reflection- APA format. When reading: a) read assignment with diligence; b) develop scholarly notes; and c) reflect on the text with a high level of thinking.	H.1.a., b, c, d, e, f, g, h, I, j, k, l, I.11, 1.13, 14 Objectives 1, 2, 3, 4, 5	K12, 4, 5, 7, 8, S2, D2	3	8@3pts	24pts



Journal Article Review-Write a 3 to 5- page article review on English Language Learner literacy development. Use APA format.	H.1.1. 9, 10, 11, 12, 13, 14 Objectives 4, 5	K12, 4, 5, 7 8, S2 D2	3	1@16pts	16pts
Reading Lesson Plan: a) Kindergarten and b) Third Grade, total of 2. Align the lesson plans with reading/language standards for the developmental growth of students.	H.1.a., b, c, d, e, f, g, h, I, j, k, l, I.11, 1.13, 14 Objectives 1, 2, ,4, 5	K12, 4, 5, 7 8, S2 D2	3	1@15pts	15pts
Writing Lesson Plan: a) Kindergarten and b) Second Grade, total of 2. Align the lesson plans with writing standards for the developmental growth of students.	H.1.a., b, c, d, e, f, g, h, I, j, k, l, I.11, 1.13, 14 Objectives 1, 2, ,4, 5	K12, 4, 5, 7 8, S2 D2	3	1@15pts	15pts
Unit Literacy Lesson Plan for Third Grade- Power Point Presentation (15 slides)-Create a unit literacy learning experience for diverse learners in the classroom. Align the unit plan with reading/writing standards.	H.1.a., b, c, d, e, f, g, h, I, j, k, l, I.11, 1.13, 14 Objective 3, 4, 5	K1-2, 4-9 D3, S2	3	1@30pts	30pts
Total Points					100

Course Dates, Topics, Assignments:

Date	Topic/ Text Chapter	Assignment
WEEK 1	Teaching/Learning Reading and Writing for all students	Discussion
WEEK 2	Early Literacy Targets, Standards and Assessments	Chapter 1, Reflection 1
WEEK 3	Developing Oral Language	Chapter 2, Reflection 2
WEEK 4	Fostering Word Knowledge	Chapter 3, Reflection 3
WEEK 5	The Literacy Rich Environment	Discussion, Reflections/ Journal Article Review-Write a 3 to 5- page article review English Language Learners-literacy development. Use the APA format.
WEEK 6	Learning the Alphabetic Code	Chapter 4, Reflection 4
WEEK 7	Phonological Awareness	Chapter 4, Reflection 5
WEEK 8	Reading and Writing Assessments	Review Chapter 1, Assessments
WEEK 9	Practicing Word Recognition and Fluency	Chapter 5, Reflection 6
WEEK 10	Developing Comprehension	Chapter 6, Reflection 7
WEEK 11	Supporting Writing, Writing Process	Chapter 7, Reflection 8
WEEK 12	Kindergarten and Third Grade Reading Lesson Plans	Presentation of Kindergarten and Third Grade Reading Lesson Plan
WEEK 13	English Language Learner: Listening, Speaking, Reading, Writing	Discussion
WEEK 14	Kindergarten and Second Grade Writing Lesson Plans	Presentation of Kindergarten and Second Grade Writing Lesson Plan
WEEK 15	Best Early Childhood Reading and Writing Practices	Discussion
WEEK 16	Literacy Unit Plan	Third Grade Literacy Unit Plan Power Point Presentation



Grading:

A+ 100 - 97	A 96 - 93	A- 92 - 90
B+ 89 - 87	B 86 - 83	B- 82 - 80
C+ 79 - 77	C 76 - 73	C- 72 - 70
D+ 69 - 67	D 66 - 63	D- 62 - 60
F 59 - 0		

Late Work: Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

Students with Disabilities: Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact Verna Trujillo, Coordinator of Accessibility and Resource Center at 505-7472152 or v.trujillo@nnmc.edu to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

NNMC Incomplete Policy: The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT'S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the 'I' automatically becomes an 'F' when the deadline passes.

Academic Ethics: Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment. Examples include but are limited to 1) submitting as one's work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the Dean for follow-up action. Students are responsible for referring to the Student Handbook for specific policies and procedures.

