

LLED 400: Teaching Literacy in Early Childhood (early childhood – 1st grade)

LLED 400, All Sections PK-4, Fall 20xx

NAME

Office Hours: Fill in office hours and office address

Email: xxxxxxxx

Meeting place and time varies across sections, see Lionpath

Purposes and objectives of this course are to acquaint preservice teachers with theories and practices of the development and teaching of literacy in early childhood and primary grades. Supporting this development through teaching literacy is both an intellectual and practical matter in which teachers work in conjunction with other school personnel, parents, and students to offer experiences that invite students to acquire literacy. Students enter schools with multiple types of literacy knowledge and cultural experiences. Coming to understand and work with the complexities of language, literacy and their social uses, learning and its cultural contexts, and schooling requires the coordination of both theoretical awareness and applied knowledge. Teachers' practice is developed from this coordination as they learn to address the puzzles students present as they construct their knowledge of language and literacy in various social situations. Developing practical strategies to teach literacy requires a dedication of head, hand, and heart to treat all people with dignity, acknowledging the contributions of all cultural groups, and respecting diversity as it honors ideals of social justice. In this way, LLED 400 asks pre-service teachers to consider how their work addresses the question: how do we wish to live together?

Basic goals of this course are to help preservice teachers to articulate thoughtful, critical understandings of language and literacy and to think through instructional problems thoroughly, using multiple sources of information to experiment with alternative solutions. Throughout this course, we support preservice teachers in their growing understanding that children develop hypotheses about literacy from their earliest years and that play is part of literacy development; that text expands beyond print texts to multimodal texts, including visual, auditory, digital, movement, and artifactual; the ability to work with play, children's culture, digital and traditional texts and literacy practices is critical to contemporary teaching; and that home, community, cultures, languages and literacies can function as powerful, positive funds of knowledge. We expect you to understand the roles which culture and language play in literacy practices and schooling; to learn how people function effectively in communities of practice; and to develop a repertoire of organizational, instructional, and assessment strategies that are based on research and best professional practices.

Shared principles: LLED 400 is part of the PSU teacher education program that is unified by a basic set of principles, called the [*Penn State Conceptual Framework for Teacher Education*](#). LLED 400 offers opportunities for pre-service teachers to explore each of these principles. For example, this course presents the theories, practices, and ethics for visions of literate citizens in a just and democratic society and the corresponding ways in which to organize the work of teaching young children to engage in literacy practices in meaningful ways. This work requires knowledge of the social nature of language and text and how they work across diverse communities and contexts. Through consideration of research,

practices, and standards, the courses demonstrate the power of literacies, the complexities of students' learning to use literacy for their purposes, and teaching as a compassionate, intellectual, reflexive, problem-solving endeavor.

Required Course Materials: See individual course Assignments section in CANVAS

Areas of Emphasis – 100 possible points distributed across four emphasis areas

1. Response and Participation: Education is a complex problem-solving endeavor. Course reading and response to the readings, including classroom participation, challenge readers to extend their understanding beyond retelling. Readers are expected to make connections between the readings, personal experience, and other texts; to apply the readings to new situations; to react to the readings using varied ways of conveying meaning. Throughout the semester, you will respond to course readings in formats explained by your instructor. Participation goes beyond simply showing up to class each day. As a matter of developing the dispositions requisite for a future educational professional, students will also be provided opportunities to develop and display skills and behaviors such as taking initiative, being open to learning, being collaborative, being respectful, and engaging as a lifelong learner.

2. Understanding early literacy development: Educators must understand, plan for, teach, and assess early learning and development and accept their shared responsibility for young learners' literacy growth. Taken together, assignments related to this emphasis are designed to demonstrate your knowledge of early reading and writing processes and to train your eye to recognize the development of young users and producers of language and literacies. To understand young learner's development and plan instruction, educators must understand what research tells us about how literacies work and develop and about social, cultural, cognitive, and political dimensions of literacy. Educators must know how to set up a literacy rich environment, create play opportunities that include literacy elements, recognize and analyze students' early literacy development, potentially including understanding (as appropriate to the child's strengths and needs) of concepts about print; uses of drawing; development of phonemic and alphabetic principles; development of spelling (invented to conventional); early writing and reading crafts and skills; appropriate use of early writing processes; book handling knowledge; oral reading; retelling of the text; and theories of and feelings about writing and reading and themselves as writers and readers.

