

Houston Baptist University
Course Syllabus
EDEC 4313. Early Childhood Curriculum and Instruction
Fall, 2014

COURSE DESCRIPTION

This course includes an analysis of the curriculum and instructional techniques for children 3-6 in PK and K programs. It includes the Five components of reading instruction are a basis for learning about the instruction for the young child. Also included are the features of effective instruction in all content areas and a multi-tiered approach. Students will learn assessment for instructional decisions and differentiated instruction in all content areas. Students will learn about the social, emotional development along with content. This is a field-based course and must be taken with INDC 4360 (Math methods)

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This course may be taken after admission to the Teacher Preparation Program

For students seeking initial teacher certification, this course must be taken after a course in curriculum & instruction (EDUC 2330) and successfully completed prior to student teaching. In order to take this course for credit, a student should have been admitted to the teacher preparation program.

DATE AND TIME OF CLASS MEETINGS: Monday, Wednesday and Friday 12:00-12:50

ROOM NUMBER: Hinton 211

INSTRUCTOR INFORMATION

Name: Dr. Sharon A. Lewis
Email: slewis@hbu.edu
Office Phone: 281-649- 3074
Office Location: H 334
Office Hours:

Monday	Tuesday	Wednesday	Thursday	Friday
9:30-12:00	9:30-12:00	9:30-12:00	9:30-12:00	9:30-12:00

Other times available by appointment.

LEARNING RESOURCES

Course Text(s):

Gestwicki, C (2014). *Developmentally Appropriate Practice*. Belmont, CA: Wadsworth Cengage Learning. ISBN 978-1-133-60277-4 and course mate package **or** the ebook (includes course mater)

Ray, K. W. and Glover, M. (2008). *Already ready: Nurturing writers in preschool and kindergarten*. Portsmouth, NH: Heineman. ISBN 978-0-325-01073-1

Optional reading:

Vaughn, S. and Linan-Thompson, S. (2010). *Research-based methods of reading instruction*. Alexandria, VA: ASCD Publishing. ISBN 978-0-87120-946-7

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RELATION TO THE MISSION OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

In relation to the mission of the University, this course will help students to understand curricular requirements for pre-K and K in all content areas. It will also include a study of the K TEKS and Pre-K Guidelines.

RELATION TO THE GOALS AND PURPOSES OF THE SCHOOL OF EDUCATION

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES

The mission of the Department of Curriculum and Instruction is to assist in the development of knowledgeable and effective teachers so they may realize their fullest potential in service to God and humanity.

To accomplish this mission, we will provide students with the following:

- courses containing essential concepts and teaching strategies that reflect sound theories and research-based instructional practices as well as in depth content knowledge;
- courses designed to give students supported fieldwork experiences in local schools allowing them to put theory into practice;
- coursework and fieldwork designed to address the complex challenges of an increasingly diverse and technological society; and
- an enriched educational experience that allows students to develop a sound philosophy of education that reflects Christian values and ethical principles.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. Identify the language processing requirements of proficient reading and writing.
2. Understand environmental, cultural, and social factors that contribute to literacy development.
3. Identify other aspects of cognition and behavior that affect reading and writing.
4. Explore all areas of the state curriculum requirements for Kindergarten and PK.
5. Explain how the relationships among the major components of literacy development change with reading development.
6. Discuss reasonable goals and expectations for learners at various stages of reading and writing development.
7. Define *grapheme* as a functional correspondence unit or representation of a phoneme.
8. Explain the differences among screening, diagnostic, outcome, and progress-monitoring assessments.

9. Identify the most well-validated screening tests designed to identify students at risk for reading difficulties.
10. Discuss how to interpret measures of reading comprehension in relation to an individual child's component profile.
11. Explain the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation).
12. Explain the differences among phonological manipulations, including identifying, matching, blending, segmenting, substituting, and deleting sounds.
13. Identify the parts of speech and the grammatical role of word in a sentence.
14. Describe how to order phonics concepts from easier to more difficult.
15. Describe examples of text a student's frustration, instructional, and independent reading level.
16. Discuss the sources of wide differences in students' vocabularies.
17. Review researched-based principles for teaching letter naming and letter formation in manuscript.
18. Explain the relationship between transcription skills and written expression
19. Explain the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation).
20. Describe the foundational learning in motor development.
21. Explore the content areas of reading, writing, math, science, and social studies for the young child.
22. Identify strategies and techniques for teaching the young child through play and appropriate centers.
23. Develop behaviors that maintain and extend professional knowledge through attending professional conferences and reading professional articles.
24. Analyze Texas Kindergarten TEKS and PK Guidelines and apply to instruction.

