![BlueRidge Community College logo]

Blue Ridge Community College

Literacy Development and Instruction

EDU 279

Spring, 2020

Course Prerequisite(s): None

Co-requisite(s): None

Credit Hours for the Course: 4

Contact Hours for the Course: 4

Instructor Information:

Instructor Name: Lizzie Apostolopoulos

Office Location: None

Telephone: 828.231.2897

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Email response time: 24 hours

Office Hours: Mondays, 5-6 pm, by appointment

Course Description

This course is designed to provide students with concepts and skills of literacy development, instructional methods/materials and assessment techniques needed to provide scientifically based, systematic reading and writing instruction into educational practice. Topics include literacy concepts, reading and writing development, developmentally appropriate pedagogy, culturally-responsive instruction, standards-based outcomes, lesson planning, formative/summative assessment, recognizing reading difficulties, research-based interventions, authentic learning experiences, classroom implementation, and reflective practice. Upon completion, students should be able to plan, implement, assess, evaluate, and demonstrate developmentally appropriate literacy instruction aligned to the NC Standard Course of Study and other state and national standards.

Student Learning Outcomes:

1. Plan and implement developmentally appropriate and authentic literacy experiences that are aligned to state and national standards using a broad repertoire of strategies to meet each student's developmental needs.
2. Conduct developmentally appropriate formative and summative assessment to inform teaching and learning.
3. Reflect on personal teaching practices to promote positive outcomes for each child.

Required Text(s):

Text: **Literacy: Helping Students Construct Meaning,** 10th Ed, Cengage Learning: 2018

Cooper, J.David, Robinson, Michael D., Slansky, Jill Ann and Kiger, Nancy D.
ISBN: 978-1-305-96060-2

Required Resources and Supplies:

- Students will have school observations, teacher interviews and student(s) for assessing and teaching. (K-2nd, 3rd-8th)
- Students will need to have access to texts appropriate for school age children. These can be hard copies (library, borrowed or owned), or virtual resource (Epic virtual books, virtual library books, internet articles or other virtual resources)
- Reliable internet access to complete lessons, watch videos, etc.

BlueRidge Education Department

Resources:
Early Childhood and School Age Education resources can be found at:
http://blueridge.libguides.com/earlychild
NAEYC
NAEYC Ethical Code

Task Stream:

The Early Childhood Associate degree program (A.A.S.) at BlueRidge is accredited by the National Association for the Education of Young Children (NAEYC). Students who graduate from the program must complete an electronic portfolio in Task Stream http://www.taskstream.com to show competence in the standards.

Turnitin:
Please note that you may be required to turn in some or all of your assignments to a plagiarism detection system called Turnitin. This will be connected directly to your course assignment.

APA:
All written assignments to be done in APA style format. See sources for citing references using APA style. http://owl.english.purdue.edu/

Evaluation for this course is based on:
30% - midterm, final project and exam
20% - class participation/ partner work and discussion forums
15% - Weekly reading assignment checks (quizzes or forum questions)
20% - Labs: Interview and observation assignments
15% - Other assignments

-All assignments are due at 11:55 pm on the due date listed unless marked otherwise.
-All assignments will close at the time of the due date.
-No late work is accepted.

Grading Scale:
90-100 = A
80-89 = B
70-79 = C
60-69 = D
59 and below = F

Conceptual Framework

The conceptual framework of the BlueRidge Early Childhood Education program represents our holistic approach of educating the person by focusing on the Head, Heart, and Hands Model. This approach involves the collaboration of faculty, students, and community using the NAEYC Standards, NC Early Learning Standards, and Developmental Theories, shown as the groundwork or foundation in the visual representation of the conceptual framework.

Building positive relationships is at the core of everything we do. Faculty in the BlueRidge Early Childhood Education program are committed to students' success by building caring and supportive relationships, modeling professionalism, applying ethical standards, using collaboration, and community involvement. In the context of these relationships, students experience learning at all levels; the head (what we know, ideas, thoughts, and concepts that guide us), heart (who we are, what we value, our code of ethics), and hands (what we do and how we act). An emphasis is placed on our guiding principles of nature play, intentionality, cultural responsiveness, and professionalism. This holistic intention seeks alignment of head, heart and hands and focuses on the BlueRidge Education Club motto: *Docendo Discimus*, which is Latin for "by teaching we learn."

The four guiding principles described below all interrelate and cannot be designated as one being the head, one being the heart, and one being the hands, which is descriptive of a holistic approach:

Nature Play: Research on the benefits of engaging young children in natural learning environments is exponential. Nature play involves active engagement and is a movement to take children back to what once was the natural way to play. Our program emphasizes the importance of play to healthy brain development and the many ways children learn through play while interacting in the world around them.

