## Early Language and Literacy: EDRE 3350.006

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**Meeting Time and Location: Mondays, 9:00-11:50 am, Matthews Hall 113**

## Instructor Information

Name: Elizabeth Moore, M.Ed.

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**Preferred method of communication: Canvas**

## Course Description, Structure, and Objectives

**Catalog Description**

The course focuses on theoretical and practical applications of early language and literacy development (birth through grade K). With an emphasis on family and community literacy practices, this course will explore the ways in which children use and play with language as their earliest form of literacy and how teachers can capitalize on family and community literacy practices to create culturally sustaining classrooms. The course critically focuses on historical, political, and local perspectives of language and literacy development, including the Science of Teaching Reading, and how those perspectives instantiate themselves in programs for young children.

**Course Structure**

This course meets face to face. There are 15 Modules with each module containing all the information for that week’s assignments.

**COURSE GOALS AND DESCRIPTION**

1.Describe major theories that inform language and literacy development and teaching for social justice and equity inside early childhood classrooms.

2.Describe the developmental processes of oral language and literacy and the cultural, linguistic, and home actors that influence language and literacy development.

3.Describe culturally sustaining pedagogy that fosters language and literacy development

4.Discuss the role of motivation, comprehension, phonological awareness (including phonemic), alphabetic principle, phonics, and fluency in reading acquisition and instruction in promoting reading development (understand the science of teaching reading); and

5.Demonstrate an understanding of multimodalities and semiotic systems as an expanded notion of “texts”.

## How to Succeed in this Course

Office Hours: Before and after class. I am also available Mondays from 12:00 pm- 1:30 pm in 205D. Zoom meetings are available by appointment.

Answering questions in class is best but I am also available via **Canvas message** and zoom. Please feel free to ask questions. If you send questions via **Canvas message** make sure to do so before 5 pm as after 5 pm I will not be available to answer until the next day.

To be successful in this course you need to:

1. Be in class. See the attendance policy.

2. Read your weekly announcements. I have important information in these messages.

3. Become familiar with the Course Organization

4. Read through the assignments and ask questions if you do not understand.

5. Turn your assignments in on time.

6. **Communicate with me! I am always willing to work with students to meet their needs.**

Academic success Resources

UNT strives to offer you a high-quality education and a supportive environment, so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to [unt.edu/success](https://www.unt.edu/success/) and explore [unt.edu/wellness](https://wellness.unt.edu/). To get all your enrollment and student financial-related questions answered, go to [scrappysays.unt.edu](http://scrappysays.unt.edu/).

Eagle Alert

You will be notified by Eagle Alert if there is a campus closing that will impact a class and describe that the calendar is subject to change, citing the Emergency Notifications and Procedures Policy (<https://policy.unt.edu/policy/06-049>).

ADA accommodation statement

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (http://www.unt.edu/oda). You may also contact ODA by phone at (940) 565-4323.

Share your availability with students and communication preferences in a way that reveals the value of connecting outside of class and normalizes success through goals and challenges. You **must** include your office hours, and you might also share what success means to you or include common feedback you receive from students when they utilize office hours and/or other academic success resources.

## Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together. I also encourage you to review UNT’s student code of conduct so that we can all start with the same baseline civility understanding ([Code of Student Conduct](https://policy.unt.edu/policy/07-012)) (<https://policy.unt.edu/policy/07-012>).

## Required/Recommended Materials

**Required Textbooks and/or Material**

*Game Changer! Book Access for All Kids* by Donalyn Miller & Colby Sharp

Link to purchase: <https://www.amazon.com/Game-Changer-Book-Access-Kids/dp/1338310593>

(You may always check out the required book from the library or buy a cheaper used version.)

All other Supplementary materials and/or readings will be provided via Canvas. I use children’s books on You Tube or bring in books to read to the class. Matthew 206 has a wonderful literacy library to check books out from.

This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System and [faculty member to include other required equipment or software such as a webcam, microphone, Adobe Photoshop, etc.]. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at Learn Anywhere (<https://online.unt.edu/learn>).