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS

- e course learning objectives acquired through the experiences in this course support-state and national standards including the TEA Standards for Pedagogy and Professional Responsibilities, the International Dyslexia Association (IDA) Standards for Reading, and Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.
- Appropriate grade level TEA guidelines and TEKS are also included as part of this course.
- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed
 - A list of specific TExES competencies and International Dyslexia Association (IDA) Reading Standards for this course is presented below.

TExES Competencies.

The following TExES Pedagogy and Professional Responsibilities Standards are addressed in part or in full in this course:

Domain I: English Language Arts and Reading

- Competency 001 (Oral Language):** The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides the students with varied opportunities to develop listening and speaking skills.
- Competency 002 (Phonological and phonemic awareness):** The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.
- Competency 003 (Alphabetic Principle):** The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.
- Competency 004 (Literacy Development):** The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of students' literacy.
- Competency 005 (Word Analysis and Identification Skills):** The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary, and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.
- Competency 006 (Reading Fluency):** The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.
- Competency 007 (Reading Comprehension and applications):** The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.
- Competency 008 (Reading, Inquiry, and research):** The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.
- Competency 009 (Writing Conventions):** The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.
- Competency 010 (Written Communication):** The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.
- Competency 011 (Viewing and Representing):** The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various media and provides students with opportunities to develop skills in this area.
- Competency 012 (Assessment of Developing literacy):** The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

IDA Standards.

The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

Knowledge Component:

A. Foundation concepts about Oral and Written Language

1. Identify the language processing requirements of proficient reading and writing.
2. Understand environmental, cultural, and social factors that contribute to literacy development.
3. Identify other aspects of cognition and behavior that affect reading and writing.
4. Explain how the relationships among the major components of literacy development change with reading development.
5. Discuss reasonable goals and expectations for learners at various stages of reading and writing development.

- B. Knowledge and structure of language
 - 1. Define *grapheme* as a functional correspondence unit or representation of a phoneme.
 - 2. Explain the difference between high frequency and irregular words.
 - 3. Identify the parts of speech and the grammatical role of word in a sentence.
- C. Interpretation and administration of assessments
 - 1. Explain the differences among screening, diagnostic, outcome, and progress-monitoring assessments.
 - 2. Identify the most well-validated screening tests designed to identify students at risk for reading difficulties.
 - 3. Discuss how to interpret measures of reading comprehension in relation to an individual child's component profile.
- D. Structured language teaching: phonology
 - 1. Identify the general and specific goals of phonological skill instruction.
 - 2. Explain the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation).
 - 3. Explain the differences among phonological manipulations, including identifying, matching, blending, segmenting, substituting, and deleting sounds.
- E. Structured language teaching: phonics and word recognition
 - 1. Describe how to order phonics concepts from easier to more difficult.
- F. Structured language teaching: fluent, automatic reading of text
 - 1. Describe examples of text a student's frustration, instructional, and independent reading level.
- G. Structured language teaching: vocabulary
 - 1. Discuss the sources of wide differences in students' vocabularies.
- H. Structured language teaching: handwriting, spelling, and written expression
 - 1. Review researched-based principles for teaching letter naming and letter formation in manuscript
 - 2. Explain the relationship between transcription skills and written expression
 - 3. Explain the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation).

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

- 1. Assessments for phonological awareness; reading accuracy, fluency, comprehension; and early writing.
- 2. Oral language development and the implications in all content areas
- 3. Phonemic awareness and the implications for reading accuracy
 - a. Phonemes
 - b. Morphemes
 - c. Graphemes
 - d. Segmenting
 - e. Blending
 - f. matching
 - g. Manipulation (beginning, middle, and ending sounds)
 - h. Onset-rime

- i. High frequency words/irregular words
4. Reading fluency
5. Reading comprehension for the very young child
 - a. Identify levels of frustration, instruction, and easy texts
 - b. Listening comprehension from read alouds
 - c. Instruction through literature for all content areas
6. Writing development and instruction for the young child
7. Vocabulary development and instruction for the young child
8. Texas Kindergarten TEKS and PK Guidelines for all content and developmental areas
9. Instruction in all content areas through play

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING/LEARNING STRATEGIES

A variety of learning methods will be used including the following:

1. Reading, reflection and discussion (small and whole group)
2. Demonstration
3. Multi-media presentations
4. Individual and small group activities
5. Integration of technology into the instruction
6. Fieldwork in a PK or K classroom for 15 hours

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Reading, lecture, videos and discussion
2. Reflection (both oral and written)
3. Media presentations
4. Small group activities and simulations
5. Technology: online class sessions (not to exceed 25% of class), threaded discussion reflections and responses, online diagnostic quizzes
6. Individual conferences (as needed)
7. Demonstration lessons

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

Course Requirements. See the agenda at the end of this syllabus for due dates.

