

LLED 6420 Literacy Development in Early Childhood

11SP-63264

Day and time: Thursday, (5:00 pm - 7:45 pm)

Room: 409

Instructor: Dr. Linda Labbo, lindalabbo@gmail.com

Texts:

1. Barone - *Literacy & Young Children*, Guilford ISBN 1572308192
2. Campbell - *Phonics, Naturally: Reading and Writing for Real Purposes*, Heinemann ISBN 0325007098
3. Moss - *Teaching New Literacies in Grades K-3*, Guilford ISBN 1606234976

Other texts as assigned or self-selected.

About the Instructor: Linda Labbo, PhD and Professor Emeritus, conducts research on literacies in multimedia, media, children's games & social networking sites, e-books, as well as early literacy. She teaches graduate courses at UGA in Department of LLED. Recent consulting includes Walt Disney Publishing, Disney Learning, E-Books, mobile apps, interactive games, WordWorld PBS series, and work with Marc Ecko's Sweat Equity Education. She has over 140 pubs and has received an American Library Association Award for Outstanding Academic Book of the Year, the Edward Fry Book Award from the NRC, the Phi Delta Kappa Faculty Research Award, the Ira Aaron Award for Teaching Excellence and Collegiality and a National Science Foundation Grant. She received the Computers in Reading Research Award from the Technology in Literacy Education SIG of the IRA. Her husband is a master bonsai gardner and fly fisherman. They are Christians and attend Watkinsville First Baptist Church.

Hobbies - reading, fly fishing with her husband, walking, watercolors, travel (Japan, The Netherlands, Spain, South Africa, Australia, England, Mexico), and playing video games and spending time with her grandchildren: Griffin (6 years old), Koen (20 months old) both in Georgia; and Nora (6 years old) and Charlie (3 years old) in Colorado.

Goals: Utilize Framework of Andragogy - *Andragogy* (not pedagogy) is a set of assumptions about how adults learn. Its roots can be traced back to Alexander Kapp (1830s), a German grammar teacher who used it to describe Plato's educational theory (Knowles, Holton, and Swanson 1998, 59). Malcolm Knowles (1968) used the term in an article in Adult Leadership. From that point on, Knowles has become known as the principle expert on andragogy.

Knowles, Holton and Swanson (1998) discuss six assumptions of andragogy:

1. *Learner's Need to Know* - Why you SHOULD learn something. What are the reasons? Determine how you will use the content in the future? Set and meet your goals! Select learning activities to meet your goals!

2. *Learner's Self-Concept* - Previous schooling sometimes makes dependent learners of adults. Some want the "bottom line" - what do you want me to do and when do you want it done? Thus, some choice among targeted options of activities is advised.
3. *The Role of Learner's Experience* - Adults have a lifetime of experiences. Case studies, reflective and group activities benefit from practical experiences of adult students in realizing the objectives of the assignments. But don't over-rely on experience. It must be tied to readings, research, reflections and course resources.
4. *Readiness to Learn* - Adults must challenge themselves by identifying areas of study that require more inquiry. Embracing, instead of shying away from, deeper learning results in higher satisfaction with the course. Don't be afraid to identify a sub-topic or select a specific aspect of learning and pursue it until the challenge you present yourself with has been addressed.
5. *Orientation to Learning* - Adults enjoy problem-solving scenarios. Thus, whenever possible it is advisable to situate course assignments and options for activities within the parameters of possible real-life scenarios.
6. *Motivation to Learn* - Increased Self-Esteem, Increased job performance, Increased opportunities are all reasons to learn. Even the task of checking off course goals or modules in a sequence that shows completion of requirements can be motivating. However, the highest motivations come from making learning personally and professionally relevant. Motivation comes from playfulness, friendly (but appropriate) banter and supporting colleagues in group learning situations. Motivation to bring creativity to presentations also increases overall satisfaction with a course.

The instructor's goals for this course are that you 1) learn about early childhood literacy development and instruction in ways that meet the 6 assumptions of adult learning through andragogy and that you 2) enjoy learning in the same ways you want to teach students to learn.

Course Format: Class is organized around modules that require 2 weeks to complete. Thus, we will hold a class meeting and then be off the next class meeting (See Tentative Schedule for specific dates of class meetings). The work will be accomplished by combining both individual and group work. Groups will consist of 3 to 4 class members. All students in a group will receive the same grade (number of points). If any group member is not fully participating, please inform the instructor who will contact the non-participating group member to better understand the situation and to offer support for full participation. During class meetings, the instructor will provide an overview of the next module and groups will share results of their assignment work.

Tentative Course Schedule LLED 6420

Labbo

Spring 2011

All readings and assignments are due on the date listed in the schedule.

