Family Literacy and the Young Child

EEC 3400

Syllabus
Fall 2013

Literacy is a human right, a tool of personal empowerment and a means for social and human development. Educational opportunities depend on literacy … Literacy is at the heart of basic education for all…

(UNESCO, 2004)

Instructor:
Class time:
Location:
Office Hours:
Office:
Email:
Phone:

Blackboard
https://ecampus.fiu.edu/

Required Readings: Readings will be discussed on the first day of class. They will be chosen from a collection of articles, policy briefs and books.

COURSE DESCRIPTION

This course 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 to their children, read to 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.

OBJECTIVES & STUDENT LEARNING OUTCOMES:

Course Learning Course Outcomes:

1 This is a Global Learning Foundations course that counts towards your Global Learning graduation requirement.
Upon completion of this course, students will:

- 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.

Global Learning Course Outcomes:
Upon completion of this course, 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. (Global Awareness)
- Develop a multi-perspective analysis of diverse family literacy programs that are practiced in local, national, and international arenas. (Global Perspective)
- 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. (Global Engagement)

ACTIVE LEARNING STRATEGIES

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. “Thinking routines can be applied to content of global significance, the development of a globally competent person requires the nurturing of rather specific habits of mind such as the dispositions of moving beyond the familiar to engage new ideas and experiences openly, discerning local-global significance, comparing places, contexts and cultures, taking cultural perspective and challenging stereotypes” (from Nurturing Global Competence Through the Use of Global Thinking Routines, Project Zero Classroom 2013 Veronica Boix Mansilla, Flossie Chua, Melissa Rivard).

(Thinking Routines: http://www.old-pz.gse.harvard.edu/vt/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html)

In addition to the Visible Thinking Routines, students will be using Global Thinking Routines, which are carefully designed patterns of reflection geared to preparing students to understand and act on matters of local and global significance throughout their travels.

Global thinking routines are simple patterns of thought that are used repeatedly in a learning environment to facilitate the development of global competence/consciousness among learners. Over time, they become part of the fabric of the learning environment, contributing to a culture of global competence. A few characteristics drive global competence thinking routines:

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• They are elegant thinking sequences rooted in close analysis of forms of thinking embodied in global competence and consciousness.
• They are open ended guides assuming no right or wrong answer but able to make learners’ global thinking visible.
• They can be used as a tool by teachers – micro-interventions to support and assess students’ global competence development
• They can be used by learners individually and in groups as structures to scaffold and make visible global thinking.
• They contribute to a culture of global competence as they become recurrent or routine forms of practice, and part of “the way we do things here.”

REQUIRED TEXTBOOK


GLOBAL LEARNING RESOURCES:


OTHER RESOURCES


National Center for Family Literacy: [http://www.famlit.org](http://www.famlit.org)

Florida Literacy Coalition: [http://www.floridaliteracy.org/](http://www.floridaliteracy.org/)

Office of Vocational and Adult Education – Family Literacy: [http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/famlit.html](http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/famlit.html)


U.S. Department of Education Publications:

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Helping Your Child Learn  
http://www2.ed.gov/parents/academic/help/hyc.html

GRADING:

Final grade will be determined by the amount of points earned based on a 100 point scale as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>100-94</td>
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<tr>
<td>A-</td>
<td>93-90</td>
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<tr>
<td>B</td>
<td>86-84</td>
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<td>B-</td>
<td>83-80</td>
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<tr>
<td>C</td>
<td>76-74</td>
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<tr>
<td>C-</td>
<td>73-70</td>
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<td>D</td>
<td>66-64</td>
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<tr>
<td>D-</td>
<td>63-60</td>
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<tr>
<td>B+</td>
<td>89-87</td>
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<tr>
<td>C+</td>
<td>79-77</td>
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<tr>
<td>D+</td>
<td>69-67</td>
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<td>F</td>
<td>59-0</td>
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1. Class attendance and active participation…………………………………………………………….. 20
2. Digital Reflective Videos…………………………………………………………………………………….. 20
3. Chapter Presentation………………………………………………………………………………………….. 20
4. Chapter presentations feedback……………………………………………………………………………….. 20
5. Family Literacy Group Project………………………………………………………………………………… 40

ASSIGNMENTS

1. Class attendance and active participation (20 points):

Each student is expected to: attend all class sessions, be actively engaged in class discussion, be prepared to answer questions, and turn in all assignments by the due date. It is important that you notify any absence in advance and in writing.