Assignment ¹	Learning Objective(s)	Standards ²	Point Value
Exam 1	2, 3, 4, 7, 8, 9, 12, 16, 17	EC-6: 001, 002, 003, 004, 005, 006, 007, 012 IDA: A1-3, B1, C1-3, D1, E1,F1-4, H1&4,	100
Exam 2 (optional)	1, 3, 4, 5, 6, 13, 14, 18	EC-6: 001, 002, 003, 004, 005, 006,	100

		007, 012 IDA: A1-3, B1, C1-3, D1, E1, F1-4, H1&4,	
Final Exam	<i>1, 2, 3, 4, 5, 7, 10, 12, 14, 15</i>	EC-6: 001, 002, 003, 004, 005, 006, 007, 012 IDA: A1-3, B1, C1-3, D1, E1, F1-4, H1&4,	<i>100</i>
Newsletter Board	4, 15, 16, 20	EC-6: 002, 004, 007, 008, 009, 010, 011, 012 IDA: A1-3, C1-3, E1, F1-2 & 4, G5, H1-2 & 4	<i>150</i>
newsletter	<i>4, 15, 16, 20</i>	EC-6: 002, 004, 007, 008, 009, 010, 011, 012 IDA: A1-3, C1-3, E1, F1-2 & 4, G5, H1-2 & 4	<i>50</i>
Game	<i>4, 11, 21, 24</i>	EC-6: 002, 003, 004, 005, 010, 011 IDA: A3, B1, C3, D1, E1, F4, G1, H2 & 4,	<i>100</i>
Phonemic Awareness Lesson	<i>4, 6, 7, 11, 12, 24</i>	EC-6: 001, 002, 002, 004, IDA: A1-3, B1-2, C1, D1, E1, G1-5	<i>100</i>
Warm-up activities (2-3)	<i>4, 11, 20, 24</i>	EC-6: 002, 003, 004, 005, 010, 011 IDA: A3, B1, C3, D1, E1, F4, G1, H2 & 4,	<i>50 each</i>
Content Lesson	<i>21, 22, 24</i>	EC-6: 001, 002, 002, 004, IDA: A1-3, B1-2, C1, D1, E1, G1-5	<i>100</i>
Countdown papers /threaded discussions(15)	<i>1, 2, 3, 4, 7, 8, 9, 11, 12, 14, 15, 16, 18</i>	EC-6: 004, 006, 010, 012 IDA: A1-3, B1-2, H4, I	<i>50 each</i>
TEKS and PK Guidelines review	<i>24</i>		<i>100</i>
Attend professional conference , 6 ASE meetings or read & respond to two professional articles	<i>23</i>		<i>100</i>
Field Work (16 hours of observation and participation) Portfolio		EC-6: 001, 002, 003, 004, 005, 006, 007, 009, 010, 012 IDA: A1-3, B1, C1-3, D1, E1, F1-4, G 1-5, H1&4, I	<i>200</i>
Journal responses (3)		EC-6: 004, 006, 010, 012 IDA: A1-3, B1-2, H4, I	<i>50 each</i>

¹ Descriptions and rubrics for assignments are included at the end of this document.

² These assignment/activities develop and/or assess state and national standards including TexES competencies, IDA reading standards, TEKS and/or ISTE standards (listed previously).

³ Each of these will result in a 1-100 score and an average of these scores will be determined for the final grade.

Grading Standards

School of Education Undergraduate Grading Scale:

92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

Student Evaluation of Faculty and Course

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

ATTENDANCE: Absence and Tardy Policies . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than 11 absences occur, the course grade will be “F” no matter what test and paper scores might be at that time. *In this course, special attendance policies apply to fieldwork and fieldtrips. These are required learning assignments reflected in the course grade.* If a fieldwork day or fieldtrip is missed because of a documented excused absence (beyond the control of the student) hours can be made up on the student's own time. **All of the 16 required fieldwork hours must be completed for a student to receive a passing grade in the course.** Any missed fieldwork will negatively affect the student's grade. For all other attendance requirements please see the official Attendance Policy in the HBU Classroom Policy on Blackboard. **Students missing more than 25% of the class will be given a failing grade.**

Class starts promptly at the time indicated on the front page of this syllabus. If you arrive 5 -10 minutes late to class, you are counted as tardy. If you arrive 10 or more minutes late to class, you are counted absent. The exception to this is that you have notified the professor prior to class beginning of a problem that is causing you to be late.

