COVER PAGE FOR THE INNOVATIVE COLLABORATIVE PROJECT, ICAC

Title of Project: Preparing Creative Early Childhood Special Education Literacy Teachers
Name of Faculty 1: Ambika G. Raj
Name of Faculty 2: Nancy Hunt

Division: Curriculum and Instruction
Division: Special Education and Counseling

Check one: Faculty 1 □ Probationary □ Tenured □ Temporary
Check one: Faculty 2 □ Probationary □ Tenured □ Temporary

Course(s) Name(s) and Number(s): EDEL 463 Preschool/Kindergarten Language and Literacy; EDSP 485 Emergent Literacy: Curriculum and Accommodations for Young Children with Disabilities

Project Abstract: As current credential standards emphasize that teachers must be prepared to teach both English language learners and students with disabilities, this project aims to provide graduate and undergraduate students in early childhood and early childhood special education methods to teach both these populations by modifying creative methods to meet the needs of all children.

Checklist:
- COVER PAGE
- NARRATIVE DESCRIPTION: No more than 3 double spaced, 12pt, 1 inch margin pages and includes:
  I. Project Description
     a. Class(es) in which the collaborative teaching will take place (with a preliminary plan for how the targeted course(s) will be modified)
     b. Collaborative teaching model the project is based upon, as appropriate
     c. Innovative nature of the project
     d. Clear delineation of the roles and responsibilities of the participating faculty members
     e. Whether the project includes collaboration across disciplines/divisions
  II. Project Significance
      a. Rationale and/or need for the activity
  III. Evaluation
      a. Means and methods for evaluation of collaborative teaching project
      b. Student learning outcomes: Proposal should describe as directly as possible the link between student learning and the CCOE mission, vision, or conceptual framework.

- 2 PAGE CURRICULUM VITAE (12pt and one inch margin)
- CLASS SYLLABUS: Submit the current course syllabus/syllabi

Signature of Faculty 1: [Signature]
Date Submitted: Jan 10, 2013
Signature of Faculty 2: [Signature]
Signature of Dean: [Signature]

An electronic copy of all submission materials must be sent as an email attachment/Word document to Dr. Diane Fazzi (dfazzi@calstatela.edu) with a copy to Anne Jeanette DeGuzman ADeGuzman@cslanet.calstatela.edu, in the Office of the Associate Dean. The submission deadline is January 10, 2013.
Preparing Creative Early Childhood Special Education Literacy Teachers

I. Project Description: This project combines two required courses traditionally taken by students who are getting their graduate degrees in either early childhood education or early childhood special education. These courses are also directed electives for students currently instructing in an early childhood or preschool setting with or without a teaching credential and who may be interested in gaining a teaching credential. Course one, (EDEL 463 – Preschool kindergarten language and literacy) emphasizes instructional strategies bridging preschool and kindergarten in diverse urban settings, including theoretical frameworks, first, second language and literacy acquisition. Course two’s, (EDSP 485 – Emergent literacy: Curriculum and accommodations for young children with disabilities) emphasis is curriculum and evidence-based practices to provide a sound foundation for literacy in young children with disabilities and those at risk for reading problems. As both courses have a literacy foundation it would be a natural progression that they could be combined in this project each week. For example, some common topics across both the courses are developmental processes of language and literacy in young children / with disabilities; early reading, early writing, using story and so on. Our hope is that we will be able to schedule the two courses on the same night and combine our classes in order to co-teach. Each week we will be looking at the course topics and we will plan ahead on how to combine and teach each class. Please see the attached tentative combined course schedule for specific topics that will co-taught. For example, if the topic is story reading, Dr. Raj may demonstrate how to read a story for a very young audience and Dr. Hunt may demonstrate how to adapt this story reading for students with various disabilities. Assignments will also be combined so students gain a better understanding of both creative presentation and specific accommodations for individual children.

The innovative nature of this project will be to combine creative methods in teaching literacy to all students. For example, young children are traditionally taught literacy cues through read-alouds, however, for a child who is visually impaired, the same read-aloud could be turned into a ‘storybox’ read-aloud where auditory or sensory cues substitute for visual ones (Miles, 2000). Another example is to modify reading to a
Preparing Creative Early Childhood Special Education Literacy Teachers

child with autism with visual or role-play cues (Paley, 1991). Currently, there is very little research that combines creative methods and accommodations for literacy learning.

This project will combine the expertise of Dr. Hunt in teaching literacy and reading to young children with disabilities, with the expertise of Dr. Raj on using creative methods. It will involve collaboration across two divisions – Curriculum & Instruction and Special Education & Counseling. It also involves collaboration across multiple fields and disciplines including special education, reading, literacy, creative arts, and early childhood education. Both faculty members will be equally responsible in creating the content of this course by combining their areas of expertise.

II. Project Significance: Currently, there is very little research and few courses that combine the areas of creative literacies and differentiating instruction for students with disabilities. The significance of this project lies in striving to create a course that will prepare general education teachers, especially in the early childhood areas, to differentiate instruction. Further, with the use of creative methods, this project strives to motivate even the most reluctant learners' interests. The need for this sort of collaboration is great in today's classrooms where increasingly, there are instructors with limited resources and students not just culturally diverse but who have varying degrees of needs. With the current economic situation, teachers and instructors who are prepared to instruct all students are more marketable than a teacher or instructor who does not know how to differentiate instruction. It is our hope that this project will eventually lead to the creation of a new course or a modification of one of these courses to make a combined and inclusive course which, uses innovative and inclusive methods that could be offered across divisions, so that we may better prepare our pre-service and in-service teachers who come back for a graduate degree, to meet the needs of all students in their classrooms.