2. Digital Reflective Videos

**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.

**Directions:** Develop 5 digital reflective videos using the Educreations app. 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?

3. Chapter presentations (20 points)

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This is a group project. Students will be assigned a chapter from the book to prepare a PowerPoint and present it in class. Students should expand their research beyond the assigned chapter and complement it with videos, images and so forth. Please avoid cut and paste and reading long texts in your presentation.

4. Chapter Presentations Feedback (20 points)

Using the Ladder of Feedback protocol, you will provide feedback to your colleagues on the day of their presentations. The instructor will scan the forms, and the original ones will be given to the presenter.

5. Family Literacy Issue Project

**Purpose**: The purpose of this assignment is to explore a family literacy problem globally and engage people around those issues. You will do this assignment in groups of 4-6 people.

**Directions**: Research, select and analyze a family literacy issue locally or internationally. As you research the family literacy issue, keep in mind the different perspectives of the stakeholders involved, and evaluate what is working for those countries to develop a plan to solve that particular problem.

After researching, evaluating and discussing the family literacy problem with your group members and the stakeholders from that country(ies), create a PowerPoint presentation to share in class. Make sure your presentation includes:

- The family literacy problem and how the interrelatedness of culture and structure impact family literacy programs at the local, global, and international level. (Global Awareness)
- A multi-perspective analysis of diverse family literacy programs that are practiced in the local, national, and international arenas. (Global Perspective)
- 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. (Global Engagement)
- Blogs (screen shots), written or video interviews of stakeholders from that specific country; pictures and/or videos.

**Calendar and Assignments**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
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</table>
|            | Syllabus Overview Chapter Selection for Assignment #2                  | Read:  
- Syllabus Assignment description / Grading   
- The 4 Components of Family Literacy Programs: [http://wvde.state.wv.us/abe/wvfli/four_components.html](http://wvde.state.wv.us/abe/wvfli/four_components.html) |
|            | The 4 Components of Family                                            | Wasik, Chapter 1, *The Role of Family Literacy in Society*                   |

1This is a Global Learning Foundations course that counts towards your Global Learning graduation requirement.
| Week 2 | What is the role of family literacy in our society? | Wasik, Chapter 2, *Early Literacy Development*  
By Ashley M. Pinkham and Susan B. Neuman  
Wasik, Chapter 3, *Child Language and Literacy Development at Home*  
Monique Sénéchal |
|---|---|---|
| Week 3 | How are children’s experiences, at school and in the home, in the early years critical for lifelong literacy achievement? | Wasik, Chapter 5, *Nested Strategies to Promote Language & Literacy Skills*  
By Barbara Hanna Wasik and Joseph Sparkling  
Wasik, Chapter 6, *Focus on Children Under Three: Family Literacy in Early Head Start*  
By Kimberly Boller, Eileen Rodriguez, Cheri Vogel, Rachel Chazan-Cohen, Helen Raikes, and John Love |
| Week 4 | What strategies promote quality interventions? What are goals and recommendations in the Early Head Start? | Wasik, Chapter 7, *Family Literacy & Home Visit Programs*  
By Deanna S. Gomby  
Wasik, Chapter 8, *Translating Research into Practice: Results from the National Early Literacy Panel & Their Implications for Family Literacy Programs*  
By Christopher J. Lonigan and Timothy Shanahan |
| Week 5 | Which home visit programs are effective? Why? | Wasik, Chapter 10, *Father Involvement & Family Literacy*  
By Vivian L. Gadsen  
Wasik, Chapter 15, *Parent Engagement & Leadership*  
By Judith A. Alamprese |
| Week 6 | What is the relationship between father involvement in a child’s life and her literacy development?  
How can we engage and empower parents? | Wasik, Chapter 16, *A Social-Cultural Conception of Literacy Practices in African-American Families*  
By Kristin M. Scott, Jeffrey M. Brown, Esther Jean-Baptiste, and Oscar A. Barbarin  
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* |
| Week 7 | New possibilities for advancing literacy in African-American children. | Wasik, Chapter 17, *Meeting the Needs of American Indians and Alaska Native Families*  
By Susan C. Faircloth and Nicole L. Thompson |