ACADEMIC ACCOMMODATIONS:

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. Documentation of Difficulties If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

LATE WORK STATEMENT. Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in **advance**. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup. All assignments are expected to be completed in their entirety by the **beginning** of class on the date due, even if the student is not in class. Late work will only be accepted with proper documentation for illness or other emergency situations beyond the control of the student. The work must then be turned in no more than one week after the student returns to class. No work will be accepted after the last day of class.

Missed Tests. All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given **ONLY** when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

Use of Electronic Devices. **During class sessions, electronic devices are only to be used to support class activities.** Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom. **No cell phones will be visible during class. Use of cell phones during class will result in that device being banned for future classes.**

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS



Instructor's Signature

July, 2014

Date

Early Child Curriculum and Instruction EDEC 4313

TENTATIVE SCHEDULE

Text: *Developmentally Appropriate Practice = DAP* *Already Ready=AR*

Date	Class topics and readings	Task(s)/Assignments – assignments are due the next class period
Aug. 25	Warm-up Activity (Students sign-up for dates) Go over syllabus Explain assignments and due dates and field Fill out VIP for HISD	GET your Books!!!
27	Warm-up Activity Group Discussion based on countdown paper	Read DAP chapter 1 - Reader Response: Answer questions 1,2, & 4 on page 31 and bring to class (8/29) Due here
29	NO class- View videos that go with chapter 1 and do a video response	Read DAP chapter 2 - Reader Response: answer questions 1, 2, and 3 on page 62 PK Guidelines for the Physical Development & K TEKS for P.E.– be familiar with them and ready to discuss Due here
Sept.1	Labor Day	
3	Warm-up Activity Discussion of questions from chapter 2	Read DAP chapter 3 - Reader Response: answer questions 3 & 6 on page 93 and use the HBU lesson plan to create a plan for one lesson used in a PK or K class PK Guidelines for the Learning Environment – be familiar with them and ready to discuss View two of the websites listed on page 63 and be ready to share what you found
5	NO class- View videos that go with chapters 2-3 and do a video response	
8	Warm-up activity Discuss chapter 3 and guidelines	Read DAP chapter 4 - Reader Response: answer questions 7 on page 122 & 5,6& 7 on page 193 PK Guidelines for the Learning Environment – be familiar with them and ready to discuss
10	Warm-up Activity Discussion of Chapter 4 and guidelines	Read DAP chapter 7 Reader Response: answer questions 5,6 & 7 on page 193
12	NO class- View videos that go with chapters 4&7 and do a video response	
15	First day of Field at Neff EC Center – report to assigned class (8:00-11:00)	
17	Field at Neff EC Center – report to office then to assigned class(8:00-11:00)	
19	Field at Neff EC Center – sign at office & report to assigned class (8:00-11:00)	
22	Field at Neff EC Center – sign at office & report to assigned class (8:00-11:00)	
24	Field at Neff EC Center – sign at office & report to assigned class (8:00-11:00)	Read DAP chapter 8 - Reader Response: answer questions 1, 3, &4 on page 219

26	Field at Neff EC Center – sign at office & report to assigned class (8:00-11:00)	Read DAP chapter 11 Reader Response: Compare these to the PK guidelines for the Social Emotional and the text – be familiar with them and ready to discuss
29	Field at Neff EC Center – sign at office & report to assigned class (8:00-11:00)	Read DAP chapter 15 reader response: answer question 2 and relate it to your field observations
Oct. 1	Field at Neff EC Center – sign at office & report to assigned class (8:00-11:00)	PK Guidelines for the Language & Communication – be familiar with them and ready to discuss
3	Last day of Field at Neff EC Center – report to assigned class – leave a thank you note with your teacher and with the principal.	PK Guidelines for the Emergent Writing & K TEKS for Writing– be familiar with them and ready to discuss
6	Review for mid term	Study for exam
8	Mid-Term Exam	PK Guidelines for the Social Studies & K TEKS for Social Studies– be familiar with them and ready to discuss
10	Prepare Newsletter boards for presentation on Oct. 13 you will present the board you have constructed and share copies of your newsletter with the class	Post Newsletters on Blackboard
13	Warm-up Activity Share Newsletter Boards	
15	Field Trip – Panda Path – pending approval	Read DAP chapter 16 - reader response: PK Guidelines for the Emergent Reading and K TEKS for Reading – be familiar with them and ready to discuss
17	NO class- View videos that go with chapters 8 & 11 and do a video response	Read AR chapter 1 - Countdown Reader Response PK Guidelines for the Science & K TEKS for Science– be familiar with them and ready to discuss
20	Warm-up Activity Discussion of AR chapter 1 and Science guidelines and TEKS	Read AR chapter 2 - Countdown Reader Response PK Guidelines for Fine Arts & Kinder TEKS for the Art & Music – be familiar with them and ready to discuss
22	Field trip to Panda Path	PK Guidelines for Math & Kinder TEKS for the math areas – be familiar with them and ready to discuss
24	NO class- View videos that go with chapters 15-16 and do a video response	
27	Warm-up Activity Discussion of AR chapter 1 and Fine Arts guidelines and TEKS	Read AR 3
29	Warm-up Activity Discussion of AR chapter 3	Read AR 4 Countdown Reader Response
31	Research on line for 4-5 YouTube clips or other technology resources that can be used for language arts lessons (reading and/or writing)– refer to TEKS – create a paper of the url's and email a copy to each member of the class & professor	Read AR chapter 5 Countdown Reader Response
Nov. 3	Warm-up Activity Discussion from countdown paper AR chapter 5	Read AR chapter 6 Countdown Reader Response

