

GENERAL INFORMATION

Professor Information



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Course Description and Purpose

Family Literacy and the Young Child focuses on involving parents of young children in the development of early literacy skills from local, national, and international perspectives. When parents begin to speak early with their children, read to and with them, and create a literacy rich environment, children develop better literacy skills. These literacy skills translate into school readiness and academic success later in life. Listening, speaking, reading, and writing skills all begin early in life and can be facilitated by literacy experiences in the home. The mastery of these skills depends upon the functions of literacy and the interrelatedness between culture and literacy. Family literacy programs play a large role into the development of literacy skills for certain cultural groups. A collaborative exploration of family literacy in other countries will provide a multi-cultural awareness of how to assist at-risk children, especially from immigrant families, in establishing early literacy skills necessary to enter formal schooling.

Course Objectives

Upon completion of this course, students will be able to:

- Explain the need and reasons for literacy education for children and parents.
- Describe effective family literacy programs.
- Explain effective strategies for parents/guardians to foster their children literacy skills in the home.
- Describe early literacy and math development within the home.
- Examine and explain cultural issues especially those for Hispanic, African American, American Indian, Alaskan Native, and migrant populations compared to other countries.
- Understand the commonalities and differences of family literacy across cultures and families in the world.
- Demonstrate an awareness of how the interrelatedness of culture and structure impact family literacy programs at local, global, and international levels.
- Develop a multi- perspective analysis of diverse family literacy programs that are practiced in local, national, and international arenas.
- Engage with others in a small group to explore problems associated with a specific local or international family literacy program and create a solution to at least one of the problems discovered.

Major & Curriculum Objectives Targeted

Global Learning

***This is a Discipline-specific Global Learning course that counts towards your FIU Global Learning graduation requirement.

Global Learning Course Outcomes

- Students will be able to demonstrate an awareness of how the interrelatedness of culture and structure impact family literacy programs at local, global, and international levels.
- Students will develop a multi-perspective analysis of diverse family literacy programs that are practiced in local, national, and international arenas.
- Students will engage with others in a small group to explore the problems of a specific local or international family literacy program and create a solution to at least one of the problems discovered.

Assessment of Global Learning Outcomes (Family Literacy Issue Group Project)

- Students will be required to solve one problem on family literacy programs that demonstrates their awareness of how the interrelatedness of culture and structure impacts the effectiveness of these programs.

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- Students will explore a family literacy issue globally, engage with stakeholders pertaining to the problem while focusing on the different perspectives, and evaluate what is working for those countries.
- Students will work collaboratively to investigate a problem in detail. They will conduct a comprehensive analysis of their chosen problem and develop a solution. In addition to providing a solution, students will report on the challenges that may arise from engaging in this type of work as it relates to their topic.

The learning outcomes for the students are:

- Stewards of the Discipline (knowledge) – having the necessary concepts, knowledge and understandings in their respective field of study.
- Reflective Inquirers (skills) – knowing how to use the requisite generic skills needed to apply the content and pedagogical content.
- Mindful Educators (Dispositions) – being able to apply the dispositions, that is, habits of mind (intellectual, and social) that result in professional actions and conduct more intelligent.

The courses in Early Childhood do have outcomes that are directly related to:

- Florida Educator Accomplished Practices to which all teachers in the State are held accountable (Instructional design & lesson planning, Learning environment, Instructional delivery & facilitation, Assessment, Continuous professional improvement, Professional & ethical responsibility).
- The International Reading Association (IRA) in A Reference for the Preparation of Educators in the United States: Standards for Reading Professionals (revised, 2003). There are five standards that focus on outcomes rather than inputs: Foundational Knowledge and Dispositions; Instructional Strategies and Curriculum Materials; Assessment, Diagnosis and Evaluation; Creating a Literate Environment, and Professional Development.
- The Early Learning Standards: Creating the conditions for success. A joint position of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists (NAECS) in State Departments of Education (SDE) 2002. A developmentally effective system of early learning standards must include four essential features: 1) Emphasize Significant, Developmentally Appropriate and Outcomes, 2) Are developed and reviewed through informed, inclusive processes, 3) Gain their effectiveness through implementation and assessment practices that support all children's development in Ethical, Appropriate Ways, 4) Require a foundation of support for Early Childhood Programs, Professionals and Families.
- Knowledge of child growth and development, Knowledge of foundations, Knowledge of research, standards, and trends, Knowledge of effective practices, Knowledge of issues and strategies for family and community involvement, Knowledge of developmentally appropriate curriculum, Knowledge of the

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diverse needs of all children and their families, Knowledge of diagnosis, assessment, and evaluation.