Date	Topic	Readings/Assignments
1) January 20	<p><i>Topic: Characteristics of Effective Early Childhood Teachers (Foundational Knowledge Base)</i></p> <p>1st Class Meeting Course Overview</p> <ul style="list-style-type: none"> • Introductions • Your Course Goals • Form Groups of 3 to 4 • Sign up for Small Group Presentations by Module • Consider Foundational Concepts of Early Childhood Literacy 	<p>Module 1 Readings:</p> <ul style="list-style-type: none"> • Barone & Morrow, Chapters 2 and 10 (30,000 foot view of research, theory & practice) • Campbell, Chapters 1 and 2 (<i>Making Marks Meaningful/Read-Alouds & Beyond</i>) <p>In Class Assignment 1: “Teachers who connect and care” In Class Assignment 2: Turn in your course goals</p>
2) January 27	<p><i>Topic: Exploring “Teacher Beliefs & the Code” and “Playful Language Encounters”</i></p> <p><i>No Class Meeting</i></p>	<p>Work on Module 2</p> <p>Readings:</p> <ul style="list-style-type: none"> • Barone & Morrow, Chapter 7 • Barone & Morrow Chapter 8 (<i>Code Learning-Why what teachers believe matters.</i>) • Campbell Chapter 4 (<i>Language Play</i>) • Moss & Lapp, Chapter 4 (<i>Poetry</i>) • Moss & Lapp, Chapter 18 (<i>Web-based e-texts</i>)
3) February 3	<p><i>Topic: Exploring “the Code” and “Playful Language encounters”</i></p> <p>Class Meeting</p>	<p>All Assignments for Module 2 Due</p> <p>Assignments Due</p> <ul style="list-style-type: none"> • Small Group Chapter Synthesis Statements • Small Group Presentations
4) February 10	<p><i>Topic “The Literacy Learning Environment”</i></p> <p>No Class Meeting</p>	<p>Work on Module 3</p> <p>Readings:</p> <ul style="list-style-type: none"> • Barone & Morrow, Chapter 3 (<i>Multidimensional Aspects of Classroom Beginning Literacy Instruction</i>) • Campbell, Chapters 5, 6, 7 (<i>Environmental Print & Drawing/writing</i>) • Moss & Lapp, Chapter 3 (<i>Narrative Writing</i>)

Date	Topic	Readings/Assignments
5) February 17	<p><i>Topic “The Literacy Learning Environment”</i></p> <p>Class Meeting</p>	<p>Module 3 - All assignments Due</p> <p>All Assignments for Module 2 Due</p> <p>Assignments Due</p> <ul style="list-style-type: none"> • Small Group Chapter Synthesis Statements • Small Group Presentations
6) February 24	<p><i>Topic “Socio-cultural Considerations” and “Phonics”</i></p> <p>No Class Meeting Work on Module 4</p>	<p>Module 4</p> <p>Readings:</p> <ul style="list-style-type: none"> • Readings • Barone & Morrow, Choose chapter 5, 6 (<i>Socio-cultural considerations</i>) • Campbell, Chapters 9 and 10 (<i>Phonics</i>)
7) March 3	<p><i>Topic</i></p> <p>Class Meeting</p>	<p>Module 4 - All assignments Due</p> <p>All Assignments for Module 2 Due</p> <p>Assignments Due</p> <ul style="list-style-type: none"> • Small Group Chapter Synthesis Statements • Small Group Presentations
8) March 10	<p><i>Topic “Literature & LEAs”</i></p> <p>No Class Meeting Work on Module 5</p>	<p>Module 5</p> <p>Readings</p> <ul style="list-style-type: none"> • Barone & Morrow, Chapter 9 (<i>Book Acting & Literacy - & Language Experience Approach</i>) • Campbell, Chapters 3 and 8 (<i>Shared/Guided Reading, Classroom Print</i>) • Moss & Lapp, Each group will choose/sign up for ONE of the following chapters - chapter 1 - <i>Folk Literature</i> or 5 Chapter 5 - <i>Reader’s Theater</i> - The goal is to have 1/2 of the groups reading one of the chapters.
9) March 17	<p><i>SPRING BREAK</i></p> <p><i>NO Class Meeting</i></p>	<p>Enjoy!</p>

