



## Graduate Course Syllabus

### EDU 538: Literacy Acquisition for Young Children

Center: Online

#### Course Prerequisites

Teacher Certification Program acceptance

#### Course Description

This course focuses on the relationship between literacy environments and acquisition of language and literacy skills from birth through kindergarten. Young children's meaningful experiences with language, books, writing, and representational materials lay the necessary foundations for later literacy development. In this course, students will investigate literacies' beginnings at home and in child-care settings. The course provides information on how literacy skills are acquired and nurtured in all young children.

#### Course Outcomes

- Use research-based evidence to support the connection between the acquisition of early literacy and language skills and later academic success
- Explain how rich literacy environments impact the acquisition of literacy and language skills
- Analyze environments to determine the level of literacy exposure for young children
- Communicate the importance of adult support for oral literacy development
- Identify the features of high-quality young children's literature
- Identify and apply instructional strategies for the language needs of young children for whom English is not their first language
- Analyze how young children's literature is selected to maximize appreciation
- Prepare meaningful early literacy activities

#### Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, [MBS Direct](#), rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

### **Instructor Availability and Response Time**

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

### **Grade Distribution**

<b>Assignment Category</b>	<b>Number of Graded Items</b>	<b>Point Value per Item</b>	<b>Total Points</b>
Discussions	10	15	150
Short Papers	2	45	90
Activities	2	40	80
Brochure	1	50	50
Assignment	1	55	55
Critical Task			
Milestones	3	75	225
Vision for a Literacy-Rich Environment	1	350	350
		<b>Total Course Points:</b>	1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

## University Grading System: Graduate

<i>Total Points. 1,000</i>				
Grade	Numerical Equivalent	Points	Points Equivalent	
			<i>Lower</i>	<i>Upper</i>
A	93-100	4.00	930	1000
A-	90-92	3.67	900	929
B+	87-89	3.33	870	899
B	83-86	3.00	830	869
B-	80-82	2.67	800	829
C+	77-79	2.33	770	799
C	73-76	2.00	730	769
F	0-72	0.00	0	729
I	Incomplete			
IF	Incomplete/Failure*			
W	Withdrawn			

\*Please refer to the [policy page](#) for information on the incomplete grade process.

### Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

### Chalk & Wire

Specific assignments in this course will be submitted to Chalk & Wire, the ePortfolio system for this program. These items will be used as artifacts for the professional ePortfolio when completing the degree program. For additional information and instructions for accessing a portfolio, starting a portfolio, and submitting an assignment to Chalk & Wire, please visit the Chalk & Wire module in the course Table of Contents menu. For questions regarding Chalk & Wire, please contact the SNHU Technology Help Desk, available on mySNHU. Your advisor can also provide additional assistance if needed.

**Note:** All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

### Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	<p>Awareness and Exploration in Literacy Development</p> <p><i>So Much More Than the ABCs: The Early Phases of Reading and Writing</i>, Chapter 1</p> <p>1-1 Discussion: Experience</p> <p>1-2 Activity: Literacy Environment</p> <p>1-3 Review: Critical Task</p>
2	<p>Literacy-Rich Environment</p> <p><i>So Much More Than the ABCs: The Early Phases of Reading and Writing</i>, Chapter 2</p> <p>2-1 Discussion: Reading With Babies and Toddlers</p> <p>2-2 Critical Task Milestone One: Introduction</p>
3	<p>Screening and Monitoring for Literacy Acquisition</p> <p><i>So Much More Than the ABCs: The Early Phases of Reading and Writing</i>, Chapter 3</p> <p>3-1 Discussion: Screening and Monitoring</p> <p>3-2 Short Paper: Goals for Story Reading</p>
4	<p>Genre in High-Quality Young Children’s Literature</p> <p><i>So Much More Than the ABCs: The Early Phases of Reading and Writing</i>, page 42 of Chapter 3, and Chapter 4</p> <p>4-1 Discussion: Informational Books</p> <p>4-2 Critical Task Milestone Two: Classroom</p>
5	<p>Oral Language Development</p> <p><i>So Much More Than the ABCs: The Early Phases of Reading and Writing</i>, Chapter 5</p> <p>5-1 Discussion: Circle Time Activity</p> <p>5-2 Activity: Oral Language</p> <p>5-3 Brochure: Role of the Adult in Creating a Literacy Environment</p>
6	<p>The Systems of Spoken and Written Language</p> <p><i>So Much More Than the ABCs: The Early Phases of Reading and Writing</i>, Chapters 6 and 8</p> <p>6-1 Discussion: Research-Based Academic Success</p> <p>6-2 Critical Task Milestone Three: Adult Support</p>
7	<p>Major Indicators of Common Learning Difficulties of Young Children</p> <p><i>So Much More Than the ABCs: The Early Phases of Reading and Writing</i>, Chapter 7</p> <p>7-1 Discussion: Learning Difficulties</p> <p>7-2 Assignment: Writing Activity</p>
8	<p>English Language Learners</p> <p>8-1 Discussion: English Language Learners</p> <p>8-2 Critical Task: Vision for a Literacy-Rich Environment</p>
9	<p>Prosody</p> <p>9-1 Discussion: Prosody</p> <p>9-2 Short Paper: Prosody and Oral Language</p>
10	<p>Implementing and Assessing Language and Literacy Development</p> <p>10-1 Discussion: Application and Reflection</p> <p>10-2 Reminder: Upload Critical Task to Chalk &amp; Wire</p>

### **Critical Task: Vision for a Literacy-Rich Environment**

The critical task for this course is the creation of a vision for a literacy-rich environment. Research regarding the optimum environment for enhancing the acquisition of literacy and language skills in young children will be essential to completing this task. You will be looking at how to create a literacy-rich environment within an early childhood classroom as well as how to support literacy acquisition outside of the classroom through adult support.

### **Attendance Policy**

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a posting to the graded assignment/discussion during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

### **Late Assignments Policy**

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

### **SNHU College of Online and Continuing Education Student Handbook**

Review the [student handbook](#).

### **ADA/504 Compliance Statement**

Southern New Hampshire University is dedicated to providing equal access to individuals with disabilities, including intellectual disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities.

As soon as you become aware of a disability, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC. Note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed.

Contact Information:

Online Accessibility Center

Phone: 866-305-9430

Email: [oad@snhu.edu](mailto:oad@snhu.edu)

For questions concerning support services, documentation guidelines, or general disability issues, visit the [Online Accessibility Center](#) website.

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the [Disability Services](#) webpage.

### **Academic Honesty Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

**Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

**SNHU College of Online and Continuing Education Withdrawal Policy**

Review the [full withdrawal policy](#).

**Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).

**Assessment Calibration and Student Work Samples**

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please contact the assessment calibration administrator at [assessmentcalibration@snhu.edu](mailto:assessmentcalibration@snhu.edu). See [this document](#) for more information.