Teaching Methodology

Throughout the course, students and faculty will engage in the Visible Thinking Routines as vehicles to cultivate a “culture of thinking” in the classroom. They also serve to facilitate collaboration among students and people involved in promoting family literacy in families at local, national and international levels. This research-based approach to teaching and learning is one of the Project Zero initiatives at Harvard University and represents areas of thinking such as understanding, truth and evidence, fairness and moral reasoning, creativity, self-management, and decision-making. Students will also analyze different case studies, both individually and in collaboration with their group members. Additionally, a variety of different assignments are provided in order to assist students in expressing their understanding of the topics under examination in multiple ways.

IMPORTANT INFORMATION

Important FIU Policies and websites

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

- Please visit our [Canvas Support](#) page for Canvas Assistance.
- Please visit our [Technical Requirements](#) webpage for additional information.
- Please visit to run a [Technical Requirements Check](#) on your computer.
- Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.
- Please visit [Canvas Commitment Accessibility](#) webpage for more information.
- For additional assistance, please contact FIU's [Disability Resource Center](#).
- Learn more about [academic integrity policies and procedures](#).
- If you or a classmate needs help, please go to [Counseling and Psychological Services](#).
- If you think a classmate is in need of resources or support, please go to [Panthers Care](#).
- Learn more about available resources for [Academic and Career Success](#)
- Policies for Assigning Incomplete: [Incomplete Policy](#)

Technical Requirements and Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to

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have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

Please visit our [Technical Requirements](#) webpage for additional information.

Technical Requirements & Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

This course utilizes the following

- Zoom
- [Educreations App](#) (sign up as a student either with your iPad or computer)
- [Popplet](#) (signup for an account)
- YouTube

Please visit our [Technical Requirements](#) webpage for additional information.

Accessibility and Accommodation

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit [Canvas Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

Course Prerequisites

There are no prerequisites for this course.

Panthers Care & Counseling and Psychological Services (CAPS)

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with [FIU's Panthers Care website](#).

[Counseling and Psychological Services \(CAPS\)](#) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and to honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Student Conduct and Honor Code *procedures and sanctions as outlined in the FIU Regulation 2501 and the Student Handbook*.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

Textbook

This is an OER course. There is no textbook. All materials will be provided to you at no cost.

OTHER RESOURCES:

- [National Center for Family Literacy](#)
- [Florida Literacy Coalition](#)
- [Office of Vocational and Adult Education – Family Literacy](#)
- [Colorin/Colorado](#)
- [U.S. Department of Education Publications: Helping Your Child Learn](#)

Expectations of This Course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In

fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- **Review the how to get started information** located in the course content.
- **Introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion forum.
- **Take the practice quiz** to ensure that your computer is compatible with Canvas.
- **Interact** online with instructor/s and peers.
- **Review** and follow the course calendar.
- Log in to the course at least **twice** per week.
- Respond to discussion boards, blogs and journal postings **within three days**.
- Respond to emails within **two days**.
- Submit assignments by the corresponding deadline.

The instructor will:

- Log in to the course at least twice per week.
- Respond to discussion boards, blogs and journal postings **within 5 days**.
- Respond to emails within **2 days**.
- Grade assignments within **14 days** of the assignment deadline.

Student Code of Conduct

The policies, regulations and requirements contained in this Student Code of Conduct may be revised in order to serve the needs of the University Students, faculty and staff, and to respond to changes in the law. The University or the Florida International University Board of Trustees may make changes in policies, regulations and other requirements. The ultimate responsibility for knowing University requirements and regulations rests with the Student. For the latest Student Code of Conduct, please refer to the website of the Office of Student Conduct & Conflict Resolution (OSCCR).

Standards of Student Conduct [See all standards]

University Code of Standards: A University is a learning community following a tradition more than 1,000 years old. Florida International University (the University) is a community dedicated to generating and imparting knowledge through excellent teaching and research, the vigorous and respectful exchange of ideas, and community service.

The University Student Code of Standards and the Statement of Philosophy were developed to embody the values that we hope our students, faculty, staff, administration and alumni will demonstrate. At the same time, the University is strongly committed to freedom of expression. Consequently, the Student Code of Standards and the Statement of Philosophy do not constitute University policy and are not intended to interfere in any way with an individual's academic or

personal freedoms. We hope, however, that individuals will respect these common principles thereby contributing to the traditions and scholarly heritage left by those who preceded them making Florida International University a better place for those who follow.

As a member of the University community, we would hope that you would:

- Respect the tradition of academic inquiry, the University's rules of conduct, and its mission.
- Respect the opinions and differences of all members of the FIU community.
- Practice civility and demonstrate conduct that reflects the values of the institution.
- Respect the rights and property of the University and its members.
- Be diligent and honest in your personal and academic endeavors.