Date	Topic	Readings/Assignments
10) March 24	<i>Topic</i> Midterm of Semester Class Meeting	Module 5 - All assignments Due All Assignments for Module 2 Due Assignments Due <ul style="list-style-type: none"> • Small Group Chapter Synthesis Statements • Small Group Presentations
11) March 31	<i>No Class Meeting</i>	Work on Module 6 Readings <ul style="list-style-type: none"> • Barone & Morrow, Each Member of each Small Group selects one chapter to read/report on to other group members: Chapters 13, 14, 15 (<i>From Learning to Read to Reading to Learn</i>) • Moss & Lapp, Chapters on Expository Text (each group will choose/sign up to present one of the following chapters to the class - 6, 7, 9, 11, 19, 24)
12) April 7	<i>Topic</i> Class Meeting	Module 6 - All assignments Due All Assignments for Module 2 Due Assignments Due <ul style="list-style-type: none"> • Small Group Chapter Synthesis Statements • Small Group Presentations
13) April 14	<i>Topic</i> <i>No Class Meeting</i>	Work on Module 7 <ul style="list-style-type: none"> • Barone & Morrow, Chapter 1 (<i>Staff Development Considerations</i>)
13) April 21	<i>Topic</i> Class Meeting	Module 7 - All assignments Due All Assignments for Module 2 Due Assignments Due <ul style="list-style-type: none"> • Small Group Chapter Synthesis Statements • Small Group Presentations

Date	Topic	Readings/Assignments
14) April 28	<p><i>Topic</i></p> <ul style="list-style-type: none"> • <i>Final Reflections</i> • <i>Discussions in moderated panels. Each panel will address an assigned topic.</i> <p>Last Class Class Meeting</p>	<p>Module 8 -</p> <ul style="list-style-type: none"> • Final Reflections Due • Participation in Moderated Panels that are assigned a topic to be presented in-depth and that draws from class readings, modules, and experiences.

MODULES

Modules Overview: There are 8 modules. As mentioned earlier, the class meets every other week, with one week allowed for small group work. You may meet in our classroom, off campus at a location of your choosing, or virtually (through emails or ELC discussion tools). The following guidelines provide information about the work required and options for group and individual work.



All Small Group Work Modules require a written synthesis statement that you will turn in to the instructor. Synthesis statements should connect the key ideas that your group has identified as you have discussed all of the module readings. Some small groups decide to include on paragraph statement about connections across the chapter readings that each individual group member has made and then one final paragraph that provides a synthesis of your insights. It is important to keep current on all of the readings in order to be better prepared to participate in class, ask relevant questions of those who are presenting on specific chapters, and contribute your own unique insights.



Modules 2 through 7 - As a group select any of the following options for each of your group work assignments for modules 2 - 7.

Option A Group Module Work: Locate **an online video** of classroom instruction at a specific grade level that demonstrates or aligns with one of the assigned readings. View and discuss the video as a group. Keep notes of the main points raised in the discussion. One group member takes the lead in writing the first draft of a summary. Include how the video relates to one of the assigned readings. What insights, observations, or questions, does the video raise for your group? What are the implications for literacy instruction? (Hint - you can explore UTube videos -

just keep in mind that quality of content counts). Provide the link, the title of the Video, the date, and the assigned reading you selected as the header for your summary. Be sure to include the names of each group member under the header.

Option B Group Module Work: Locate **an online article** from a reputable professional organization or publication that relates to or enhances your understanding of one of the assigned readings. Write a summary and discuss how the article relates to the assigned readings. What insights, observations, or questions, does the article raise for you? What are the implications for literacy instruction? Provide the link, the title & authors of the article, the date, and the assigned reading you selected as the header for your summary. Be sure to include the names of each group member under the header.

Option C Group Module Work: Locate **an interactive resource or game** (This can be an online resource) that is designed to teach a specific literacy skill at specific grade level that relates to or enhances your understanding of one of the assigned readings. What insights, observations, or questions, does the online resource raise for you? What are the implications for literacy instruction? Provide the link, the title of the online interactive resource, the date, and the assigned reading you selected as the header for your summary. Be sure to include the names of each group member under the header.

Option D Group Module Work: Take the stance of “critical friends” or colleagues of a teacher who has requested feedback **on an online literacy lesson plan** or activity. First select and then analyze an online literacy lesson/activity that relates to or explains one of the assigned readings. Write a summary that explains your groups’ rationale for selecting the lesson plan/activity. Discuss how your analysis of the lesson plan enhances or challenges your understanding of the assigned reading you selected. Include the link, the author(s) - if indicated, the date, and the title of the lesson plan/activity as the header for your summary. Be sure to include the names of each group member under the header.

Option E Group Module Work: **Write your own lesson plan** for a literacy activity that relates to a topic or assigned chapter reading. Write the plan and discuss how doing the experience relates to one of the assigned readings. What insights, observations, or questions, did the activity raise for you? What are the implications for literacy instruction? Be sure to include the names of each group member under the header.