3. Children as literacy users and producers: Young children are immersed in literacy-rich environments in which they actively develop hypotheses about how language and literacy works, which they apply as users and producers from their earliest years. To demonstrate understanding of how children develop, use and produce literacies as described above, you will undertake a variety of tasks including a project undertaken with a child partner. You will work with a child partner to collect information about the child's literacy knowledge, skills, feelings, and theories about reading. You will use this data to complete an appropriate analysis (as determined by the instructor) of early literacy development and will develop and teach an individual or small group mini-lesson that builds on the child's strengths as literacy users and producers (as determined by the instructor). Your written analyses will require connections to course readings.

4. Curriculum Planning: Teachers must know how to use disciplinary knowledge and pedagogical knowledge. Curriculum planning assignments are designed to highlight your knowledge of literacy development and how to create curriculum that meets needs of individual students and function for small groups and at the whole class level. Curriculum planning includes the centrality of play, read and write alouds, as well as opportunities for students to engage in shared, guided, and independent literacy experiences and student-driven inquiry or project-based work that integrates literacy with other content areas. Your written analysis will require connections to course readings.

POLICIES for all sections of LLED 400

Grading Policy: Your final grades in LLED 400 will be based on your final point totals (possible 100 points for each course). **You must receive an overall grade of C in this courses in order to continue the scheduled coursework for elementary school teacher certification.**

A 94 percent and above	94 – 100 points
A - 90 to 93 percent	90 – 93 points
B + 87 to 89 percent	87 – 89 points
B 84 to 86 percent	84 – 86 points
B - 80 to 83 percent	80 – 83 points
C + 77 to 79 percent	77 – 79 points
C 74 to 76 percent	74 – 76 points
F Below 74	Fail as per state requirements of a C or better in methods courses

Assignments must be submitted according to dates in the assignments handout. Late submission will result in a 20% deduction.

Redos are not permitted. Do not ask to resubmit an assignment.

Attendance: Attendance and participation is required at all lectures, workshops, and field visits. Three points will be deducted from your final grade for each unexcused absence. Two points will be deducted from your final grade for each late arrival or early departure. If participation is problematic, the instructor reserves the right to discuss the problematic behavior with the student and deduct points from the final grade. Only religious, collegiate sports, military or medical excuses will be accepted.

We have an obligation to certify to the Commonwealth of Pennsylvania that you are prepared to be a successful literacy teacher. If you have two absences, you are required to have a meeting with the instructor. One letter grade deduction may be imposed. With three unexcused *OR* excused absences, you may be instructed to withdraw from the course. It is incumbent upon you to communicate with your instructor about any absences.

Make-up work policy: It is the responsibility of the absent student to catch up on any missed material and do any make-up work required by the instructor, regardless of the reason for the absence.

Fieldwork Experience: Participation in this block will involve a weeklong field experience (subject to change). You are expected to abide by professional expectations as well as meeting the expectations of the school site during this field experience. Failure to do so may result in failing one or more classes in the block. Should you be required to work instead with an individual child partner (available only with instructor's permission), failure to work professionally with the child may result in failing one or more classes in the block.

Land Acknowledgement

The Pennsylvania State University campuses are located on the original homelands of the Erie, Haudenosaunee (Seneca, Cayuga, Onondaga, Oneida, Mohawk, and Tuscarora), Lenape (Delaware Nation, Delaware Tribe, Stockbridge-Munsee), Shawnee (Absentee, Eastern, and Oklahoma), Susquehannock, and Wahzhazhe (Osage) Nations. As a [land grant](#) institution, we acknowledge and honor the traditional caretakers of these lands and strive to understand and model their responsible stewardship. We also acknowledge the longer history of these lands and our place in that history.

Academic Integrity

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

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Disability Accommodations

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office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early as possible. You must follow this process for every semester that you request accommodations.

Counseling and Psychological Services

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional well-being. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

[Counseling and Psychological Services at University Park \(CAPS\): 814-863-0395](#)

Counseling and Psychological Services at [Commonwealth Campuses](#)

Penn State Crisis Line (24 hours/7 days/week): 877-229-6400

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Educational Equity and Report Bias

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This syllabus is subject to change. Any changes to the syllabus shall be distributed in writing, which may include electronic communication.