III. Evaluation: For one faculty member, Dr. Raj, this project will serve as the next step to a pilot she is currently involved in, with her graduate students. She is in the process of completing an instructionally related activity (IRA) grant on creating inclusive lessons using creative methods. This project will serve as
Preparing Creative Early Childhood Special Education Literacy Teachers

the next step in implementing these creative inclusive lessons in a classroom setting for pre-service and in-service teachers through her collaboration with Dr. Hunt's expertise. At the end of the combined teaching assignment students who took the course(s) will participate in a focus group led by a third faculty member on their knowledge and experiences on the inclusive content of the class, and on the effectiveness and applicability of the combined class. At two points during the quarter, midpoint and at the end, students will also be given an anonymous survey on their participation and their experiences of this combined course. The midpoint survey will help us to change and adapt to students’ needs for the rest of the class.

This project makes fiscal sense in that, given the budgetary situation in the University, combining courses that have similar foundations with collaboration of faculty expertise gives the Charter College of Education a better chance to prepare teachers for tomorrow. This project directly meets the CCOE’s conceptual framework through its endeavor to ‘create (an) inclusive learning environment’ as two faculty members collaborate across divisions through their reflective practice. It addresses the development of diverse urban learners through the course’s content in that it strives to prepare teachers and instructors in the literacy learning of all students regardless of ability. After taking this course, students will be able to “demonstrate knowledge of basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs” (SLO, Special Ed. & Counseling). Further, course content and reading will emphasize “research-based knowledge, skills and dispositions associated with equity and diversity as these apply to effective practice in the content field” (SLO, CCOE) amongst others.

Works Cited


RAJ, AMBIKA GOPAL, Ph.D
Professor,
Division of Curriculum and Instruction,

**Academic Degrees**
Ph.D., Ohio State University, USA, 2001, Educational Studies: Culturally Relevant Pedagogy
M.A., University of Hyderabad, India, 1993, Theater and Education
B.A., Bangalore University, India, 1991, Child Psychology, English Literature, Economics

**Professional Experiences**
Currently, Professor, Language Arts and Children's Literature, C&I, CCOE, CSULA
Coordinator & Thesis Advisor, MA option in Creative Literacies and Literature
Coordinator, Storytelling Certificate Program

2007 – 2012
Tenured Associate Professor, C&I, CCOE, CSULA
Coordinator & Thesis Advisor, MA option in Creative Literacies and Literature
Coordinator, Storytelling Certificate Program

2001 – 2006
Assistant Professor, C&I, CCOE, CSULA
Coordinator, Storytelling Certificate Program

1997 – 2001
Associate Instructor and Graduate Supervisor, Ohio State University, Columbus

1996 – 1997
Teaching Associate and Lecturer, Joint position in the Departments of Theater & Drama and Curriculum & Instruction, University Of Wisconsin, Madison

1992 – 1995
Co-Founder, Child's Play Inc. India: (Drama and Education Organization)

1993 – 1995
English and Drama Teacher, Hyderabad City Schools, Hyderabad, India

**Range of Courses Taught:**
- EDEL 466: Cultural Diversity in the Early Childhood Classroom
- EDEL 463: Preschool – Kindergarten Language and Literacy
- EDCI 527: Trends and Issues in the Use of Children's Literature
- EDEL 424: Methods of Using Educational Drama in the Classroom
- EDEL 473: Storytelling for Teachers
- EDEL 589: Seminar: Elementary Education
- EDEL 427: Using Multicultural Children's Literature in the Classroom
- ULRN 464: Contemporary Issues in School, Culture and Knowledge
- ULRN 463: Early Literacy in Urban Communities
- EDEL 403: Directed Teaching Supervision

**Current Quarter Course Load:**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Year</th>
<th>Course and Release Time Equivalents</th>
<th>Units</th>
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<tbody>
<tr>
<td>Winter</td>
<td>2013</td>
<td>EDCI 675 Seminar: Adv. Pedagogical Strg. for Achieving Equity</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>EDCI 521 Seminar: Research in Teaching Reading/Language Arts</td>
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<td>EDEL 427 Multicultural Children's Literature</td>
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Publications (Only Most Recent)


Presentations (Only Most Recent)


Raj, A.G. & Ulanoff, S. (November, 2011) Supporting Multiple Language Acquisition from 0 to 5 years and Beyond. Round Table Presented at the Annual Convention of the National Council of Teachers of English, Chicago, IL

Grants (Only most recent listed)
- Instructionally Related Awards, (IRA) CCOE – Creative Literacy Backpacks, 2012 $1650
- Instructionally Related Awards (IRA) CCOE – Early Childhood Conference, 2008 & 2009 $2300 and $2700
- Instructionally Related Awards (IRA) CCOE – Early Childhood Education, 2007 $1739
ABBREVIATED CURRICULUM VITAE
Nancy A. Hunt
Division of Special Education and Counseling
California State University, Los Angeles
nhunt@calstatela.edu

Current Responsibilities
Professor of Special Education, Division of Special Education and Counseling, California State University, Los Angeles

Areas of Specialization
Special Education
Personnel Preparation in Early Childhood Special Education and Deafness
Early Intervention with Premature and High-Risk Infants
Preparing General Educators for Inclusive Classrooms
Early Language and Literacy for Young Children with Disabilities

Academic Degrees
Ph. D. University of Southern California 1982 Educational Psychology
M.A. Teachers College, Columbia University 1971 Special Education
B.A. Canisius College 1970 English

Professional Experience
1981-Present: Faculty, Special Education, California State University, Los Angeles
1999-2003: Teacher Coach and Family Literacy Project developer, Project PLUS (Partnership Linking University and School Personnel to Improve Early Literacy Outcomes in Urban Schools), Harrison Elementary School, LAUSD
1992-1999: Accelerated Schools Coach, Los Angeles Accelerated Schools Center, CSULA
1979-80 Teacher, Melrose Avenue School, LAUSD
1976-1979 Teacher, John Tracy Clinic, Los Angeles, CA
1970-1976 Teacher, Lexington School for the Deaf, Jackson Heights, NY

Memberships
Council for Exceptional Children
Division of Early Childhood
Division for Research

Selected Publications


Grants


Through the activities sponsored by this grant we prepared 61 students in the Early Childhood Special Education credential and Master's degree programs with an intensive, cross-divisional program in early literacy, and supported the students by paying their tuition, fees, and books over four quarters as they worked toward their M.A. degrees.

Selected Presentations at Professional Meetings: National Conferences


*Preparing Early Childhood Special Educators for the Early Literacy Boom* (with three CSULA/ECSELL grant students). Annual Meeting, Division of Early Childhood, Council for Exceptional Children, Niagara Falls, Canada, October 2007.
CALIFORNIA STATE UNIVERSITY, LOS ANGELES
Charter College of Education
Spring 2013

EDEL 463, Credit Hours: 4
Pre-School Kindergarten Education: Language and Literacy

Instructor: Dr. Ambika G Raj
Class: TBD
Location: TBD
Office Hrs: TBD
Email: agopala@calstatela.edu
Office: KH A3037
Section: 01
Phone: 323-343-6267 (Office)

CATALOGUE DESCRIPTION: Instructional strategies bridging preschool and kindergarten in diverse urban settings, including theoretical frameworks, first and second language and literacy acquisition and authentic assessment practices.

REQUIRED TEXTS AND READINGS:


PROFESSIONAL STATEMENTS

Vision
The Charter College of Education (CCOE) is a learning community of faculty, administrators, staff, CCOE students and community members that work collaboratively to ensure that all CCOE students receive a high quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

Theme and Conceptual Framework for Professional Preparation:
The Faculty members of the Charter College of Education have adopted four core values for the programs for professional educators at California State University Los Angeles. These are Collaboration, Educational Equity, Professionalism and Reflective Practice. The attached diagram provides the conceptual framework for the theme and supports the preparation of professional educators by the members of the CSULA Charter College

Statement of Reasonable Accommodation
The Charter College of Education faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty members may wish to contact the OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide the accommodation.

Reasonable accommodations may involve allowing a student to use an interpreter, note taker, or reader; accommodations may be needed during class sessions and for administration of exams.

The intent of the ADA is requiring consideration of reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful.
Student Conduct

Student conduct is viewed as a serious matter by the faculty members of the Charter College of Education. The Charter College faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for the Title 5, California Code of Regulations (see student conduct: rights and responsibilities, and student discipline, CSLA General Catalog).

Technology

For formal admission to credential, or Masters Degree programs in the Charter College of Education, each student must have:

1. Own or have ample access to a computer (ex. In CSLA computer labs or at home or work)
2. Have general knowledge of operation and care of a computer, computer hardware, software, and be able to implement some basic troubleshooting techniques (ex. Check connections, restart the computer)
3. Have an email account (available free of charge to all CSULA students)
4. Have a basic understanding of how to use the Internet.

Students should anticipate that their use of these skills will be integrated within courses in their programs. Students who fail to meet any of the above expectations are strongly advised to take an introductory computer course before they are formally admitted to the Charter College of Education.

STUDENT OUTCOMES

This course is based on the assumption that an understanding of multicultural education and anti bias curriculum will enhance the work of early childhood teachers and increase their effectiveness in their work with K-3 children in the urban setting. This course will develop self-awareness and sensitivity by examination of our own biases and those found in literature and curriculum materials. It will help students develop an understanding of an anti bias curriculum, and attain skills in developing culturally sensitive instructional materials.

CONTENT STANDARDS - Students will be given opportunities to understand:

- Theoretical and research perspectives on preschool and kindergarten children’s development
- Aspects of curriculum development, instructional materials, and teaching methods for children moving from preschool to kindergarten with an emphasis on school readiness
- Ways to support all children’s language and literacy development within an integrated curriculum framework
- Multiple means to assess student progress, including authentic assessment practices
- Culturally responsive strategies for addressing the diverse characteristics and needs of young children in urban settings including first- and second-language learners
- Strategies to partner with families to support children’s language and literacy

PERFORMANCE STANDARDS – Students will be able to:

- Demonstrate clear understanding of preschool and kindergarten children’s development
- Apply understanding of how age-related characteristics influence learning and curriculum planning especially as related to language and literacy acquisition
- Plan, develop, and demonstrate teaching materials that integrate language and literacy experiences across the curriculum, including ways to differentiate instruction for dual-language learners
- Demonstrate means to partner with families to encourage children’s language and literacy acquisition and school readiness
- Develop assessment plans appropriate to this age group
- Reflect on the degree to which instructional approaches, including assessment, are appropriate for individual learners
Charter College of Education
Conceptual Framework

VISION: The Charter College of Education (CCOE) is a learning community of faculty, administrators, staff, CCOE students, and community members that work collaboratively to ensure that all CCOE students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

MISSION: The CCOE mission is to develop in CCOE students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. CCOE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other educational specialists. Within an environment of shared governance, CCOE professional preparation programs utilize data-driven decision making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all CCOE students.

CORE VALUES: The Charter College of Education prepares outstanding and caring educators, counselors, and leaders to work with diverse learners in urban schools and related agencies guided by the following core values.

EDUCATIONAL EQUITY: We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse cultural, linguistic, and socio-economic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for all learners. We value diversity because it enriches the quality of everyone’s learning.

REFLECTIVE PRACTICE: We believe all CCOE students should develop reflective practices, including self-assessment strategies to foster professional growth. We promote the deliberate application of knowledge to practice and the constant reflective analysis of one’s practice in relation to school and/or community needs.

PROFESSIONALISM: We believe professionalism is mastery of the body of knowledge for one’s discipline and the demonstration of cultural, technological, ethical, and professional competencies. CCOE courses and professional preparation programs are designed to teach professional dispositions, skills, and/or knowledge.

COLLABORATION: We believe that collaborations and partnerships among CCOE faculty and staff, CCOE students, schools, families, and community organizations enhance educational excellence, urban school and related agency transformations, and educational access and equity for all learners. Meaningful and lasting educational collaborations and partnerships are grounded in understanding the complexity of all stakeholders’ needs and their interdependence, and we advocate that all CCOE professional preparation programs build collaborations and partnerships.
COURSE REQUIREMENTS

Attendance and Participation

Every class session will have whole class and small group discussions. Therefore active participation is expected of everyone in this course. This course has one important group assignment that contributes significantly to your final grade. During every class period you will be given time to meet with your groups in order to complete your group assignment. Therefore your regular attendance is mandatory. If, in the event you have to miss a class, let me know in advance – I will consider this an excused absence. Two or more unexcused absences will affect your grade. In addition:

- More than two absences will result in a lowered grade unless an extra make-up assignment is done
- Mere attendance of all classes does not automatically count for a higher grade. It is assumed that you will show up for every class and that you will participate!
- I expect everyone to be on time to class, no exceptions. Two or more late arrivals of more than 15 minutes will automatically result in a lowered grade. If you have a problem you need to come and see me in advance
- You need to prepare for discussions as indicated on the syllabus, and demonstrate that you have read the assigned material
- Bring the necessary literature that you will be discussing in the group assignment to class on the day your group will discuss these

Required Assignments

There are two types of assignments for this course – Individual Assignments and One group assignment.

Individual Assignments:

1. **Web Site OR DVD Review:** There are countless websites and DVDs that have been produced on helping children acquire language and literacy abilities. In this assignment, you will pick either a popular DVD or WEBSITE of your choice and do a review of this from an ‘expert’s’ point of view. Do a critical review of the website or DVD. Write a 2 – 3 page paper and include the following: Due Week 4 on Moodle. Please post it under the Discussions tab in the folder entitled Web site or DVD review.
   a. What does this site or DVD claim to do?
   b. What Age group/range is this geared towards? Do you think it is age appropriate?
   c. What language and/or literacy abilities does this encourage in children?
   d. In your opinion, do they really do what they claim to do?
   e. How adaptable are the strategies shown to children with differences in terms of class, learning ability, special needs and so on?
   f. Would you use or recommend this product? If so how and why?
   g. Any other critical analysis?

2. **Mini Self Research and Literacy Media Presentation:** This assignment is designed to help you realize the process of your becoming literate/bilingual/multilingual. Talk with older siblings, parents, uncles, aunts, grandparents etc. and ask them about yourself. Ask them how you learned to speak, read and write. Once you gather these anecdotal stories about yourself you will fashion it into a Digital Story either on power point, on video or any other creative medium you choose and make it into a literacy media presentation. The object of this assignment is for you to learn about your literacy journey and how it may help you to learn from your own story about supporting literacy in young children. You will also write a 2 page paper briefly describing your journey on how you became literate or bilingual or multilingual. Paper Due week 6 as MIDTERM. Please submit papers on Blackboard under the Assignments tab in the folder marked Mini Self Research. Literacy Media Presentations due in class from Week 6 onwards. We will sign up to do these presentations on week 5.

3. **Practical Observation:** Each of you will interact with one Bilingual or Multilingual family who has a child 0 – 5yrs of age and observe their practices and methods to encourage their child to be
bilingual or multilingual. This assignment is a practical assignment, which will involve your visiting the family at least once for a period of about 1 hr. You will then write a short mini research paper about 5 to 6 pages, describing your findings about how this family supports bilingual and multilingual literacy backed by theoretical bases from the readings given in class. It will also help if you are in touch with this family via email or by phone throughout the quarter. You must also give them a copy of your paper before handing it to me so that they are comfortable with how you have depicted them on paper. Due 9th week of class. Please submit papers on Blackboard in the Assignments tab under the Folder entitled Practical Observation Reports.

Group Assignment:

Each of you will belong to a group of 3 or 4 people and will collaborate on two short group assignments. These two assignments are not connected but are organized around the same group for convenience. Each week, the first 40 minutes of class will be devoted to this group work. Use this time wisely!

I. Book Review Collaboration:

Read a book about a practical early childhood classroom. Choose one of the following books:


(1993) You can't say, you can't play. Harvard University Press


- Decipher the class curriculum and its appropriateness from the descriptions given in the book
- Analyze and Discuss amongst yourselves the teacher's agenda and the students' responses as given in the book
- Make connections with other classrooms, other books, other plans, activities and so on that you have come across with the ones given in the book
- During Week 8 your group will share the following about the book with the rest of the class in a short 15 minute Powerpoint presentation
  - A brief summary of the key points of the book
  - A brief analysis and critique of the teacher's agenda and students' responses
  - Some issues and connections that the book brings up for you

II. Literacy and Language Acquisition Unit Plan:

Create a unit plan for one of the following age groups 6 months to 1 ½ yrs; 1 ½ to 2 ½ yrs; 2 to 3; 3 to 4yrs or 4 to 5 yrs. This curriculum plan should be across the curriculum and developmentally appropriate. On the last day of class Week 10 each group will present a power point on their Unit Plan and bring any relevant materials that you have collected/developed for this Unit. The plan should have:

- Age appropriate Instructional materials in an integrated curriculum framework
- Culturally responsive teaching methods that support all children's language and literacy development including first- and second-language learners
An Assessment plan that uses multiple means to assess student progress, including authentic assessment practices
Strategies for addressing the diverse characteristics and needs of young children in urban settings
Strategies to partner with families to support children’s language and literacy
An approach that integrates literature, dramatic play and storytelling across the curriculum

In a two pocket folder you will hand in the handout pages of the power point, a detailed description of all the materials that you have collected (which you will bring in to show only) including an annotated bibliography of any literature, stories etc.

Grading

Website or DVD Review Paper – 25 pts
Mini Self Research and Literacy Media Presentation – 40 pts
  Mini Self Research Paper – 25 pts
  Literacy Media Presentation in Class – 15 pts
Practical Observation including Peer presentation – 75 pts
  Practical Observation Paper – 50 pts
  Peer Presentation in class – 25 pts
Group Work: Total possible – 60 pts
  Attend all class sessions and participate in group work – 5
  Be present for Book & Final presentation and actively participate – 5
Book Review Collaboration – 25 pts
  Discussions – 5
  Presentation – 20
Literacy and Language Acquisition Unit Plan – 25 pts
  Discussions – 5
  Presentation – 20
TOTAL 200 pts


Detailed Rubrics for each Assignment

1. Website or DVD review: Total Possible points – 25
   a. You personally reviewed the website or dvd – 5pts
   b. You addressed all the questions asked in the assignment – 14 pts
   c. You post it on Blackboard by week 4 – 3 pts
   d. You hand in a hard copy to me by week 4 – 3 pts

2. Mini Self Research Paper and Literacy Media Presentation: Total Possible points – 40
      i. You describe in detail your early childhood experience – 5 pts
      ii. You describe literacy in broad terms including speech, function, reading and writing – 4 pts
      iii. Your paper includes an analysis of your literacy experience (what you learned from your story) – 5 pts
      iv. Your paper describes what supports literacy in children today (in light of your own story) – 3 pts
      v. Your paper makes relevant references to the class lectures and readings – 5 pts
      vi. Your paper cites in accordance with APA format within text and has a reference page – 3 pts
b. Literacy Media Presentation: 15 pts
   i. Present on assigned week – 1 pts
   ii. Your presentation is done in an alternate media such as powerpoint, video, digital etc. – 3 pts
   iii. Your presentation includes a detailed description of your literacy journey – 5 pts
   iv. Your presentation is done within the time limit – 2 pts
   v. You bring supporting materials about your literacy journey and/or include them in your presentation in some form – 4 pts

3. Practical Observation Including Peer Presentation: Total Possible points – 75
   a. Practical Observation Paper: 50 pts
      i. Your paper is 5 to 6 pages long with one inch margins and 12 pt font – 2 pts
      ii. Your paper describes a family who has a child between the ages of 0 – 5 who is striving to be bilingual or multilingual – 3 pts
      iii. You followed an appropriate research process and describe this in detail – 25 pts
         1. Did not know family, used pseudonyms in paper, copy of paper approved by participant etc. – 5 pts
         2. Conducted an appropriate interview/observation respecting the wishes of the participants – 5pts
         3. Describe the setting and interview or observation process in detail – 5 pts
         4. Describe and analyze the process of interview or observation in detail – 10 pts
      iv. Make appropriate references to readings and class lectures in your analysis – 10 pts
      v. Follow APA format in text and have a reference page – 3 pts
      vi. Hand me a hard copy of paper during 9th week – 2 pts
      vii. Overall your paper is well researched, well organized, well designed and well written – 5pts
   b. Peer Evaluation: 25 pts (Will be assigned by peers)
      i. Be present in class for the peer evaluation – 1 pt
      ii. Participate fully in peer evaluation – 1 pt
      iii. Hand in peer evaluation paper along with paper – 1 pt

   a. Read assigned book fully and contribute to class discussions – 5 pts
   b. Collaborate with participants on book presentation – 5pts
   c. Book Review presentation includes summary, key points, description of teacher’s agenda, critique and analysis – 15 pts
   d. Connections and Issues from your own practice / experience to the book – 3 pts
   e. You participate in the presentation and have a specific role in the presentation – 2 pts