Option F Group Module Work: Take the stance of a teacher. **Write a letter to “your” principal** that supports or does not support a professional development objective related to one of the assigned readings. Write a reflection about the process of preparing the letter. What key points were important for you to make? Why? What persuasive arguments did you use and why? What are the implications for literacy instruction if the principal adopts your perspective?

Module 8: Final Reflection Options

Due April 28

Final Reflection Option 1: INDIVIDUAL After completing Module 8, adopt a reflective stance. Over the course of the eight modules you have read and discussed interesting ideas in small groups and in class. The assignment for you now is to take stock of the readings and discussions and to do so using the following guidelines:

- What are some of the things you already knew about early literacy that were reaffirmed by the readings and discussions?
- What are some of the things you did not know but learned from the readings and discussions?
- Expound upon your understanding of how literacy learning and instruction unfolds from emergent to beginning literacy.
- Any other comments about the role of andragogy as an approach to adult learning in a graduate class?

Feel free to refer back and/or quote from previous course assignments, writings, and any readings done for this course.

Final Reflection Option 2: INDIVIDUAL OR GROUP - Create a visual graphic that illustrates your understanding of the content and shifts in content that occur in prek-3rd grade literacy instruction. You may create a scrapbook; however, you must include a comprehensive explanation in an attached document that explains each part of your graphic illustration and/or scrapbook. Include references to course readings. You may include your personal/professional experiences as scenarios or anecdotal evidence to support your key ideas.

Final Reflection Option 3: INDIVIDUAL OR GROUP - Create a multimedia presentation that illustrates your understanding of the content and shifts in content that occur in literacy instruction from pre-k to 3rd grade. Write a brief explanation as part of the multimedia presentation (or Power Point/Key Note) or in supplementary materials that explains each part of your graphic illustration. You may include your personal/professional experiences as scenarios or anecdotal evidence to support your key ideas.

Final Reflection Option 4: GROUP - As a group, prepare a “panel” style presentation that provides an overview of pre-k to 3rd grade literacy instruction. This is an important occasion because the problem many teachers face is a lack of understanding the nature of early literacy instruction. Do the planning, prepare handouts and overheads as if you were conducting a workshop for a prek-3rd grade school district meeting of teachers. Prepare a “end of workshop” assessment to give to the teachers.

Final Reflection Option 5: GROUP - Set up a “wiki” that is designed as a resource for Prek-3rd grade teachers and graduate students that illustrates your understanding of the nature of early childhood literacy learning and instruction. Include links to relevant readings, theory, and online videos. Include advice for teachers, parents, and administrators. Each group member is

responsible to develop specific areas of the Wiki outline; however, all group members are responsible for the overall design and content. Be prepared to share your final project with your classmates on the last day of class.

LLED 6010 Course Requirements & Points Fall 2010 Dr. Labbo

Name:

Date:

Points earned depend not only upon completion but quality, content and professionalism of work.

Course Requirements & Options	Description	Points
Attendance & Professionalism	<ul style="list-style-type: none"> • <i>Attendance</i>: Active attendance means being on time and prepared for all scheduled class meetings, attending all small group work when class is not scheduled to meet on campus - either in a virtual or face to face setting, having read and completed all course assignments. • <i>Professionalism</i>: participating in all classroom activities and discussions, taking conversational/discussion turns, showing mutual respect, providing relevant warm/cool feedback, preparing all written or graphically designed work to a high standard of excellence, complete with spell/grammar checks, etc. 	10 points
Module Completion	Module 1 <ul style="list-style-type: none"> • Completion of all Individual assignments as specified in directions. • Group Work 	10 points
	Module 2 <ul style="list-style-type: none"> • Completion of all Individual assignments as specified in directions. • Group Work Options: Indicate Option (A - F) 	10 points
	Module 3 <ul style="list-style-type: none"> • Completion of all Individual assignments as specified in directions. • Group Work Options: Indicate Option (A - F) 	10 points
	Module 4 <ul style="list-style-type: none"> • Completion of all Individual assignments as specified in directions. • Group Work Options: Indicate Option (A - F) 	10 points
	Module 5 <ul style="list-style-type: none"> • Completion of all Individual assignments as specified in directions. • Group Work Options: Indicate Option (A - F) 	10 points
	Module 6 <ul style="list-style-type: none"> • Completion of all Individual assignments as specified in directions. • Group Work Options: Indicate Option (A - F) 	10 points
	Module 7 <ul style="list-style-type: none"> • Completion of all Individual assignments as specified in directions. • Group Work Options: Indicate Option (A - F) 	10 points
Final Reflection	Module 8	20 points
Total Possible Points		100 points

100-90 = A; 89-80=B; 79-70=C; 69-60=D; 59 below = F

Names & Email Addresses/contact information of Small Group Members: