

SHS 655: Pre-academic Readiness/Early Literacy for Children who are Deaf and Hard of Hearing

Catalog Description: This course will address the research-based principles and practices for providing children who are deaf and hard of hearing birth through age 5 a strong foundation in early reading and writing within a developmentally appropriate approach. This courses will also introduce concepts for teaching young children in science, math, and social studies. Students will demonstrate the skills they are learning in concurrent field experiences both on campus and during regular practicum.

Course Credit: 3 semester hours

Prerequisites:

Normal Language Development
Infant Development or Child Development
Anatomy and Physiology of the Speech Mechanism
Anatomy and Physiology of the Hearing Mechanism
Introduction to Audiology
Phonetics
Or permission of instructor

I. Course Objectives

Students will achieve growth toward becoming informed, dynamic professionals by demonstrating proficiencies in knowledge comprehension, skill application, and dispositions in adult learning and interacting with parents of young children who are deaf and hard of hearing. The student will:

- A. Define early literacy.
- B. Discuss the appropriate assessment of children's development and demonstrate appropriate assessment of children's development and learning.
- C. Describe the role of the early interventionist/teacher in promoting early literacy: create learning environments and plan curriculum using a variety of teaching strategies.
- D. Describe and demonstrate strategies for promoting children's oral language development.
- E. Discuss and demonstrate strategies for engaging children in literacy-enhanced play.
- F. Select and share appropriate literature among peers and engage children in reading.
- G. Describe and discuss strategies for engaging children in writing, and

engage children in writing.

- H. Discuss and plan strategies for engaging children in learning the code.
- I. Discuss the application of Piaget's stages of cognitive development to appropriate science activities for young children.
- J. Engage children in scientific processes at the appropriate level.
- K. Discuss strategies for helping children learn the language of mathematics.
- L. Engage children in experiences that will teach patterns, sequences, numbers, and quantitative vocabulary.
- M. Discuss the "Expanding Horizons" model for teaching social studies and its applications for preschool children who are deaf and hard of hearing.
- N. Engage children in social studies activities at the appropriate level.

II. Course Content

- A. Define early literacy
 - 1. Describe how experiences during the early years lay the foundation needed for later success in conventional reading and writing
 - 2. Describe ways of developing and maintaining children's motivation to become readers, and appreciation for books
 - 3. Discuss the importance of working with families in the development of early literacy
 - 4. Analyze cultural influences on language and literacy development. Discuss the interrelatedness of speaking, listening, reading, and writing
 - 5. Describe the teacher's role in promoting language and early literacy development
- B. Use appropriate assessment of children's development and learning
 - 1. Define Developmental Continuum
 - 2. Describe the continua of language, reading and writing development across the age group birth through 5 and into the primary grades
 - 3. Describe how to use a developmental continuum of reading and writing to assess children's progress and adapt teaching and learning experiences to children's individual needs and strengths. Discuss ways to engage families as vital sources of information for child assessment
 - 4. Describe developmentally appropriate, challenging but achievable, learning goals for children
 - 5. Discuss individualizing goals and adapting literacy materials for children who are deaf and hard of hearing. Discuss how to be intentional about setting both group goals and individual goals in relation to the developmental continuum and planning experiences to support progress.

6. Discuss learning outcomes.
 7. Define systematic assessment of young children's literacy learning
 8. Describe ways to assess children's literacy learning using observation, informal, and more formal strategies
 9. Discuss the realities of cultural and linguistic diversity in accurately assessing young children's learning
 10. Describe how to involve families and other professionals in assessing children's learning and development
- C. Describe the early interventionist's/teacher's role in promoting early literacy: creating learning environments, planning curriculum, and using a variety of teaching strategies
1. Describe a literacy-rich environment
 2. Design environments for different age groups (infants/toddlers and preschoolers) that are print-rich and engage children in meaningful literacy learning experiences
 3. Describe how to integrate technology in the literacy-rich environment
 4. Describe the teacher's role in intentionally using the environment to promote early literacy
 5. Define scaffolded instruction
 6. Describe what scaffolded instruction looks like and how to do it
 7. Describe a range of effective teaching strategies to support children's literacy learning, from acknowledging to modeling to scaffolding to direct instruction
 8. Analyze models of good explicit instruction
 9. Describe effective teaching strategies that foster and maintain children's motivation to read and love of books
 10. Define curriculum
 11. Describe how to provide meaningful, intellectually engaging curriculum that builds children's background knowledge and comprehension
 12. Explain the importance of background knowledge in the reading process
 13. Describe ways to infuse literacy across the curriculum, giving it sufficient focus without it becoming the whole curriculum
 14. Describe how reading supports learning across the curriculum
 15. Analyze strategies to adapt for individual and cultural differences, including second language learners
- D. Promote children's oral language development
1. Define expressive and receptive language. Describe the continuum of language development from infancy through age 5. Describe adult-child and child-child interactions that support children's oral language development and build quantity and complexity of vocabulary
 2. Discuss the interrelatedness of language and literacy development. Describe the development of second language learning
 3. Describe how to support vocabulary and language development through enriching curriculum studies in the content areas (science, social studies)
 4. Use various approaches to supporting language learning (such as information books, experiments, project work)
 5. Analyze effective approaches for supporting English language development and early literacy for second language learners

6. Use specific strategies to promote children's language learning, both expressive and receptive
- E. Engage children in literacy-enhanced play
1. Design environments and provide materials that incorporate literacy learning in all areas of the classroom and involve children in literacy-enhanced play. Describe three roles for teachers in facilitating children's participation in literacy-enriched play (observer, onlooker-participant, and participant) and when to enter/exit for optimum child involvement
 2. Describe how various kinds of play support language and early literacy development especially with infants and toddlers
 3. Describe the connections between play, literacy-learning, and curriculum studies to build background knowledge
 4. Use props, themes, and teacher intervention to enhance literacy-learning through play
 5. Describe how play supports the acquisition of literacy skills using talking, reading, writing, and learning the code
 6. Describe how play supports learning elements of narrative (using dramatic play and dramatizing stories)
 7. Use a variety of teaching strategies to support literacy learning through play (puppets, dramatization, flannel boards, projects)
- F. Select and share appropriate literature with children, engage children in reading
1. Describe the continuum of reading development from birth through five, including first grade to third grade skilled reading (where the continuum is leading)
 2. Describe developmentally appropriate (achievable but challenging) expectations and goals for children's literacy learning at various age levels
 3. Use a variety of effective strategies for reading-aloud to children to promote vocabulary development, phonemic and print awareness, and background knowledge
 4. Explain how to integrate children's interests and cultures. Discuss strategies for adapting for children with special needs
 5. Define print awareness
 6. Use various strategies to promote print awareness and book handling skills
 7. Use various strategies for engaging children with books including reading aloud, shared reading, and independent reading
 8. Analyze the appropriate uses and benefits of large group, small group and individual book reading, and repeated readings
 9. Analyze criteria for selecting high quality, developmentally and culturally appropriate books and materials, including computer software. Analyze books and literacy materials for bias
 10. Use a variety of kinds of texts, including information books, storybooks, poetry, and other forms of print
 11. Describe ways of engaging families in talking, storytelling, and reading with children
- G. Engage children in writing
1. Describe the continuum of writing development (from scribbling to conventional writing)

2. Describe developmentally appropriate expectations for children's writing development
 3. Explain how the processes of writing and reading are interrelated
 4. Provide opportunities for children to engage in writing to support oral language, reading, and code learning (alphabet knowledge, phonemic awareness)
 5. Discuss how children's "writing" supports print awareness, alphabet knowledge, and phonemic awareness
 6. Describe ways to infuse writing every day throughout the classroom and across the curriculum
 7. Use a variety of strategies to engage children in different forms of writing (narratives, lists, letters) and with various functions of writing (creative expression, communication)
 8. Explain how to help children learn to write their names
 9. Describe ways to engage children in writing in order to sustain children's motivation to write
 10. Discuss teaching upper and lower case letters
 11. Discuss developmentally appropriate computer software to promote writing, and for children with special needs
 12. Use a variety of writing strategies to support children's learning of phonemic awareness, alphabetic knowledge, concept of word
- H. Engage children in learning the code
1. Describe the basic elements of written language code
 2. Discuss the importance of teaching the code underlying the English language system of reading and writing
 3. Describe how children learn the code of the language(s) of their home and cultural group
 4. Discuss ways to respond to differences between the home and school language and culture (introducing the concept of code-switching)
 5. Define phonological awareness and describe why it is important, its relationship to phonemic awareness and phonics
 6. Use a variety of appropriate learning experiences and teaching strategies to promote children's phonological awareness (fingerplays, poetry, rhymes, riddles, songs, etc.)
 7. Define alphabetic principle
 8. Discuss what it means to "know the alphabet" and why it is important
 9. Use a variety of techniques to teach the alphabet in meaningful and motivating ways (using talking, playing, reading, writing)
 10. Describe how to incorporate code learning throughout the day and across the curriculum
 11. Analyze ways to adapt for individual and cultural differences, including second language learners
- I. Discuss the application of Piaget's stages of cognitive development to appropriate science activities for young children.
1. Following the Kendall adaptation of the Piaget stages, the student will recognize and give appropriate examples of science activities for young children who are deaf and hard of hearing.

2. Prepare a complete lesson plan and demonstrate teaching science concepts with the emphasis on scientific processes appropriate for young children.
- J. Engage children in scientific processes at the appropriate level.
1. In collaboration with the practicum site, the student will develop and present active science lessons which appropriately engages the pupils in the scientific processes.
 2. Lesson plans will be written appropriately according to given criteria
 3. Incorporate appropriate selections of children's literature into the lesson.
- K. Discuss strategies for helping children learn the language of mathematics.
1. Using concrete examples and manipulatives demonstrate teaching math concepts.
 2. Students will explain how to call children's attention to the language of math and quantitative concepts in everyday home and school experiences.
 3. Incorporate appropriate selections of children's literature to enhance the teaching of the concepts.
- L. Engage children in experiences that will teach patterns, sequences, numbers, and quantitative vocabulary.
1. Choose attractive manipulatives and demonstrate the above concepts. Have the child imitate.
 2. Continue with different manipulatives teaching the vocabulary in context.
- M. Discuss the "Expanding Horizons" model for teaching social studies and its applications for preschool children who are deaf and hard of hearing.
1. Beginning with the child and his or her family enhanced with photos, teach the family structure.
 2. Continue with the immediate community that the child has experienced and can experience, i.e. community helpers
 3. Enhance social studies lessons with related children's literature.
- N. Engage children in appropriate social studies activities.
1. Plan field trips or outings to support the concepts you have introduced.
 2. Continue with children's literature and appropriate classroom activities.

III. Methods of Instruction

- A. Lecture
- B. Demonstrations
- C. Audio/CD and video/DVD presentations
- D. Reading assignments and handouts
- E. Self study (audio/CD & video/DVD)
- F. On-line resources

IV. Methods of Evaluation

- A. Examination 1 (K,S) 15%
- B. Final Examination (K,S) 15%
- C. Research Paper (K,S) 20%
- D. Reading Assignment Critiques (including current and relevant research) (K,S) 10%
- E. Video/DVD Critiques (K,S) 5%
- F. Attendance (D) 5%
- G. Class Participation (D) 5%
- H. Collaborative Assignments (K,S,D) 10%
- I. Lesson planning (K,S) 7.5%
- J. Lesson execution (K,S,D) 7.5%

V. Suggested Texts

Neuman, C., & Bredekamp, S. (2000). *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*. Washington, DC: NAEYC.

Schickedanz, J. (1998). *Much more than the ABC's*. Washington, DC: NAEYC.

Burns, S., Griffin, P., Snow, C. (1999). *Starting Out right: A Guide to Promoting Children's Reading Success*. Washington, DC: National Academies Press.

National Head Start Association. (1999). *Reading and Writing Now! Promoting Language and Literacy in Head Start*.

Silliman, E. R. & Wilkinson, L. C. (2004). *Language and literacy learning in schools*. New York, NY: Guilford.

Winsler, A., & Beck, L. (1995), *Scaffolding Children's Learning: Vygotsky and Early Childhood Education*. Washington, DC: NAEYC.

VII. Course Format

This course will be taught as a seminar with class discussion, research, student presentations, invited presentations and demonstrations.

Academic Honesty

When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the dean of students. In addition to being in violation of academic honesty,

cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion. (Taken from *Student Handbook*)

Plagiarism

Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism.

Because students, as scholars, must make frequent use of the concepts and facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work.

Plagiarism is committed in a number ways:

1. Reproducing another author's writing as if it were one's own.
2. Paraphrasing another author's work without citing the original.
3. Borrowing from another author's ideas, even though those ideas are reworded, without giving credit.
4. Copying another author's organization without giving credit.

(Taken from *Student Handbook*)

Administrative Requirements

1. Students are expected to attend and be prepared to participate in each class session.
2. Students are expected to participate in all related field experiences.
3. Students are expected to take examinations and quizzes when they are scheduled and to submit assignments on the date these assignments are due during the class period.
4. Late submission of assignments should be rare. Late assignments will be accepted only on or before the next regularly scheduled class period and penalized by 50%. Late assignments will not be accepted beyond the next class period and will earn "0" credit.
5. If one quiz is missed, the next quiz will count twice. If additional quizzes are missed a grade of "0" will be given.
6. Make-up examinations will be given only in the most merited circumstances. Make-up examinations may be oral, written, or oral and written.
7. Requests for Incomplete (I) grades are discouraged, and will not be approved except in the most merited circumstances.

ADA STATEMENT

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address: The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001

Voice Telephone: (601) 266-5024 or (228) 214-3232

Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay*
Service at 1-800-582-2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu