



Course Number and Title: EDC 120 Foundations of Literacy

Campus Location:

Georgetown, Dover, Wilmington

Effective Date:

2018-51

Prerequisite:

ENG 101, SSC 100 or concurrent

Co-Requisites:

none

Course Credits and Hours:

3.00 credits

3.00 lecture hours/week

0.00 lab hours/week

Course Description:

This course includes effective strategies to develop phonological awareness, fluency instruction, vocabulary instruction, and text comprehension as well as techniques to decode and understand reading materials. Successful strategies for teaching writing skills are also a major focus of this course. Recent trends and theories in literacy education are explored.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

None

Schedule Type:

Classroom Course

Hybrid Course

Disclaimer:

This course requires 10 hours of observation at a school designated by the department. Students must provide their own transportation to and from placement sites.

Core Course Performance Objectives (CCPOs):

1. Describe the main theoretical approaches to literacy development. (CCC 1, 5; PGC 1, 3)
2. Analyze current trends associated with literacy development. (CCC 2, 5; PGC 3)
3. Analyze a variety of instructional procedures in the teaching of reading at the early childhood and elementary level. (CCC 1, 2; PGC 1, 3, 4, 5)
4. Identify and use common strategies and techniques to support the development of children's comprehension skills in fiction and non-fiction texts. (CCC 1, 2, 5; PGC 1, 2, 3, 5)
5. Identify and use common strategies and techniques in effective vocabulary instruction. (CCC 1, 2, 5; PGC 1, 2, 3, 5)
6. Identify and use common strategies and techniques to develop phonological awareness. (CCC 1, 2, 5; PGC 1, 2, 3, 5)
7. Identify and use effective instructional techniques to apply to spelling concepts, strategies, and skills. (CCC 1, 2, 5; PGC 1, 2, 3, 5)
8. Select and apply activities and teaching techniques appropriate for writing instruction at the early childhood and elementary level. (CCC 1, 2, 5; PGC 1, 2, 3, 5)
9. Use effective assessment for evaluating student performance in reading and writing. (CCC 1, 2, 4; PGC 1, 2, 3)
10. Integrate reading and writing instruction. (CCC 1, 2, 3, 5; PGC 1, 2, 3, 4, 5)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Describe the main theoretical approaches to literacy development.
 1. Explain the major theories related to literacy development.
 2. Identify the emergent, beginning, and fluent stages of reading and writing.
2. Analyze current trends associated with literacy development.
 1. Describe the balanced approach to literacy instruction.
 2. Examine current professional literature and recent legislation regarding literacy development.
 3. Discuss the impact of the standards movement in the elementary classroom.
 4. Identify the five key aspects of scientifically-based reading instruction.
3. Analyze a variety of instructional procedures in the teaching of reading at the early childhood and elementary level.
 1. Compare and contrast modeled, shared, interactive, guided, and independent reading approaches.
 2. Summarize literature circles, readers' workshop, and basal reader programs.
 3. Use a variety of instructional strategies to integrate technologies into the teaching of reading.
4. Identify and use common strategies and techniques to support the development of children's comprehension skills in fiction and non-fiction texts.
 1. Use the Delaware Department of Education website to identify the standards that address reading comprehension.
 2. Compare and contrast a variety of strategies and techniques to develop comprehension.
 3. Demonstrate appropriate instructional strategies that promote the development of comprehension skills.
 4. Create a series of learning activities demonstrating the use of appropriate strategies for before, during, and after reading.
5. Identify and use common strategies and techniques in effective vocabulary instruction.
 1. Discuss characteristics of effective vocabulary instruction and guidelines for teaching vocabulary.
 2. Demonstrate appropriate instructional strategies that increase oral and written vocabulary.
 3. Create a series of learning activities that incorporate relevant strategies and techniques for supporting vocabulary development.
6. Identify and use common strategies and techniques to develop phonological awareness.
 1. Demonstrate songs, rhymes, and games for phonological awareness.
 2. Compare a variety of basal reader programs' approaches to phonics instruction.
 3. Collect and analyze supplemental resources for phonics instruction.
 4. Create a series of learning activities that incorporate relevant strategies and techniques for phonological awareness.
7. Identify and use effective instructional techniques to apply to spelling concepts, strategies, and skills.
 1. Describe the stages of spelling development.
 2. Compare and contrast various techniques and strategies used for spelling instruction.
 3. Compare and contrast conventional spelling and contemporary spelling instruction.
 4. Create a series of learning activities incorporating relevant strategies and techniques for spelling instruction.
8. Select and apply activities and teaching techniques appropriate for writing instruction at the early childhood and elementary level.
 1. Demonstrate the writing process through the use of writing genres.
 2. Explain the role of emergent writing in early childhood.
 3. Explain the role of writers' workshop in the elementary curriculum.
 4. Construct a series of learning activities for writing across the content areas.
 5. Explain the use of rubrics as a technique in writing instruction.
 6. Create a writing center activity based on the standards for writing.
9. Use effective assessment for evaluating student performance in reading and writing.
 1. Compare formal and informal assessment strategies.
 2. Describe how formal tests are standardized.
 3. Examine and use reading and writing inventories as methods of assessment.
 4. Demonstrate appropriate use of reading and writing evaluation tools and effective communication of assessment results.
10. Integrate reading and writing instruction.
 1. Demonstrate methods of incorporating literacy instruction throughout all content areas.
 2. Identify and evaluate internet resources that can be incorporated into a literature-based thematic unit.
 3. Create a series of literature-based activities using the standards for reading and writing.

Evaluation Criteria/Policies:

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the Delaware Tech grading system:

92	-	100	=	A
83	-	91	=	B
75	-	82	=	C
0	-	74	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Final Course Grade:

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Exams - Summative	20%
Summative Assessments	
-Personal literacy paper (5%)	
-Journal Article Review (5%)	45%
-Literacy Project (15%)	
-Analysis & Application Assignment (20%)	
Summative: Observation Assignment	10%
Formative Assessments	25%
TOTAL	100%

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

1. Apply knowledge of the physical, social, emotional, cognitive and language development of
2. K-6 children in a classroom setting.
3. Demonstrate supportive classroom practices that utilize positive behavioral supports, foster character development, and promote a healthy and safe environment.
4. Demonstrate content area knowledge in literacy, mathematics, science, and social sciences.
5. Apply understanding of multicultural education and sensitivity to and a respect for diversity.
6. Access and employ educational technology.
7. Communicate information about student learning and behaviors in a collaborative manner with school, family, and community members.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.