

**EDFL 537: Emergent Literacy  
Spring 2007 Portland Center  
Tuesdays 5:30 to 8:30**

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**Required Texts:**

- Clay, Marie M. (2002). An Observation Survey of Early Literacy Achievement  
Portsmouth, NH: Heinemann.
- Ministry of Education (2003). Effective Literacy Practice in Years 1-4  
Learning Media Limited, Wellington, New Zealand
- Cole, Ardith D. (2004). When Reading Begins: The Teacher's Role in Decoding, Comprehension, and Fluency Heinemann, Portsmouth, NH

**Course Description:**

This course explores theoretical principles and practices based on current research with emphasis on strategies for coming to print, print conventions, reading aloud, shared, guided, independent reading/writing and other classroom practices for teaching students in grades K-3. These strategies are based on theoretical assumptions from the psychology of language and cognitive development, and linguistics.

**Course Objectives**

The student will demonstrate knowledge of the following:

1. Knowledge of literacy learning
  - Understanding theoretical foundations and elements of early literacy and applying those theories to practice.
2. Knowledge of oral language
3. Knowledge of the literacy learner
  - Administering and interpreting assessment tools in reading and writing.
  - Facilitating appropriate learning for diverse emergent readers based on classroom observations and continuous assessment.
4. Knowledge of phonological system
5. Knowledge of strategic reading and problem solving (assembling working systems)
6. Knowledge of text (selection and introduction)
7. Knowledge of writing and word study

**Course Requirements:**

1. Attend and participate in class discussion.
2. Complete all reading assignments.
3. Demonstrate a before and after picture of an element of your oral language instruction.
4. Analysis of Running Records
5. **Culminating Project**

**Grading:**

Percentage	Grade	Percentage	Grade
96-100%	A	91-95%	A-
88-90%	B+	85-87%	B
81-84%	B-	78-80%	C+
75-77%	C	71-74%	C-

Below 71%=D or F and course must be retaken to meet grade point

**Writing Center**

The Academic Resource Center (ARC) provides all students with free writing consultation, general tutoring, academic coaching, and learning strategies (e.g., techniques to improve reading, note-taking, study, time management). The ARC hours of operations are from 1:00 – 10:00 p.m., Monday through Thursday, and 12:00 – 4:00 on Friday. Call ext. 2327 or email the [arc@georgefox.edu](mailto:arc@georgefox.edu) to schedule an appointment. Visit [arc.georgefox.edu](http://arc.georgefox.edu) for information about ARC consultants' areas of study, instructions for scheduling an appointment, and helpful learning tools. Call Rick Muthiah, Director of the Academic Resource Center, at ext. 2314 if you have questions.

**Disability Services Information**

If you have specific physical, psychiatric, or learning disabilities, and require accommodation, please contact the Disability Services Office as early as possible so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to Disability Service. For more information, contact Rick Muthiah, Director of Disability Services (ext. 2314 or [rmuthiah@georgefox.edu](mailto:rmuthiah@georgefox.edu)), or go to [ds.georgefox.edu](http://ds.georgefox.edu) for more information.

Dates	Topics	Assignments
Jan. 9	<i>Knowledge of Oral Language Development</i> “Learning should float on a sea of talk” (Hoyt) Introductions Syllabus	Handout on Oral Language  Oral Language Program Idea Handout
Jan. 16	<i>Knowledge of Literacy Learning</i>	Before and After oral language plans due. <u>An Observation Survey (O.S)</u> Intro and Chapters 1-3 <u>Effective Literacy (E.L.) Chapter 2</u>
Jan. 23	<i>Knowledge of the Literacy Learner</i> OS subtests 1-3 Looking at Print  View snippets of video	O.S. Chapter 4 and 6 (to pg. 97) E.L. Chapter 3 Article: An Evaluation of An Observation Survey
Jan. 30	<i>Knowledge of Phonological System</i> Subtests 4-5 Hearing and Recoding Sounds View snippets of video	O. S. Chapter 6 (pgs. 97 – 120) Article by Yopp Handout: Elknonin Running Record Training if needed
Feb. 6	<i>Knowledge of Oral Reading</i> Subtest 6 Running Records View snippets of video	O. S. Chapter 5  <u>When Reading Begins (W.R.B.) Chapters 1, 7, and 8</u>
Feb. 13	<i>Knowledge of Assembling Working Systems</i>	O.S. Chapter 7 and 8 Summarizing  W.R.B. Chapter 2 Handout from Change Over Time Chapter 3 Article: Active from the Start

		<b>Assignments</b>
Feb. 20	<i>Knowledge of Texts and Appropriate selection</i>	Articles: Matching Texts/Readers, Book Introductions  W.R.B Chapters 3 and 9  E.L. Chapter 5, pgs 112- 127
Feb.27	<i>Knowledge of Strategic Reading and Problem- Solving</i>	Article: Self-monitoring  W.R.B. Chapters 4 and 5  E.L. Chapter 4 and Chapter 5 pgs. 127-135
March 6	<i>Knowledge of Word Study and Writing</i>	W.R.B. Chapter 6  E.L. Chapter 5 pgs. 136- 149
March 13	Culminating Projects	A Synthesis of the Elements of Emergent Literacy: An Artistic or Graphic Representation

Course Outcomes	Oregon TSPC Standards OAR 584-065-0050	IRA Reading Specialist Standards	Conceptual Framework	Assessment
Demonstrate knowledge of oral language and the importance of meaningful interaction in the classroom	1 c	1.3	TC TP	Monitor quality of small and large group discussion. Assess poster demonstration of oral language development plans.
Demonstrate knowledge of the literacy learner and the diversity that each individual learner brings to the literacy process.	3 a,b,c 4 a	3.1,2,3, 4.1	TC TP PJ	Score testing packets and running records.
Demonstrate knowledge of literacy learning by understanding theoretical foundations and elements of early literacy and applying those theories to practice. These understandings include knowledge of the phonological system, knowledge of strategic reading components (assembling working systems) and knowledge of writing and word study.	1 a,b,d, 2a,b,c,d	1.1,3,4 2.1,2,3	TC TP	Monitor quality of small and large group discussions. Score culminating visual representation of essential components of emergent literacy learning.
Knowledge of text structure and the impact on beginning readers. This includes knowledge of appropriate text selection and text introduction.	2 c, 4 a,b	2.3 4.1,2	TC TP	Monitor quality of small and large group discussion and score text selection and introduction.

**Conceptual Framework: *Preparing and supporting professional who think critically, transform practice, and promote justice.***

<u><i>Think Critically</i></u>	<u><i>Transform Practice</i></u>	<u><i>Promote Justice</i></u>
<ul style="list-style-type: none"> <li>• Love learning</li> <li>• Seek multiple perspectives</li> <li>• Imagine possibilities</li> <li>• Anticipate paradigm shifts</li> <li>• Make inferences</li> <li>• Formulate wise decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Share knowledge</li> <li>• Conduct research</li> <li>• Use technology</li> <li>• Enhance learning</li> <li>• Lead effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Believe all can learn</li> <li>• Advocate for all learners</li> <li>• Develop empathy</li> <li>• Confront oppression</li> <li>• Promote ethical practice</li> <li>• Be a responsible citizen</li> </ul>