5	Warm-up Activity Group Discussion after video	Read AR chapter 7 Countdown Reader Response
7	Research on line for 4-5 YouTube clips or other technology resources that can be used for social studies lessons – refer to TEKS – create a paper of the url's and email a copy to each member of the class & professor	Content Lesson Plans Due next class
10	<i>Warm-up Activity</i> <i>2 – Content Lesson Presentations</i>	
12	Warm-up Activity 2 – Content Lesson Presentations	Read AR chapter 8 Countdown Reader Response
14	Research on line for 4-5 YouTube clips or other technology resources that can be used for science lessons – refer to TEKS – create a paper of the url's and email a copy to each member of the class & professor	
17	Warm-up Activity 2 – Content Lesson Presentations	
19	Warm-up Activity 2 – Content Lesson Presentations	
21	Game preparation day – design and prepare to present a game that can be used as a center – this will be shred 11/24	Game activity due Nov. 26
24	Warm-up Activity Share game assignment	Read AR chapter 9 Countdown Reader Response
26	Warm-up Activity 2 – Content Lesson Presentations	
28	Thanksgiving	
Dec. 1	Kindergarten Phonics Lessons	
3	Kindergarten Phonics Lessons	
5	Kindergarten Phonics Lessons (if needed) or study day	
	Final	

*Schedule is subject to change by the professor to follow class needs.

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the course syllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TEXES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies.** I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign** this form then turn it in to the professor.]

Course Correlation to **Pedagogy and Professional Responsibilities** Course Correlation to TAC §228.30*

EC-12 PPR Standard	Curriculum Topic TAC §228.30	Essential Components	Learning Experiences/ Products
I, III	1. Reading Instruction : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 1. 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations)	Exam 1
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NiEWFeMtxaBMvC	Field Work
I, II, III	3. Child Development	A variety of theories for child development.	Reflection Papers
I, II, III,	4. Motivation	A variety of theories & methods appropriate for teaching motivation.	Reflection Papers
I, II, III	5. Learning Theories	A variety of learning theories	Reflection Papers & Exam 1
I, III	6. TEKS Organization,	http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	Reflection Papers
I, III	7. Content TEKS		Reflection Papers
I, II, IV	8. State Assessment of Students & STAAR: Testing,	Requirements , responsibilities, scoring, analysis & use of results http://www.tea.state.tx.us/student.assessment/staar/	Reflection Papers
I, II, III	9. Curriculum Development and Lesson Planning	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	Reflection Papers & Lesson Presentation
I, III	10. Classroom Assessment and Diagnosing Learning Needs	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	Reflection Papers & Lesson Presentation
II, IV	11. Classroom Management	A variety of theories & methods appropriate for teaching classroom management.	Reflection Paper
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	A. ESL/ Bilingual /ELPS : Learning strategies , Listening ,Speaking , Reading & Writing	Reflection Paper
III, IV	13. Parent Conferencing and Communication Skills	B. G/T: Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	
I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/sta ndtest/edstancertfieldlevl.asp	C. Special Education: Acronyms/Terms , Modifications/ Accommodations,Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	Lesson Presentation
I, III, IV	15. Pedagogy/ Instructional Strategies http://olc.spsd.sk.ca/DE/PD/instr/index.html	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	Lesson Presentation
I, II, III, IV	16. Differentiated Instruction	SBEC Technology Standards for All Teachers 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	Reflection Paper
IV	17. Certification Test Preparation (6 clock hrs required)	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. http://olc.spsd.sk.ca/DE/PD/instr/index.html	Reflection Paper

