



University College of the Cayman Islands
Faculty of Teacher Education
Early Literacy Development (**EDU300**)

Main Instructor: Phone : (345) 949-9580 Fax: (345) 949-6781 E-mail:	Office Hours:
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Course Description

The purpose of this course is to enable teachers in training to develop attitudes, knowledge, skills and practice necessary to instruct children in the development of reading and language arts skills. Another goal is to develop an understanding of current literacy theories and the ability to work with a number of approaches to promote literacy learning and a positive attitude towards literacy, regardless of developmental levels.

Conceptual Framework

<p style="text-align: center;">U.C.C.I CONCEPTUAL FRAMEWORK FOR THE FACULTY OF EDUCATION AND PROFESSIONAL EDUCATION: CARING, CRITICAL, AND REFLECTIVE PROFESSIONALS RESPONSIVE TO THE NEEDS OF A DIVERSE SOCIETY</p> <p>Our unit (Faculty of Education and School of Executive Training) is committed to the preparation of caring, critical, and reflective professionals who are academically strong, pedagogically skilled, and responsive to the needs of our diverse society. We strive to prepare teachers and school administrators who create classroom and school communities where all students learn in meaningful ways. Our work is grounded in these values and commitments, which we strive to nurture in ourselves as in our candidates:</p> <p style="text-align: center;">Inquiry Intellectual growth Professionalism Appreciation of human diversity Advocacy for students Democratic citizenship</p>

Course Goals

At the end of this course participants should:

1. Demonstrate understanding of early literacy development and the components of a comprehensive literacy program.
2. Demonstrate knowledge about professional literature on early literacy development.
3. Use an extensive repertoire of effective, explicit strategies for providing literacy opportunities in school setting.
4. Demonstrate a broad understanding of learning and analyze current strengths in teaching literacy.
5. Evaluate programming and teaching decisions based upon best practices.
6. Demonstrate understanding of developmentally valid assessments.
7. Demonstrate understanding of the Cayman Islands national curriculum standards for literacy

Required Readings:

Vacca and Vacca (2011) Content area reading, literacy and learning across the curriculum 10th edition

Course Requirements:

1. Regular class attendance. All participants are expected to attend every class session unless otherwise arranged. Further, timely class attendance is expected. Missing all or more than 15 minutes of the class will count as an absence. If absence exceeds ¼ of the class, no credit will be granted for the course.
2. Class and Online participation. A rating scale of the class and online participation grading is appended. Participants are expected to participate in class and online discussion and activities and read assigned chapters or documents prior to or during class/sessions.
3. Students with Disabilities. A student that has a special need that requires classroom accommodations should discuss this with the lecturer, for further action, and may include adjustments in seating, examinations (extra time) etc.
4. Professional Ethics. Participants are expected to conduct self in a responsible manner that reflects ethics, honour and good citizenship. They are also expected to abide by the regulations of the University. It is the participant's responsibility to maintain academic honesty and integrity, and to manifest commitment to the mission of UCCI through conduct and behaviour.

Course Assessment

Course work	30 marks
Mid Semester Exam	20 marks
Final Exam	50 marks

Suggested Teaching Methods/ strategies

- A. Lecture Demonstration
- B. Whole Group/ Discussion
- C. Online Discussion and research

Tentative Course Content

1. **Foundations of Early Literacy**
Perspectives on Early Literacy development
Reading readiness and emergent literacy perspective
How the Young Child learns to read (an overview)
integrating literacy into content areas
Meeting the Cayman Islands national curriculum standards for early Literacy Development.
2. **The Role of Oral Language in Literacy Development**
Theories of language acquisition
Addressing special language needs (ESL, Dialects)(course work 2)
3. **Fostering Emergent Reading**
Objectives for using literature
Genres of Children's literature, authors and illustrators
Strategies and materials to encourage interest in reading
Integrating the use of literature in the total curriculum
Reading and Children with special needs (Course work 2)
4. **Fostering Emergent Writing**
Theories of writing acquisition; developmental stage
Writing and special needs (course work 2)

5. Assessing Early Literacy

Identifying types of Assessment

The use of Standardized and Authentic assessment, continuous assessment, competency base assessment etc

6. Developing a Supportive Learning Environment

Preparing rich literacy physical classroom environments

Integrating literacy development into the total curriculum

Organizational strategies for instruction (whole class, small group and individualized instruction, cooperative and collaborative learning, guided reading instruction to meet special needs)

Levelled reading materials to meet individual needs

7. Research Methods in Early Literacy

Qualitative and quantitative designs

Teacher as researcher

Recommended readings and Websites:

Readings will be provided by lecturer

Letter grades will be assigned according to the following scale:

Grade	Points	Grade	Points
A	100 – 85	C-	55 – 69
B+	80 – 84	D	45 – 54
B	75– 79	F	0 - 44
B-	70 – 74		
C+	65 – 69		
C	60 – 64		

Course Duration:

Three (3) hours per week for fifteen (15) weeks,

Bibliography

Rigby Professional Development: Early Childhood Literacy Development http://rigby.harcourtachieve.com/en-US/RigbyLiteracy_home.htm Accessed June 6th 2008

Dr. Lesley M Morrow Literacy Development in the Early Years 251:573 <http://www.rci.rutgers.edu/~ike99/litdev.htm> Accessed June 6th 2008