Intentionality: Our faculty members provide high quality, intentional educational experiences that include community engagement and advocacy in the profession. Students participate in the classroom and are involved in community service learning and field experiences from the beginning of the program until the end. The theories of Piaget and Vygotsky demonstrate to the students the constructivist, student-centered learning approach, a methodology our program strongly supports.

Cultural Responsiveness: Throughout the program of study, the curriculum emphasizes the acceptance of all children and families, support of cultural diversity and inclusion, as well as the interaction and relating to all persons in a responsive, respectful manner. Students practice supporting the diverse ways in which children learn by interpreting and applying knowledge of child growth and development as well as Gardner's Multiple Intelligence Theory to integrate and use a variety of respectful, responsive teaching strategies.

Professionalism: Faculty are dedicated to continuous improvement, providing the highest quality teaching, training and service to our community, and passing this along to our students. The faculty model professionalism, ethical standards, collaboration and community involvement to students as they work to become professionals and leaders in the classroom and community. They also practice advocating for children and families in the field of education.

Blue Ridge Campus Policies

Academic Honesty: (Excerpt from Blue Ridge Catalog and Student Handbook)

Blue Ridge Community College operates under the premise of academic honesty. The policy is that plagiarism and cheating are prohibited. Whereas it is the instructor's responsibility to create an environment in which academic honesty is expected, it is the student's obligation to uphold this policy.

A student is responsible for authenticating any assignment submitted to an instructor. If asked, the student must be able to substantiate to the instructor's satisfaction that the assignment submitted is actually his/her own work. The instructor may employ various means of ascertaining authenticity - such as requiring photocopies of source documents, requiring copies of all drafts of the work, engaging in Internet searches, creating quizzes based on student work, requiring the student to explain the work and/or process orally, etc.

A. Academic Honesty Policy: A student who violates the academic honesty policy, either directly or indirectly, is immediately responsible to the instructor of the course. The following terms are defined:

Cheating: Cheating is defined as the act of practicing or attempting to practice dishonesty or deception in the taking of tests or in the preparation or submission of academic work purporting to be one's own. It includes any of the following actions without instructor

permission: (a) copying or attempting to copy from another person's test, paper, online file, or other graded work in a course; (b) allowing someone to copy one's test, paper, online file, or other graded work; (c) using during a testing period, or bringing into a testing area with the intent to use, any notes or other materials which a student is not permitted to consult; (d) creating, falsifying or misrepresenting any data in connection with a seated (traditional) class, lab or online class or the act of giving any unauthorized assistance or collaboration in a learning environment.

Plagiarism: Plagiarism is defined as the act of copying a sentence, several sentences, or a significant part of a sentence that has been written by someone other than the person submitting the paper, and then neglecting to indicate, through the use of quotation marks or blocking, that the material has been copied. Plagiarism includes copying from another writer in such a way as to change one or two words in the sentence, or to rearrange the order of the wording, or to paraphrase, or to summarize information and then neglect to furnish documentation. Failure to cite sources, when appropriate, is a form of dishonesty.

Online identity: Any student registered in an online or hybrid course(s) will be the same student who participates in and completes the course or program and receives the credit for the online course. Further, any student who allows his/her unique username and password to be used by another individual to complete an assignment or participation within the course will be in violation of this policy.

The acts of cheating and/or plagiarism shall encompass, but shall not be limited to the examples or context cited above.

B. Violations of Academic Honesty: In situations involving violations of academic honesty, the student's instructor will take disciplinary actions that may include but are not limited to the following:

- A written warning describing the offense and detailing further consequences should the infraction be repeated.

- The instructor may assign a failing grade ("F" or "zero") for the course, any portion of the course, or a single assignment. If the course serves as a prerequisite for sequential courses within the curriculum, the student will not be able to progress in the program of study until completing the course with a passing grade.

- Referral to the Vice President for Instruction for further disciplinary action.

- The President or the President's designee may suspend or expel a student if there are repeated violations of the Academic Honesty Policy.

- A student charged with a violation of the Academic Honesty Policy retains the rights of appeal contained in the Student Grievance Procedure and Due Process section of this catalog.

Please read this important information for All Students:

Learn more about policies and procedures regarding Student Rights and Responsibilities which include Student Conduct, Academic Honesty, Attendance, Campus Parking, Computer Usage, Grade Appeals and more.

Visit the Student Grievance and Due Process webpage to read important information on how to file a student grievance.

Find Distance Learning Information here related to guidelines, requirements, academic support, and technical support for distance learners.

Students who have a documented disability:

Blue Ridge Community College is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your learning or performance in this course and require accommodations, you must first register with the Disability Services Office. Disability Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to your instructor's receipt of an accommodation plan.

Please visit the Student Success webpage for details on services that can assist students in their academic journey.