TAC §228.35 & H.B. 2012 Requirements

I,	Dyslexia: Detection and education of students with dyslexia [TAC RULE §228.35 (4)]	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia Dyslexia Informational Power Point Dyslexia Handbook - English (PDF, 2.45 MB, outside source)	
IV	Legal & Employment Issues	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	
	Status of HBU program	Pass rates & accreditation status	
IV	Teacher & principal evaluation PDAS:: http://www4.esc13.net/pdas/	PDAS::the purpose & process, what is evaluated, what the evaluation instrument look like, how could you can appeal.; the PDAS Teacher Manual which is required to be given to all teachers.	
I,II,III,IV	Skills & Expectations of Educators	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	

Websites

TEA website for TEKS/TAKS information. tea.state.tx.us/TEKS

<http://classroom.4teachers.org/>

www.spacesforchildren.com/flrpln.html

Rubistar4teachers.org

International Reading Association - <http://www.reading.org>

Scholastic book clubs – www.scholastic.com/bookclubs

Six Plus 1 Traits of Writing: www.sixtraits.com

Course Content and Related Topics Bibliography

Allington, R. L. and Cunningham, P.M. (2007). *Schools That Work: Where All Children Read and Write*, 3rd ed. New York: Pearson Education, Inc.

Bruner, J. (1990). *Acts of Meaning*. Cambridge, MA: Harvard University Press.

Cambourne, B. (2000). "Conditions for Literacy Learning: Observing Literacy Learning in Elementary Classrooms: Nine Years of Classroom Anthropology". *The Reading Teacher*, vol. 53. no. 6, pp. 512-517.

Clay, M.M. (1991). *Becoming Literate: The Construction of Inner Control*. Auckland: Heinemann

Clay, M.M. (2002). *An Observation Survey of Early Literacy Achievement*, 2nd ed. Auckland: Heinemann.

Fountas, I.C. and Pinnell, G.S. (1999). *Matching Books to Readers: Using Leveled Books In Guided Reading, K-3*. Portsmouth, NH: Heinemann.

Graves, D. H. (1991). *The Reading/Writing Teacher's Companion: Build a Literate Classroom*. Portsmouth, NH: Heinemann.

Healy, J. M. (1990). *Endangered Minds: Why Children don't Think and What We can Do About It*. New York: Simon & Schuster.

Payne, R. K. (1995). *A Framework for Understanding and Working with Students and Adults from Poverty*. Baytown, TX: RFT Publishing.

Pinnell, G.S. and Fountas, I.C. (2002). *Leveled Books for Readers [Grades 3-6]*. Portsmouth, NH: Heinemann.

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Rodgers, A. and Rodgers, E. M. (2004) *Scaffolding Literacy Instruction: Strategies for K-4 Classrooms*. Portsmouth, NH: Heinemann.

Ruzzo, K. and Sacco, M. A. (2004). *Significant Studies for Second Grade*. Portsmouth, NH: Heinemann.

Szymusiak, K. and Sibberspm, F. (2001). *Beyond Leveled Books*. Portland, Maine: Stenhouse Publishers.

Classical References

Aristotle (350 B.C.E.). *Nicomachean ethics*. (Part of the Internet Classics Archive):

<http://classics.mit.edu/Aristotle/nicomachaen.html> or in McKeon, R.—Editor (1941). *Basic works of Aristotle*. New York: Random House

Benjamin, H.R.W., (1939). *Saber-tooth curriculum, including other lectures in the history of Paleolithic education*. New York: McGraw-Hill.

Bloom, B, 1956. *Taxonomy of educational objectives: Handbook I, The cognitive domain*. New York: David McKay & Co.

Dewey, J. (1916). *Democracy and education*. New York: McMillan.

Gardner, H. (1993). *Frames of mind: The theory of multiple intelligences*. City: Basic Books.

Glasser, W., (1968). *Schools without failure*. New York: Harper & Row.

Goodlad, J. (1984). *A place called school*. New York: McGraw-Hill.

Kounin, J. (1970). *Discipline and group management in classrooms*. New York: Holt, Reinhardt and Winston.

Paul, R. and Elder, L. (2006). *The art of Socratic questioning*. Dillon Beach, CA: Foundation for Critical Thinking. [Socrates did not leave writings; however, his questioning strategies remain an important instructional strategy. This book is a seminal explanation of how to use Socratic questioning.]