Academic Misconduct Definitions and Procedures

- **Introduction:** Students at Florida International University are expected to adhere to the highest standards of integrity in every aspect of their lives. Honesty in academic matters is part of this obligation. Academic integrity is the adherence to those special values regarding life and work in an academic community. Any act or omission by a student, which violates this concept of academic integrity and undermines the academic mission of the University, shall be defined as academic misconduct and shall be subject to the procedures and penalties that follow.
- **Definition of Academic Misconduct:** Academic misconduct is defined as the following intentional acts or omissions committed by any FIU student:
- **Cheating:** The unauthorized use of books, notes, aids, electronic sources; or unauthorized use of on-line exams, library materials or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers (or on-line examinations) or materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct.
- **Plagiarism:** The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.
- **Misrepresentation:** Intentionally lying to a member of the faculty, staff, administration, or an outside agency to gain academic advantage for oneself or another, or to misrepresent or in other ways interfere with the investigation of a charge of academic misconduct.
- **Misuse of Computer Services:** The unauthorized use of any computer, computer resource or computer project number, or the alteration or destruction of computerized information or files or unauthorized appropriation of another's program (s).

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- **Bribery:** The offering of money or any item or service to a member of the faculty, staff, administration or any other person in order to commit academic misconduct.
- **Conspiracy and Collusion:** The planning or acting with one or more fellow students, any member of the faculty, staff or administration, or any other person to commit any form of academic misconduct together.
- **Falsification of Records:** The tampering with, or altering in any way any academic record used or maintained by the University.
- **Academic Dishonesty:** In general, by any act or omission not specifically mentioned above and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity.
- Any violation of this section shall first require a determination as to whether the act or omission constitutes academic misconduct.

University Graduate School Statement on Plagiarism

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Misconduct includes:

- **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.
- **Plagiarism** – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.
- Access our [website](#) for additional information.

Borrowing School of Education iPads

Some assignments will require you to have access to an iPad. If you do not own one, you may sign out an iPad. You are allowed to take the iPad home and return it by a specific date that will

be discussed with your instructor. You will be responsible for anything that might happen to the iPad. Please talk to your instructor if you need to sign out an iPad.

Please visit the [Technical Requirements](#) webpage for additional information.

COURSE DETAIL

Course Communication

Communication in this course will take place via Canvas Email.

Messages is a private and secure text-based communication system which occurs within a course among its Course members. Users must log on to Canvas to send, receive, or read messages. The Messages tool is located on the Course Menu, on the left side of the course webpage. It is recommended that students check their messages routinely to ensure up-to-date communication.

Visit our [Writing Resources](#) webpage for more information on professional writing and technical communication skills.

Discussion Forums

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

You are expected to post a message to answer the questions posed in each forum when requested. You are also expected to reply to messages in each forum that responds to postings of other classmates by expanding or questioning his or her comments by the date indicated. Each module will explain whether or not you need to post messages, replies to messages, and how many messages.

Quality postings are postings that not only require you to agree or disagree with a classmate, but they also include an explanation of the reasons for which you agree or disagree. If you disagree with a classmate, provide reasons to support your position.

As you write your discussion posts, refer to the above parameters and the “*Ladder of Feedback*” and they will be the criteria on which I grade your posts. Make sure your posts include the following format.

| | |
|-----------------------------|--|
| Value: | |
| Clarify: | |
| Raise Questions & Concerns: | |

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| | |
|--------------|--|
| Suggestions: | |
|--------------|--|

- Access the [Discussion Forum Criteria](#).
- Access the [Ladder of Feedback](#).
- Access the [Blogs Rubric](#).

Assignments

Every week you are required to submit assignments related to the readings, videos, and other materials provided to you to understand the content. These assignments will be a combination of reflections, discussion board posts and replies, videos, films, pictures, symbols, images, songs, etc. Each assignment will give you a maximum number of points you can earn.

Major Assignment: Family Literacy Issue Project (Group Work)

Objective: Candidates will explore a family literacy problem globally and engage people around those issues.

General Information

- The topic of exploration will be assigned once groups have been created.
- Groups will consist of 4-6 people and will be randomly assigned by Canvas after the add/drop date.
- Candidates can find their group information on the tab labeled People, located on the left menu bar on Canvas after the add/drop date.
- Groups must decide on a platform in which to communicate (i.e. WhatsApp).
- Group leaders will also be randomly assigned and will be responsible for submitting the project on behalf of the group.
***Only one person per group will be submitting the assignment.
- Each group member should label the section they completed along with their voiceover.

Instructions

The candidates will be researching, evaluating, discussing and reflecting on a family literacy issue. This issue will be explored locally, nationally, and most importantly, internationally. The candidates will be engaging with their group members and stakeholders from countries affected by their issue.

Projects will be presented using PowerPoint with audio narration or a similar program.

Make sure your project includes:

- Describe the issue in detail, including how it affects family literacy locally, nationally, and internationally.
- Describe how the interrelatedness of culture and structure impact family literacy programs at the local, national, and international level. Include programs currently in place.