5. Literacy and Language Acquisition Unit Plan: Total Possible points – 30
   a. Contribute to group discussions for the Unit plan each week – 5pts
   b. Be available on the day of presentation and take on an active role in presentation – 10 pts
   c. Contribute to and bring materials for the final presentation – 5pts
   d. Overall be a team player and work towards making the presentation a success – 10 pts

COURSE SCHEDULE

See Tentative Combined Course Schedule With Weekly Topics Attached
CALIFORNIA STATE UNIVERSITY, LOS ANGELES
Charter College of Education
Division of Special Education and Counseling
Spring, 2013

EDSP 485 Emergent Literacy: Curriculum and Accommodations
for Young Children with Disabilities (4)

<table>
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<tr>
<th>Instructor: Nancy Hunt, Ph.D.</th>
<th>Class Location: TBD</th>
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<tbody>
<tr>
<td>Office Location: KHC1031</td>
<td>Time: Monday 4:20-7:55 pm</td>
</tr>
<tr>
<td>Telephone: 323-343-4415;</td>
<td>Call Number: TBD</td>
</tr>
<tr>
<td>323-343-4400 (Special Ed office)</td>
<td>Email: <a href="mailto:nhunt@calstatela.edu">nhunt@calstatela.edu</a></td>
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Catalog Description: Pre-requisites: EDSP 400, EDSP 408. Curriculum and evidence-based practices which will enable early childhood special educators to provide a sound foundation for literacy in young children with disabilities and those at risk for reading problems.

Professional Statements:

A. Vision, Mission and Conceptual Framework for Professional Preparation:
   The faculty members of the Charter College of Education have adopted the vision of “Promoting an inclusive environment to support caring professional educators for the future, so that all learners achieve their fullest potential” and the mission for the college as “Through the unique opportunities provided by its charter status, the College of Education at California State University, Los Angeles, enables educators to meet high standards and ensure the maximum learning and achievement potential of culturally and linguistically diverse urban learners.” This mission is reflected throughout this course.
   The attached diagram provides the conceptual framework for the vision and mission and supports the preparation of professional educators by the members of the CSULA Charter College of Education faculty.

B. Statement of Reasonable Accommodation
   The Charter College of Education faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty may wish to contact the OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation.
   Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations.
   The intent of the ADA in requiring consideration of reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with disability to have an equal opportunity to be successful.

C. Student Conduct
   Student conduct is viewed as a serious matter by the faculty members of the Charter College of Education. The Charter College faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves
in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see student conduct: rights and responsibilities, and student discipline, CSULA General Catalog). Academic honesty is expected of all students in the Charter College, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

**PLEASE MAKE EVERY EFFORT TO ARRIVE AT CLASS ON TIME.**

D. Technology
For formal admission to credential, certificate, or Masters Degree programs in the Charter College of Education, each student must:
1. Own or have ample access to a computer (ex. in CSULA computer labs, or at home or work)
2. Have general knowledge of operation and care of a computer, computer hardware/software, and be able to implement some basic troubleshooting techniques (ex. check connections, restart the computer, etc.)
3. Have an email account (available free of charge to all CSULA students)
4. Have a basic understanding of how to use the internet.

Students should anticipate that their use of these skills will be integrated within courses in their programs. Students who fail to meet any of the above expectations are strongly advised to take an introductory computers course before they are formally admitted to the Charter College of Education.

Content Standards and Performance Standards

Content Standard 1: Students will review theoretical, philosophical and empirical foundations of early childhood curricula, and how various curricula address and support emergent literacy development in young children and children with disabilities.

Performance Standards:
1.1 Students will describe and analyze the strengths and limitations of selected preschool literacy curricula for children with disabilities.
1.2 Students will be able to prepare children with disabilities for the literacy demands of kindergarten.
1.3 Students will include and plan for family involvement in children’s literacy learning.
1.4 Students will be able to infuse developmentally appropriate, research-supported early literacy activities into preschool programs.

Content Standard 2: Students will understand the underpinnings of literacy development in young children and children with disabilities, and be able to identify the early skill components of reading and writing.

Performance Standards
2.1 Students will be able to describe the interrelationships among the cognitive achievement of symbolic representation, language acquisition, and emergent reading and writing.

2.2 Students will be able to describe the precursors and components of emergent reading and writing, such as picture representation, awareness of print, letter naming,
use of decontextualized language; narrative structures, metalinguistic awareness, phonological awareness, early sequence of phonological/phonemic development, letter recognition, and the relationship between reading and writing.