Literacy in Early Childhood and Elementary Classrooms

LLED 401, All Sections PK-4, Fall 20xx

NAME

Office Hours: Fill in office hours and office address

Email: xxxxxxxx

Meeting place and time varies across sections, see Lionpath

Purposes and objectives of this course are to acquaint preservice teachers with theories and practices of the development and teaching of literacy in elementary classrooms with a focus on 2nd, 3rd, and 4th grades. Supporting this development through teaching literacy is both an intellectual and practical matter in which teachers work in conjunction with other school personnel, parents, and students to offer experiences that invite students to acquire literacy. Students enter schools with multiple types of literacy knowledge and cultural experiences. Coming to understand and work with the complexities of language, literacy and their social uses, learning and its cultural contexts, and schooling requires the coordination of both theoretical awareness and applied knowledge. Teachers' practice is developed from this coordination as they learn to address the puzzles students present as they construct their knowledge of language and literacy in various social situations. Developing practical strategies to teach literacy requires a dedication of head, hand, and heart to treat all people with dignity, acknowledging the contributions of all cultural groups, and respecting diversity as it honors ideals of social justice. In this way, LLED 401 asks pre-service teachers to consider how their work addresses the question: how do we wish to live together?

Basic goals of this course are to help preservice teachers to articulate thoughtful, critical understandings of language and literacy and to think through instructional problems thoroughly, using multiple sources of information to experiment with alternative solutions. Throughout this course, we support preservice teachers in their growing understanding that children develop hypotheses about literacy and literacy development in 2nd-4th grades; that text expands beyond print texts to multimodal texts, including visual, auditory, digital, movement, and artifactual; the ability to work with play, children's culture, digital and traditional texts and literacy practices is critical to contemporary teaching; and that home, community, cultures, languages and literacies can function as powerful, positive funds of knowledge. We expect you to understand the roles which culture and language play in literacy practices and schooling; to learn how people function effectively in communities of practice; and to develop a repertoire of organizational, instructional, and assessment strategies that are based on research and best professional practices.

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learning to use literacy for their purposes, and teaching as a compassionate, intellectual, reflexive, problem-solving endeavor.

Required Course Materials: See individual course Assignments section in CANVAS

Areas of Emphasis – 100 possible points distributed across four emphasis areas

1. Response and Participation: Education is a complex problem-solving endeavor. Course reading and response to the readings, including classroom participation, challenge readers to extend their understanding beyond retelling. Students are expected to make connections between the readings, personal experience, and other texts; to apply the readings to new situations; to react to the readings using varied ways of conveying meaning. Throughout the semester, you will respond to course readings in formats explained by your instructor. Participation goes beyond simply showing up to class each day. As a matter of developing the dispositions requisite for a future educational professional, students will also be provided opportunities to develop and display skills and behaviors such as taking initiative, being open to learning, being collaborative, being respectful, and engaging as a lifelong learner.

2. Understanding 2nd- 4th literacy development: Educators must understand, teach, and assess learning and development and accept their shared responsibility for their students' literacy learning. Taken together, assignments related to this emphasis are designed to demonstrate your knowledge of reading and writing processes and to train your eye to recognize the development of individual readers and writers. To monitor student progress and plan instruction, educators must understand what research tells us about how writing and reading work and develop, and about social, cultural, cognitive, and political dimensions of literacy. Educators must know how to recognize and analyze students' reading and writing development in 2nd, 3rd, and 4th grades; development of spelling and vocabulary; knowledge of genre and conventions; uses of the writing process; and theories of and feelings about writing and themselves as writers. Educators must know how to recognize and analyze students' oral reading; ability to use multiple cueing systems (semantic, syntactic, grapho-phonetic) and reading strategies to decode text; content area literacies; development of reading fluency; uses of multiliteracies; retelling and comprehension of the text; and theories of and feelings about reading and themselves as readers. To demonstrate this understanding, you will undertake a variety of tasks including a project undertaken with a child partner. You will work with a child partner to collect information about the child's writing and reading knowledge, skills, feelings, and theories about writing and reading. You will use this data to complete a miscue analysis, running record, and/or other appropriate analyses of the child's reading and to analyze the child's understandings of writing and skills as a writer. You will develop and teach an individual or small group mini-lesson that builds on the child's strengths as a writer and reader (as determined by the instructor). Your written analyses will require connections to course readings.

3. Curriculum Planning: Teachers must know how to use disciplinary knowledge and pedagogical knowledge. **Understanding early literacy development** Curriculum planning assignments are designed to highlight your knowledge of writing development and how to create curriculum that meets needs of individual students and function for small groups and at the whole class level. Curriculum planning

includes opportunities for students to engage in shared, guided and independent writing experiences and student-driven inquiry or project-based work. Your written analysis will require connections to course readings.

4. Multi-genre literacy workshop: Educators contribute to the development and evaluation of theories of learning and development. This assignment has at least three purposes – to experience and evaluate writing theory by participating in the process of writing original work, to engage in a classroom format for teaching writing that involves time, choice, revision, and peer editing, and to experience mini lessons and writing in modes that are not limited to traditional texts. The basic skills and connections to course readings apply as well.

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