## Course Requirements/Schedule

See Course Summary in Canvas

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| --- |
| **Book Club Group Presentation Final- Submitted Online**  For your book club presentation, you will be working with your group to make a presentation over *Game Changer!* that will be submitted online. You will use SMORE <https://www.smore.com/> to make this presentation, following a specific format. This will be submitted on-line. A detailed description of this is on Canvas in the General Course Materials Module under course assignments. I will go over this assignment in detail in class. |
| **In Class Book Discussion Questions:**  **I always have some sort of book discussion question assignment. In Fall 2023 I had these as an in class assignment and they loved that because they left with the work done. but you can set this up however you want. I use both books on You Tube and in class readings done by me and the students. You can use whatever books you want for this.**  The book reading will be done in different ways, either by me or in a group setting. After the reading you will have a group discussion (5-10 minutes) followed by a class discussion and or activity. After you will post in DQ following a specific format. This activity will expose you to children’s books which will help you have knowledge of books to share with your future students. |
| **Quizzes**  You will have random quizzes covering phonics skills throughout the semester and possibly one over Canvas/syllabus. **The quizzes will cover: phonological awareness, phonemic awareness, counting phonemes, graphemes, phonics, onset and rime, CVC, CVVC CVCV, word families, R controlled vowels, decoding, encoding, rhyme, long and short vowels, vowel and consonant digraphs, blends, diphthongs, morphemes.** These quizzes will be worth varying number of points for a total of 155 points. You must be in class to take the quiz. Only excused absences will be allowed to make up quizzes. Those emails must be sent to me BEFORE class. If you are sick, you will need a doctor’s note to be excused. Regular dental and eye exams are not considered excused absences. Always check with me first because it is possible your reason for not being in class is excused. Communication is key between both you and me. All make up quizzes will occur in week 13 at the end of class. At the end of every class, I am happy to help anyone who needs extra help with items they miss on the quizzes. |
| **Phonics Test**  At the end of the semester, you will have a test on the phonics skills learned in class. I will provide a study guide and all the weekly notes from the phonics quizzes will be all you need for this end of the semester test. |

## Assessing Your Work



**Grading Scale:**

900-1000 points =A; 800-899 points =B; 700-799 points = C; 600-699 points= D; Below 600 points = F

**Late Work:**You will lose points each day your assignment is not turned in without checking in with me BEFORE it is due. See Canvas for more details for each assignment.

**Extra Credit:** Your grade is earned during the semester, and I do not offer extra credit during or at the end of the semester.

Grades are based on mastery of the content. As a rule, I do not grade on a “curve” because that is a comparison of your outcomes to others. I do, however, encourage you to find opportunities to learn with and through others. Explore [Navigate’s Study Buddy](https://navigate.unt.edu/) (<https://navigate.unt.edu>) tool to join study groups. Maximize your learning with our coaching staff at the Learning Center. Focus on areas where you are struggling in this course by attending scheduled study group sessions with me the week before each exam. Forward together!

[Academic Integrity Policy (PDF)](https://policy.unt.edu/policy/06-049) (<https://policy.unt.edu/policy/06-049>).

## Attendance and Participation

Because we only meet once a week, every class meeting is essential to your success. I have great respect for students who are balancing the demands of their coursework with the responsibilities of caring for family members. If you run into challenges that require you to miss a class, please contact me before class as soon as you can. There may be some flexibility we can offer to support your academic success.

Because this course involves collaboration, participation is essential to learning. Our project-based activities require you to be actively engaged in discussions and group work. I understand tardiness and absences may occur. If you are late to class, please drop me an email to let me know the circumstances. If you must miss class, please let me know prior to your absence.

Being punctual indicates our respect for others. Please arrive before class begins to find a seat, prepare your materials, and connect with your peers. The beginning of class is especially critical—just like the beginning of a movie or book. Being late to class is sometimes inevitable. If you are late, know that you are welcome to join the class, but please do so without distracting others.

Below is a template for attendance points but it is flexible depending on the situation. You need to always discuss with me before class and not during or after.