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- Include a multi-perspective analysis of diverse family literacy programs that are practiced at the local, national, and international level. This is an in-depth analysis of the different perspectives (stakeholders) involved in the family literacy programs offered in the country of the issue your group is analyzing. This can include anyone who is currently living within the conditions of the issue, experienced it in the past, or connected to the programs pertaining to the issue.
- Discuss how your group collaboratively attempted to create a solution to at least one of the problems discovered. Include challenges you might have encountered and how you overcame to solve the problem. Make sure to be detailed.
- Blogs (screen shots), text messages, emails, written or video interviews of stakeholders from that specific country; pictures and/or videos. The stakeholders are all the individuals involved in that particular issue who might have a different perspective on the issue under examination.

Instructions on how to record your voice over your PowerPoint (make sure all members of the group record their voices):

- Click on the upper tap "Slide Show"
- Then, Click on "Record Slide Show"

See also the following instructions: [Recording a Voice-over for your PowerPoint Presentation using Microsoft Office 2011 and Mac OS X](#)

Due Date: Wednesday, December 9, 2020 by 11:59 p.m.

Type of Assignment: Group Project

How to Submit Assignment: Group leaders will upload projects into the assignment dropbox. Access the [Group Work Rubric](#).

Assessment of Global Learning Outcomes

- Students will be required to solve one problem on family literacy programs that demonstrates their awareness of how the interrelatedness of culture and structure impacts the effectiveness of these programs.
- Students will explore a family literacy issue globally, engage with stakeholders pertaining to the problem while focusing on the different perspectives, and evaluate what is working for different countries.
- Students will work collaboratively to investigate a problem in detail. They will conduct a comprehensive analysis of their chosen problem and develop a solution. In addition to providing a solution, students will report on the challenges

Major Assignment: Digital Reflective Videos TASKSTREAM ASSIGNMENT

Throughout the course of the semester, you will create 3 digital reflective videos (SEE BELOW FOR DUE DATES).

Of these 3 videos, you will be uploading 2 to TaskStream.

***This is an individual assignment; however, it is connected to your group project.

*****(2 of the 3 videos will be uploaded to TaskStream)**

Digital Reflective Videos- **INDIVIDUAL ASSIGNMENT**

Purpose: The purpose of this assignment is to reflect on the information, understanding, and questions students gather as they research and read articles related to their family literacy problem for their group project. **You must show your collaboration with your group members in these videos.**

Directions: Develop 3 digital reflective videos using the Educreations app or www.educreations.com website. Make sure to speak, draw, and test different features of this app before you submit your reflective videos. Your reflective videos will include your reflection as you think about your problem and the multiple perspectives involved. Use the following questions:

Connections: What connections do you draw between the text, discussions with your group members, the stakeholders pertaining to the problem and your own life or your learning?

Challenge: What ideas, positions, or assumptions do you want to challenge or argue with in the text, discussion with your group members and the stakeholders pertaining to the problem?

Concepts: What key concepts or ideas do you think are important and worth holding on to from the text, and discussion with your group members and the stakeholders pertaining to the problem?

Changes: What changes in attitudes, thinking, or action are suggested by the text, either for you or others?

***This assignment is directly linked to your family literacy issue group project.

**** Videos should be no more than 3 minutes long. I will stop watching after 3 minutes so please do not exceed the time limit.**

Due Date

- Digital Reflective Video 1: **Sunday, September 27, 2020 by 11:59 PM**
- Digital Reflective Video 2: **Sunday, November 1, 2020 by 11:59 PM**
- Digital Reflective Video 3: **Sunday, December 6, 2020 by 11:59 PM**

Type of Assignment: Individual

How to Submit Assignment: Copy and paste the link to each video in a word document and upload it in the assignment dropbox.

IMPORTANT: 2 of your 3 videos must be copied and pasted onto a word document and uploaded to TaskStream (2 videos) by **Sunday, December 6, 2020 by 11:59p.m.**

- Access the [Digital Reflective Video Rubric](#).
- Access the [Dropbox Rubric](#).

*Your instructor will be able to watch your video through the [Education.com Website](#).

Late Work Policy

Be sure to pay close attention to deadlines — late work will be accepted with a serious and compelling reason and instructor approval. Grades will be lowered one rank of the rubric for each week that the assignment is late.

All assignments should reflect professional quality -- ideas expressed clearly, correct grammar and spelling, and neat in appearance.

TASKSTREAM MESSAGE TO STUDENTS

This course requires you to use [TaskStream](#) for uploading your critical assignments. Your TaskStream account will be used in many Fall College of Education courses. It also offers you storage space and web folio development for your professional use. Therefore, you must have a current TaskStream account.

[The College of Education website](#) provides detailed information and downloadable instructions about:

- How to purchase a new account
- How to find your course code (so that you may self-enroll)
- How to self-enroll into your TaskStream course(s)
- How to upload your critical task(s)
- How to document your field hours on TaskStream
- Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)

Once you have a TaskStream account, you will need to self-enroll in each course that requires TaskStream. Please sign up for an account in the first week of the class if you do not already have one.