Content Standard 3: Students will learn to use intensive, explicit, and intentional strategies to develop the foundational components of literacy in young children with disabilities.

3.1 Students will be able to incorporate practices which support literacy development in early intervention with children and families.
3.2 Students will be able to find opportunities for embedding functional and environmental print into everyday routines and events.
3.3 Students will be able to evaluate children’s books and other media (e.g., storybooks, rhymes, recorded books, etc.) for their developmental appropriateness and usefulness in supporting a variety of emergent literacy skills.
3.4 Students will learn to embed opportunities and strategies that support phonologic awareness and alphabet knowledge into classroom routines and activities.
3.5 Students will learn to use intentional print-referencing strategies during book reading and classroom activities.
3.6 Students will understand and use strategies to develop vocabulary and linguistic structures in classroom routines and activities.
3.7 Students will learn to provide experiences in “story grammar”, concept development, and narrative structure during interactive storybook reading.
3.8 Students will demonstrate familiarity with techniques of dialogic reading.

Content Standard 4: Students will review and analyze curricular adaptations, accommodations, instructional strategies, assistive technology, and augmentative and alternative communication used to support early literacy development in young children with specific disabilities.

Performance Standards:

4.1 Students will incorporate curricular adaptations, accommodations, and assistive technology into emergent literacy instruction.
4.2 Students will recognize and use alternative and augmentative communication when appropriate for children with disabilities.
4.3 Students will demonstrate an understanding of the unique characteristics of emergent literacy in special populations (e.g., Down syndrome, hearing loss, visual impairment, severe motor disability, and autism spectrum disorder), and will demonstrate ability to differentiate and individualize instruction to meet children’s needs.

Content Standard 5: Students will understand the evidence base for the role of families in development of language and emergent literacy foundations.

Performance Standards

5.1 Demonstrates ability to communicate to families the importance of their role in supporting emergent literacy.
5.2 Demonstrates simple routines-based strategies for embedding language and literacy activities and interactions into every day family life.

Course Requirements and Assessment Procedures
a. Attendance and Participation: Students must attend class regularly, and demonstrate their knowledge of the readings through class discussion.
b. Reflection Papers: There will be five reflection papers (5 @ 3 points each=15 points)
c. Short Written Assignments (3 @ 10 points each=30 points)
d. Storybook Lesson (25 points)
e. Two quizzes (15 points each=30 points)

Grading Procedures:

<table>
<thead>
<tr>
<th>Reflection papers</th>
<th>5@3 points each=15 points</th>
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</thead>
<tbody>
<tr>
<td>Self-assessment Storybook Reading</td>
<td>10 points</td>
</tr>
<tr>
<td>Storybook Vocabulary Analysis</td>
<td>10 points</td>
</tr>
<tr>
<td>Curriculum Analysis</td>
<td>10 points</td>
</tr>
<tr>
<td>Interactive Storybook Lesson Plan</td>
<td>25 points</td>
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<tr>
<td>Quiz 1</td>
<td>15 points</td>
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<tr>
<td>Final Quiz</td>
<td>15 points</td>
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<tr>
<td>Total possible</td>
<td>100 points</td>
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</tbody>
</table>

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

Required Text(s):


Additional Readings: See class Blackboard site

CLASS ASSIGNMENTS

I. Reflection Paper/Homework (8 @ 3 points each=24 points)

Throughout the quarter, five reflection papers on a chapter or article from the class reading of your choice will be due.

The purpose of the reflection writing assignments is to challenge you as a prospective or practicing teacher/early intervention specialist to confront your beliefs about literacy development in young children with disabilities. Through your responses, we can begin to have a dialogue about young children and literacy. Writing clarifies thought and acts as a catalyst for change.
These weekly reflections are to be typed and about one page in length.

First, in three bulleted complete sentences, restate the main ideas of the article. Make these direct, simple sentences that you can use to study for the final.

In the rest of the reflection, do not summarize the reading, but instead react to what you’ve read. The following points may help guide you as you prepare your reflection papers.
* What’s your reaction? Write your thoughts on or personal connections to the ideas in the reading.
* Describe how you agree or disagree with what you read.
* State questions that emerged for you.
* What do you want to discuss in class? Write ideas that will facilitate our conversation.

Please set up your reflection paper as you see the sample paper on the class Blackboard site.

Three points will be given to each reflection paper that is completed as described above. Points will be deducted for papers that are too long (a 1 ½ page maximum); show little reflection; or for summarizing.

Please do not email me your assignments. Ask someone in class to submit your assignment if you can’t do it yourself.

2. Curriculum Analysis (10 points) Dr. Hunt will hand out this form. Presentations will be scheduled each week.

3. Self-Assessment: Storybook Reading (10 points)

Make an audiotape of yourself reading a story to children. Listen to it at home, then fill out the following form. Hand in both the tape and this form to Dr. Hunt on May 2.

4. Storybook Vocabulary Analysis (10 points) See below.

5. Interactive Storybook Reading Lesson Plan (25 points) See below.

Forms for all the assignments are also available on the class Blackboard site in the folder titled Information for Assignments.