Assignment Description

Early Childhood Curriculum & Instruction - 4313 - Assessment FOR Learning Activities*

Classwork, Homework, Activities, Tasks, & Participation

This assessment category includes activities (individual, small group, and large group) that may take place during class time. Some tasks may require additional outside of the classroom time for completion. Full attendance and participation are expected with complete professionalism. Listed below are specific tasks that are assigned to this grading category. (*Other point values are assigned to various tasks in this category as well as professional participation. See rubric in Blackboard.*)

- **Class Openers/ Warm-up activities.**
- **Countdown Discussion Papers:**
- **Threaded Discussions**
- **Quizzes.** There will be quizzes or other assessments on the reading material and course content. Prior notification may or may not be provided.
- **Attend professional conference**
- **Class projects**
 - **Content lesson**
 - **game**
 - **Newsletter and newsletter board**
 - **Phonemic Awareness lesson**

Field Work Projects

1. **See the Essentials of Field** – This packet will give you the specifics of the field work expectations and the portfolio requirements
2. **Field Work Lesson** – You will conduct a lesson in your field based classroom. You and your field-based teacher will decide on a topic that is best. The professor will need to approve the lesson.

Class Projects

1. **Countdown Responses** – On certain chapters in the text for the class, you will be asked to prepare a response using the following structure.

Countdown Paper Instructions

EDEC 4313, Early Childhood C & I

Each time you have a reading assignment you should complete this paper and bring it to class. This will help you gain a deeper understanding of your reading and with participating in class discussions. You are to synthesize the information when multiple chapters or texts are included.

There will be times when I collect these for a grade and others when I do not.

Countdown Reader's Response

For class reading assignments, you should complete a *Countdown Reader's Response* paper to bring to class. This activity will help you to read and study assigned material and it will help you to learn more from participating in class discussions.

5 sentences on the Big picture – In at least five (5) sentences (try to keep it short) you should answer the following:

- What do you think the author wants you to remember after having read this part of the text?
- What stood out to you? Tell why?
- What issues/ideas do you agree/disagree with as revealed in the text?

*This should be a **narrative paragraph** that synthesized the reading and responds to the above questions.*

20 points

4 Key passages – As you read, you should underline or highlight key passages that you think are the most important.

- Select four of the passages that you think are critical to understanding this part of the text.
- You should write down and highlight the passages for direct quotation & note the page numbers.
- Explain why these passages were important to you

12 points

3 Key terms – Select three (3) key terms from the reading that you think are central to understanding the author's message.

- You should list and highlight the definition and then write it down in your own words (the definition may be directly stated or may be described in several sentences.
- For discussion and reference note the page number where the word is located.

9 points

2 Connections – Think of two connections that you made to the reading and write three to five sentences about each.[text to self, text to text, text to world]

- Did the reading remind you of something else you have read in this class or other classes? [text to text connection]
- Have you had an experience that relates to something the author addresses? [text to self connection]
- Was there something in the reading that made you think of things in the world [text to world]

6 points

1 Question –Write one question about the reading that you would like to discuss in class or are still wondering about after reading.

3 points

- 1. Classroom Newsletter. (Individual Project)** Each student will prepare a newsletter board that would be appropriate for a classroom open house and to present the key components of you newsletter to the class. **See following rubric. (E-Portfolio Requirement)**
- 2. Newsletter Board** – Use a tri-sided board (approx. 3' x 4'). Decorate the board as a classroom concept (a class theme) – use the rubric below to be sure you cover all same areas.

Preschool Newsletter Project (Individual Project)

Preview of the Program and School Experience for the Young Child

Create a display (using a tri-fold presentation board) that contains the following components.

Requirement	Points Earned/ Comments
The following items are a part of the display board.	
1. Introduction. Philosophical statement of learning expectations for children in your classroom. Introduce yourself (expertise/experience/etc.) and provide a summative overview of your expectations for the children, yourself, and your expectations for caregiver support, communication, and collaboration.	_____/15
2. Description of the Program. Include your definitions, perspectives, and major	

Materials ready	10		
Handout for class	10		
Presentation:			
Explanation	25		
Engagement of class	25		
Assessment of learning	10		
Total		100	

Card or Board Game: create a board game or a card game that helps develop oral language. Construct the actual materials needed for students to play the game. Include written directions and the TEKS or Guideline that is covered in the game. Be prepared to share your game and have classmates act as K or PK students while playing the game. Your presentation also needs to include an explanation from the teacher’s perspective (“teacher talk”) explaining the learning objectives for the game.