For help, go to:

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- TaskStream.com (to purchase an account or for TaskStream technical support or to reset password or user name) 800-311-5656 help@taskstream.com (Monday – Friday, 8:00 am – 7:00 pm ET)
- *COE TaskStream Office* 305-348-3655 or 305-348-6143 tstream@fiu.edu ZEB 211 or ZEB 213 (Monday – Friday, 8:30 am – 5:00 pm)
- *COE IT Department* (may provide limited support) 305-348-6305 coesupport@fiu.edu ZEB 269 (may provide limited support (Monday – Friday, 8:30 am – 5:00 pm))
- *COE Computer Lab* 305-348-6134 ZEB 165 (may provide limited support) (Monday – Friday, 8:30 am – 5:00 pm, plus some evening hours)

ZOOM MEETINGS (Optional)

ZOOM is an online meeting room where you can interact with your professor and fellow students by sharing screens, sharing files, chatting, broadcasting live audio, and taking part in other interactive online activities. We will be utilizing this tool to conduct meetings.

- **Wednesday, September 2nd from 9:00 a.m. – 10:30 a.m. via ZOOM.** Please be advised that the instructor will log off and exit the meeting if no student logs in by 9:15 a.m.
- The purpose of this meeting is to discuss the major assignments and answer any questions or concerns regarding the course.
- The above meeting is not mandatory.

Grading:

| Course Requirements | Possible Points | Graded By |
|-------------------------------|-----------------|---|
| Digital Reflective Videos (3) | 20 | Within 14 days of the assignment deadline |
| Project (Group Work) | 30 | Within 14 days of the assignment deadline |
| Weekly Assignments | 50 | Within 14 days of the assignment deadline |
| Total | 100 | |

| Letter | Range (%) | Letter | Range (%) | Letter | Range (%) |
|--------|-----------|--------|-----------|--------|-----------|
| A | Above 93 | B- | 80 - 83 | F | < 61 |
| A- | 90 - 92 | C+ | 75 - 79 | | |

| Letter | Range (%) | Letter | Range (%) | Letter | Range (%) |
|--------|-----------|--------|-----------|--------|-----------|
| B+ | 85 - 89 | C | 70 - 74 | | |
| B | 84 - 86 | D | 61-69 | | |

COURSE CALENDAR

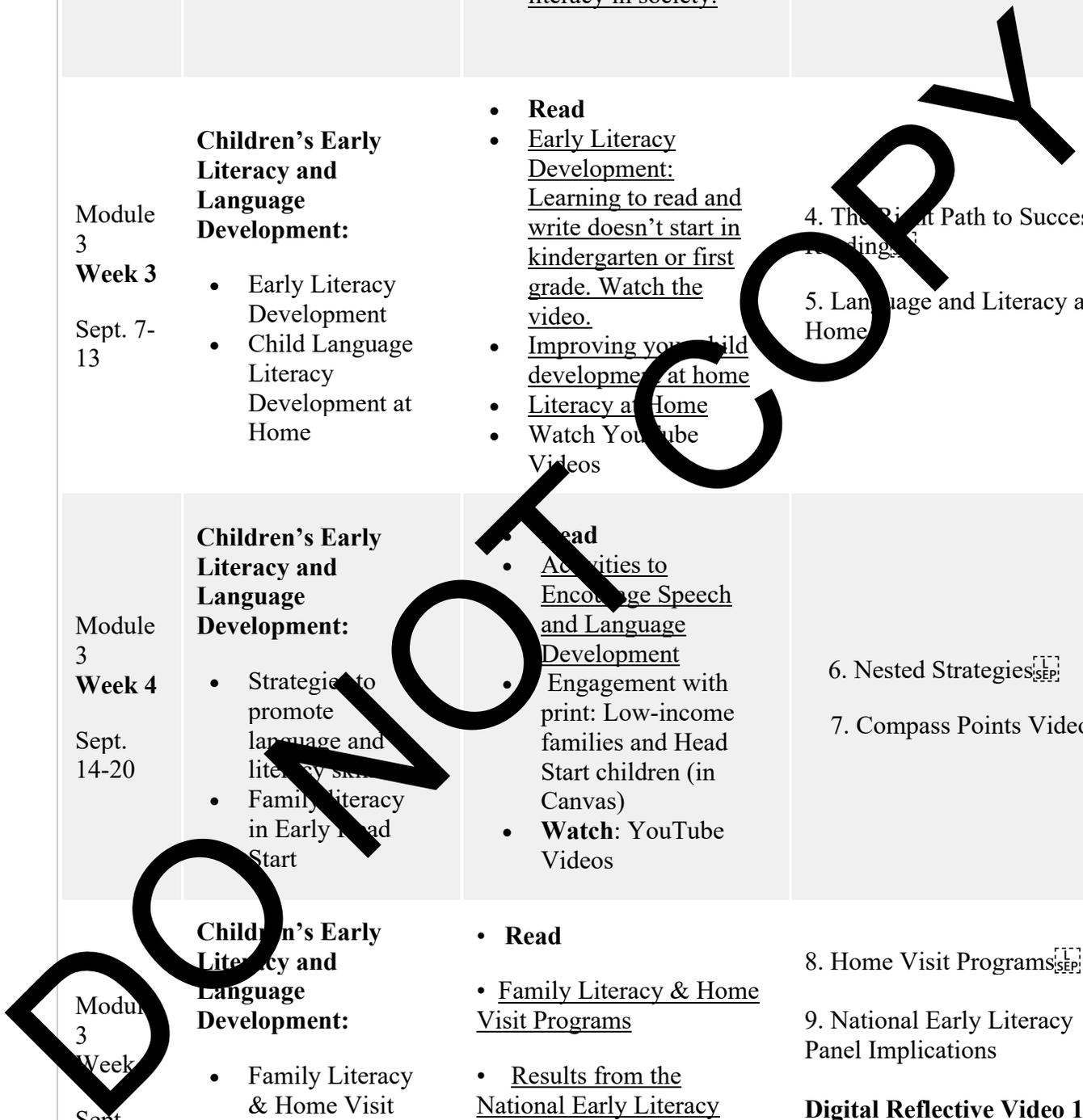
Syllabus Information

Schedule changes may occur during the semester due to unforeseen circumstances and at the professor's discretion. Updates will be provided. All deadlines must be met according to the schedule set. Special arrangements for religious holiday need to be made in writing at the beginning of the term by the end of week 2.

Weekly Schedule

| Date | Topic | Reading/Video Assignments | Weekly Assignments |
|---------------------------------------|---|--|---|
| Module 1 Week 1 Aug. 24-30 | Getting Familiar with Canvas and to Each Other Syllabus and Assignments Overview | <ul style="list-style-type: none"> Obtain resources for this course. <u>Four Components of Family Literacy Programs in West Virginia Link</u> Article: <u>Habits of Mind</u> | |
| Module 2 Week 2 Aug. 31-Sept. 6 | Overview of Family Literacy: The history and components of family literacy programs <ul style="list-style-type: none"> The role of family literacy in society. | <ul style="list-style-type: none"> <u>Four Components of Family Literacy Programs in West Virginia Link</u> <u>What is family literacy</u> <u>Why is family literacy important?</u> <u>Who benefits from family literacy programs?</u> | 2. The 4 Essential Components of Family Literacy ^[1] 3. The Role of Family Literacy in Society ^[1] REMINDER: Optional Zoom Meeting, Wednesday, September 2nd from 9:00-9:30 am |