6. Two quizzes (15 points each) The quizzes will be short-answer tests.

SEE COMBINED COURSE SCHEDULE ATTACHED

Web Resources

Center for Early Literacy Learning (CELL): http://www.earlyliteracylearning.org

Reading Rockets Launching Young Readers http://www.readingrockets.org/

International Reading Association http://www.reading.org/
Click on Early Childhood Education and Early Childhood Education for Children with Disabilities

Supporting Early Literacy in Natural Environments http://www.wri-edu.org/literacy/resources.htm

Colorin Colorado http://www.colorincolorado.org/ This site focuses on reading for families and teachers of English learners.

National Association for the Education of Young Children (NAEYC) http://www.naeyc.org/
Search for “literacy” to find relevant articles and resources. Or go to http://www.naeyc.org/tye/ for the journal Teaching Young Children.

Links from the Center on Early Literacy Learning (CELL) http://www.earlyliteracylearning.org/links.php:

Center for Literacy and Disabilities Studies www.med.unc.edu/ahs/clds/

National Center for Family Literacy www.famlit.org

National Literacy Trust (Great Britain) www.literacytrust.org.uk

Reading is Fundamental www.rif.org

Early Literacy Website www.literacy.uconn.edu/earlit.htm
## Combined Course Schedule and Topics for EDEL 463 and EDSP 485

**Note:** Topics are listed with each Faculty who will lead/teach.
Assignments and Readings are tentative and will be decided at a later date.

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Topic</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introductions and Explanation of Combined Class</td>
<td>Sign Up for Book Club</td>
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<tr>
<td></td>
<td>Review of syllabus and assignments</td>
<td>Sign Up for Group Assignment – Language and Literacy</td>
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<tr>
<td></td>
<td>Theoretical Approaches of young children’s learning – Hunt/Raj</td>
<td>Acquisition Plan</td>
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<td></td>
<td>The Role of Creative Methods in Children’s Learning – Raj</td>
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<td></td>
<td>How do young children with disabilities learn? – Hunt</td>
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<td>Week 2</td>
<td>Components of Early Literacy – Hunt/Raj</td>
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<td></td>
<td>Why is a focus on early literacy important for young children with</td>
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<td></td>
<td>disabilities? – Hunt</td>
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<td>What is the role of families in literacy development – Raj</td>
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<td>What is curriculum, and how does it relate to standards/foundations?</td>
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<td></td>
<td>– Hunt/Raj</td>
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<td>California Preschool Learning Foundations – Hunt/Raj</td>
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<td>Reading Challenges for Children with Disabilities – Hunt</td>
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<td>Week 3</td>
<td>Components of Early Language Development – Raj/Hunt</td>
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<td>Developmental Process of Early Language and Literacy – Raj</td>
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<td>First and Second Language Acquisition – Raj</td>
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<td>Reading and Language in Children with Disabilities – Hunt</td>
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<td>Supporting English Learners and Using creative methods – Hunt/Raj</td>
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<td>Supporting Bilingualism and using creative methods – Raj/Hunt</td>
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<td>Communication Strategies and Creative Language use to Support all</td>
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<td></td>
<td>children – Hunt/Raj</td>
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<td>Week</td>
<td>Topic</td>
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<td>Week 4</td>
<td>Early literacy in early childhood programs – Hunt</td>
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<td>• Preschool</td>
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<td>Activity: Storybook cross-referencing – Hunt / Raj</td>
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<td>Cultural Influences on Language &amp; Literacy – Raj</td>
<td>Raj</td>
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<td>Week 5</td>
<td>Early Literacy and Family Communication Styles – Raj</td>
<td>Raj</td>
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<td>Accommodations and adaptations for children with disabilities:</td>
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<td>A model from Cara’s Kit – Hunt</td>
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<td>Introduction to Shared Storybook Reading (SSR) – Hunt / Raj</td>
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<td>Week 6</td>
<td>Emergent Literacy, Shared Reading – Raj</td>
<td>Raj</td>
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<td>Building narrative knowledge – Hunt / Raj</td>
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<td>Building conceptual knowledge – Hunt</td>
<td>Hunt</td>
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<td>Storytelling and Models of Storybook Reading – Raj / Hunt</td>
<td>Raj / Hunt</td>
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<tr>
<td>Week 7</td>
<td>Choosing Books for the very young – Raj</td>
<td>Raj</td>
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<td>Adapting Books for the very young – Hunt</td>
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<td>Classroom Strategies to Support Early Language and Literacy Development for all children – Raj / Hunt</td>
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<tr>
<td>Week 8</td>
<td>Early Reading – Hunt / Raj</td>
<td>Hunt / Raj</td>
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<td>Building phonological knowledge</td>
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<td>Building word knowledge</td>
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<td>Building alphabet knowledge</td>
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<td>Building print knowledge</td>
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<td>The Use of Drama as a tool for Early Language, Literacy and Reading Development – Raj</td>
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<td>Week 9</td>
<td>Early Writing – Hunt / Raj</td>
<td>Hunt / Raj</td>
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<td>The Use of Drama and Story for Early Writing – Raj</td>
<td>Raj</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Presenter(s)</td>
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<td>10</td>
<td>The role of the family in building early language and literacy - Hunt / Raj</td>
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<td></td>
<td>Organizing an Early Language Arts and Literacy Curriculum for All Children – Raj / Hunt</td>
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<tr>
<td>11</td>
<td>Overview and Recap: Final Class Presentations, Quiz etc.</td>
<td></td>
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</tbody>
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