Rubric

Content of game	Points Possible	Points Earned
Content (TEKS/ Guideline)	30	
Fully made game with all necessary pieces	30	
Directions – clear and easy to follow	20	
Handout that provides information for replication.	20	
Total	100	

Warm Up Activity

Each class day we will open with learning a song appropriate for PK & K students. It can be a song from the appendix in *Literacy Beginnings* or other resources. You will teach the class the song you select as if they were 3, 4, or 5 years old and tell how you would use it. If the song is from a source different than the text, please provide the words for the class. The number of songs for which you are responsible will depend on the number of student in the class. Provide a **handout** that includes the following: name of the activity, materials, source or where it can be found, a description of the activity complete enough to be replicated (including any lyrics or poems used), materials needed, TEKS or guideline covered, and any other information needed for replication.

Rubric:

Requirements	Points Possible	Points Earned
Teach & engage class in the activity	5	
Handout (includes name of the activity, materials, source or where it	20	

can be found, a description of the activity complete enough to be replicated (including any lyrics or poems used), materials needed, TEKS or guideline covered, and any other information needed for replication.)		
Total	25	

Phonemic Awareness Lesson

You will create a 5-10 minute phonemic awareness lesson based on K TEKS or PK Guidelines. You will create a lesson plan using the HBU format and be ready to present the lesson to the class as if they were your class. You will want to take on the character of the classroom teacher for the lesson and step out of that role to present no more than 5 minutes of “teacher talk” explaining why you chose this lesson and what your class would already need to know.

Rubric

Lesson & planning	Points possible	Points earned
Clarity of presentation <ul style="list-style-type: none"> ▪ Evidence of planning ▪ Clarity of directions ▪ Reality of experience 	15 (1-15) (1-20) (1-20)	
Evidence of appropriate lesson topic selection and assessment	25	
Materials ready	10	
Handout	10	
Total _____ /100		

General Rubric for Course Projects*

*Print this page ONLY and submit with your task.

Criteria-Expectation Level	Yes	No	N/A
Content & Organization			
1. All key elements of the assignments are covered			
2. The content is comprehensive, accurate, and/or persuasive			
3. The writing develops a central theme or idea, directed toward the appropriate audience.			
4. Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.			
5. The introduction/summary provides sufficient background on the topic and previews major points.			
Format & Style			
1. Paragraph transitions are present and logical and maintain the flow throughout.			
2. The tone is appropriate to the content and assignment.			
3. Sentences are complete, clear and concise.			
4. Sentences are well-constructed with consistently strong, varied sentences.			
5. Sentence transitions are present and maintain the flow of thought.			
Mechanics			
1. The report follows correct formatting (APA).			
2. Correctly cite original works within the body of the report.			
3. The layout has effective use of headings, font and size, and white space.			
4. Rules of grammar, usage, and punctuation are followed.			
5. Spelling is correct.			
Presentation			

Is the student professional in presentation of the report and execution of delivery?			
1. Professional Presence. Presents in a professional manner and demeanor.			
2. Delivery Eye contact with audience.			
3. Mastery of Research Conducted Student shows confidence and mastery of topic researched during entire presentation.			
4. Visual Aid Student has an excellent visual aid that is directly related to the content of the report.			
5. Organization Presentation of report flowed with ease due to proper preparation and rehearsal.			

Comments:

Task Grade _____

FYI: GENERAL EVALUATION RUBRIC FOR COLLEGE WRITING AND PAPERS

Students sometimes do not understand how a paper is graded. The explanation of grading here derives from standards for *Advanced Placement* exams, and is called a "grading rubric". Note that this is the standard expected of good pre-college students. It outlines basic elements of a good paper, and attaches grades to them. The basic grade of a paper derives from its content. The difference between the higher and lower grades here may depend on issues such as presentation.

The Superior Paper (A/A-)

Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

Structure: Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

Analysis: Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

Mechanics: Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

The Good Paper (B+/B)

Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.

Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

Analysis: Evidence often related to mini-thesis, though links perhaps not very clear.

Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

Mechanics: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

The Borderline Paper (B-/C+)

Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

The "Needs Help" Paper (C/C-)

Thesis: Difficult to identify at all, may be bland restatement of obvious point.

Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear.

Few topic sentences.

Use of evidence: Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.

Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

Logic and argumentation: Ideas do not flow at all, usually because there is no argument to support.

Simplistic view of topic; no effort to grasp possible alternative views.

Mechanics: Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

The Failing Paper

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.

Source Adapted from a Internet post by Patrick Rael <prael@polar.Bowdoin.EDU>, " Re: what to say to students", [H-Teach@msu.net], 2 April 1996.

Professional Conference Attendance: As an educator you will need to keep your knowledge current and growing. You do that through attending professional conferences and professional reading. You may select a local professional conference or you may join and attend 5 sessions of ASE. You will be provided with local conference information in class. In the event you are unable to find a conference that you are able to attend, you may read two journal articles on topics pertaining to this course and summarize each and add a personal reflection in a paper to be turned in to the professor.