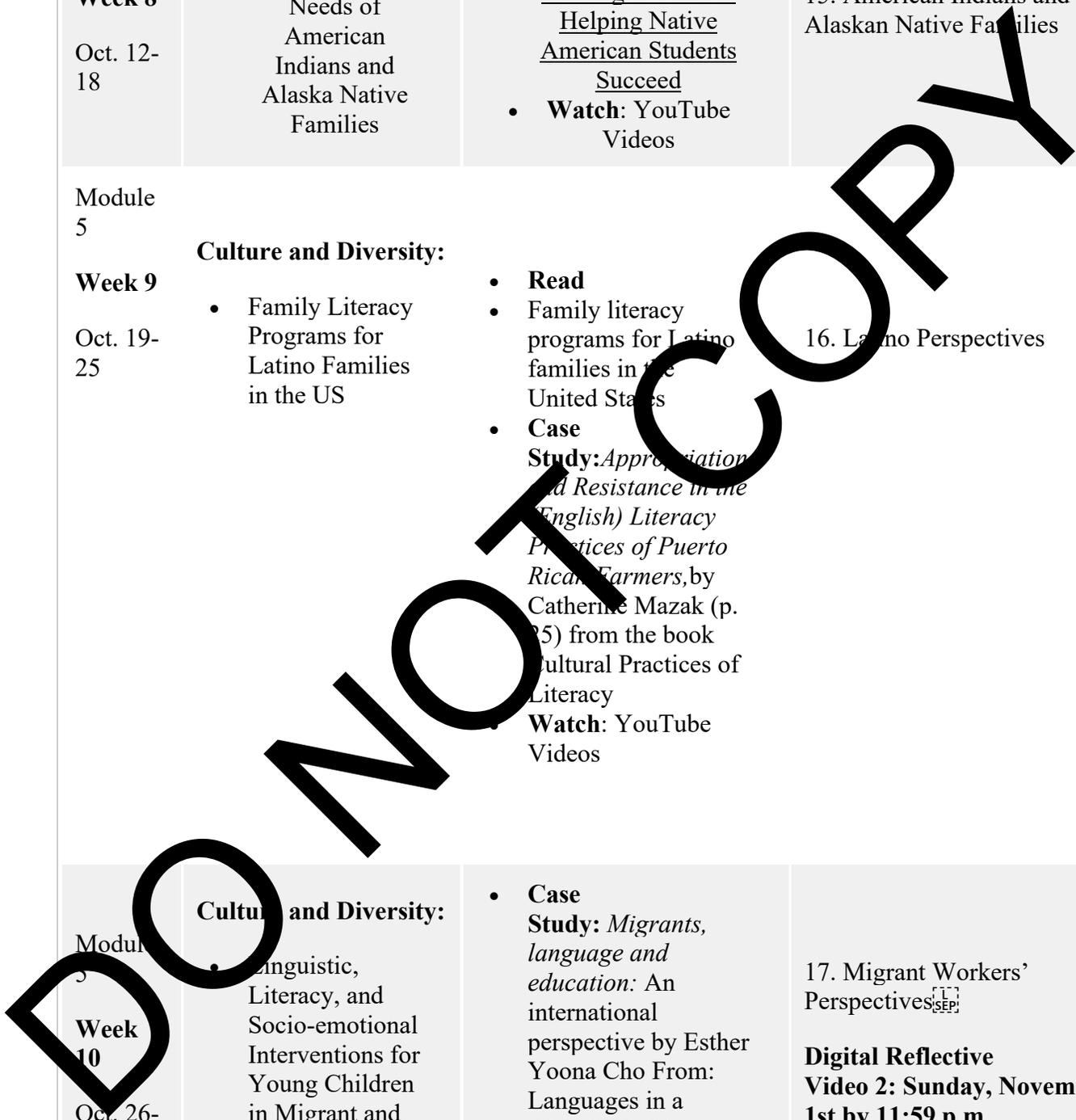
| | | | |
|--|---|---|---|
| | | <ul style="list-style-type: none"> • <u>How can these resources help?</u> • <u>The role of family literacy in society.</u> | |
| <p>Module 3 Week 3 Sept. 7-13</p> | <p>Children’s Early Literacy and Language Development:</p> <ul style="list-style-type: none"> • Early Literacy Development • Child Language Literacy Development at Home | <ul style="list-style-type: none"> • Read • <u>Early Literacy Development: Learning to read and write doesn’t start in kindergarten or first grade. Watch the video.</u> • <u>Improving your child development at home</u> • <u>Literacy at Home</u> • Watch YouTube Videos | <p>4. The Right Path to Successful Readings</p> <p>5. Language and Literacy at Home</p> |
| <p>Module 3 Week 4 Sept. 14-20</p> | <p>Children’s Early Literacy and Language Development:</p> <ul style="list-style-type: none"> • Strategies to promote language and literacy skills • Family Literacy in Early Head Start | <ul style="list-style-type: none"> • Read • <u>Activities to Encourage Speech and Language Development</u> • Engagement with print: Low-income families and Head Start children (in Canvas) • Watch: YouTube Videos | <p>6. Nested Strategies^[1]_[SEP]</p> <p>7. Compass Points Video</p> |
| <p>Module 3 Week 5 Sept. 21-27</p> | <p>Children’s Early Literacy and Language Development:</p> <ul style="list-style-type: none"> • Family Literacy & Home Visit Programs • Results from the National Early Literacy Panel | <ul style="list-style-type: none"> • Read • <u>Family Literacy & Home Visit Programs</u> • <u>Results from the National Early Literacy Panel & Their Implications for Family Literacy Programs</u> | <p>8. Home Visit Programs^[1]_[SEP]</p> <p>9. National Early Literacy Panel Implications</p> <p>Digital Reflective Video 1 due on Sunday, September 27th by 11:59 p.m.</p> |



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| | | & Their Implications for Family Literacy Programs | Watch: YouTube Videos | |
| Module 4 Week 6 Sept. 28-Oct. 4 | Parent and Adult Learning and Engagement: <ul style="list-style-type: none"> Father Involvement & Family Literacy Parent Engagement & Leadership | <ul style="list-style-type: none"> Read Fathers' involvement in young children's literacy development: implications for family literacy programmes (in Canvas) Engage Parents as Partners and Leaders: A Guide for Early Childhood Providers Watch: YouTube Videos | <ul style="list-style-type: none"> The Role of Fathers 11. Parent Engagement and Leadership | |
| Module 5 Week 7 Oct. 5 Oct. 12 | Culture and Diversity: <ul style="list-style-type: none"> A Social-Cultural Concept of Literacy Practices in African-American Families | <ul style="list-style-type: none"> Read The Jones Family's Culture of Literacy (in Canvas) Case Study: Literacy and Choice: Urban Elementary Students' Perceptions of Links Between Home, School, and Community Literacy Practices By Jodene Kersen (p. 133) From the book Cultural Practices of Literacy Watch: YouTube Videos | <ul style="list-style-type: none"> 12. Dimensions of Culture and Context 13. Perspective vs. Opinion 14. Perceptions of Literacy Practices | |
| Feb. 24-28 | Spring Break | No Classes | | |

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| <p>Module 5 Week 8 Oct. 12-18</p> | <p>Culture and Diversity:</p> <ul style="list-style-type: none"> Meeting the Needs of American Indians and Alaska Native Families | <ul style="list-style-type: none"> Read <u>Striving to achieve Helping Native American Students Succeed</u> Watch: YouTube Videos | <p>15. American Indians and Alaskan Native Families</p> |
| <p>Module 5 Week 9 Oct. 19-25</p> | <p>Culture and Diversity:</p> <ul style="list-style-type: none"> Family Literacy Programs for Latino Families in the US | <ul style="list-style-type: none"> Read Family literacy programs for Latino families in the United States Case Study: <i>Appropriation and Resistance in the (English) Literacy Practices of Puerto Rican Farmers</i>, by Catherine Mazak (p. 25) from the book <i>Cultural Practices of Literacy</i> Watch: YouTube Videos | <p>16. Latino Perspectives</p> |
| <p>Module 5 Week 10 Oct. 26-Nov. 1</p> | <p>Culture and Diversity:</p> <ul style="list-style-type: none"> Linguistic, Literacy, and Socio-emotional Interventions for Young Children in Migrant and Seasonal Farm Worker Families Read | <ul style="list-style-type: none"> Case Study: <i>Migrants, language and education: An international perspective</i> by Esther Yoon Cho From: <i>Languages in a Global World: Learning for Better Cultural Understanding</i> | <p>17. Migrant Workers' Perspectives^[1]</p> <p>Digital Reflective Video 2: Sunday, November 1st by 11:59 p.m.</p> |



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| | <ul style="list-style-type: none"> • Parental involvement in language and literacy acquisition (in Canvas) • Case Study: <i>Migrants, language and education: An international perspective</i> by Esther Yoona Cho From: Languages in a Global World: Learning for Better Cultural Understanding • Watch: YouTube Videos | | |
| <p>Module 6</p> <p>Week 11</p> <p>Nov. 18</p> | <p>Global Efforts in Family Literacy:</p> <ul style="list-style-type: none"> • Family Literacy in Canada • Family Literacy in England | <ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> • Mapping the Fields of Family Literacy in Canada • The Impact of Family Literacy Programmes on Children's Literacy Skills and the Home Environment • Family Literacy Tool Kit - Saskatchewan Literacy Network Literacy and Learning for Life • Watch: YouTube Videos | <p>18. Double Bubble Map</p> |
| <p>Module 6</p> | <p>Global Efforts in Family Literacy:</p> | <ul style="list-style-type: none"> • Read | <p>19. PowerPoint Summary</p> |

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| <p>Week 12 Nov. 9-15</p> | <ul style="list-style-type: none"> Family Literacy Programs in the Netherlands & Germany | <ul style="list-style-type: none"> Family literacy programs in the Netherlands and in Germany: Policies, current programs, and evaluation studies (in Canvas) | |
| <p>Module 6 Week 13 Nov. 16-22</p> | <p>Global Efforts in Family Literacy:</p> <ul style="list-style-type: none"> Family Literacy in New Zealand | <ul style="list-style-type: none"> Read <u>The Manukau Family Literacy Project, New Zealand</u> Case Study: Refining Family Literacy Practice: A New Zealand Case Study by John Basseman from <i>Adult Basic Education, Volume 6, Number 2, Summer 2006, 67-80.</i> | <p>20. <i>A Solution to the Problem</i></p> |
| <p>Module 7 Week 14 Nov. 30- Dec 6</p> | <p>Global Efforts in Family Literacy:</p> <ul style="list-style-type: none"> Family Literacy in South Africa Program Improvement Through Action Research | <ul style="list-style-type: none"> Read <u>Family Literacy Project, South Africa</u> <u>Reshaping Literacy in a High Poverty Early Childhood Classroom: One Teacher's Action Research Project</u> Watch: <u>What is Action Research?</u> Case Study: Language and | <p>21. Family Literacy in South Africa^[SEP]</p> <p>22. Action Research^[SEP] Digital Reflective Video 3 due on Sunday, December 6th by 11:59PM (Upload to Canvas).</p> <p>TaskStream Submission due on Sunday, December 6th Upload word document with links to videos to TaskStream</p> |

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| | | <p><i>Literacy Issues in Botswana</i> by Annah Molojiwa from the book <i>Cultural Practices of Literacy</i></p> <p>Watch: YouTube Videos</p> | |
| Week 15 Dec. 7-12 | | <ul style="list-style-type: none">• Course Wrap Up | <ul style="list-style-type: none">• Family Literacy Issue Group Project Due on Wednesday, December 9th by 11:59 PM |

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