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading and Resources</th>
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<tbody>
<tr>
<td>Week 8</td>
<td>How can we provide culturally congruent and appropriate literacy-focused services to Indigenous children, families, and communities?</td>
<td>Wasik, Chapter 18, <em>Family Literacy Programs for Latino Families in the US</em> By Dina Castro, Julia Mendez, Sandra Garcia, and Diana Westerberg</td>
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<td><em>Appropriation and Resistance in the (English) Literacy Practices of Puerto Rican Farmers,</em> by Catherine Mazak (p. 25) from the book <em>Cultural Practices of Literacy</em></td>
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<tr>
<td>Week 9</td>
<td>What are the characteristics and needs of U.S.-born, immigrant and refugee Latino families?</td>
<td>Wasik, Chapter 19, <em>Linguistic, Literacy, and Socio-emotional Interventions for Young Children in Migrant and Seasonal Farm Worker Families</em> By Sandra Barrueco</td>
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<tr>
<td>Week 10</td>
<td>How can we improve the well-being of migrant and seasonal farm worker (MSFW) families?</td>
<td>Assignment 3 Due</td>
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<td><em>Migrants, language and education: An international perspective</em> by Esther Yoona Cho From: <em>Languages in a Global World: Learning for Better Cultural Understanding</em></td>
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<td>Wasik, Chapter 20, <em>Family Literacy In Canada</em> By Linda Shohet</td>
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<td>Wasik, Chapter 21, <em>Family Literacy In England</em> By Greg Brooks</td>
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<td>Week 11</td>
<td>The evolution of family literacy in Canada. The development of family literacy in England since the mid-1990s.</td>
<td>Wasik, Chapter 22, <em>Family Literacy Programs in the Netherlands &amp; Germany</em> By Nele McElvany, Roel van Steensel, Karin Guill, Cathy Van Tuil, and Stephanie Herppich</td>
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<tr>
<td>Week 12</td>
<td>The Netherlands and Germany: Similar initiatives at different stages.</td>
<td>Wasik, Chapter 23, <em>Family Literacy in New Zealand</em> by John Benseman and Alison Sutton</td>
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<td><em>Refining Family Literacy Practice: A New Zealand Case Study</em> by John Benseman from <em>Adult Basic Education</em>, Volume 16, Number 2, Summer 2006, 67-80.</td>
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<tr>
<td>Week 13</td>
<td>What can we learn from the family literacy programs in New Zealand?</td>
<td>Wasik, Chapter 24, <em>Family Literacy in South Africa</em> by Snoeks Desmond</td>
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<td><em>Language and Literacy Issues in Botswana</em> by Annah Molosiwa from the book <em>Cultural Practices of Literacy</em></td>
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<td>Wasik, Chapter 28, <em>Program Improvement Through Action Research</em> by Drucie Weirauch</td>
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<thead>
<tr>
<th>Week 14</th>
<th>The eradication of poverty in South Africa: Promoting literacy development in young children to make good use of educational opportunities.</th>
<th>Assignment 4 Due</th>
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<tr>
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<td>How can action research improve family literacy practitioners’ programs?</td>
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<tr>
<td>Week 15</td>
<td>04/18 Presentations</td>
<td>Assignment 5 Due</td>
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<td>Final Reflections</td>
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**Attendance/ Attitude**

1. Students will arrive on time and stay the entire class session unless prior arrangements have been made. Students are expected to abide by the student code of conduct and policies as published in the *FIU 2012-2013 Student Handbook*. Cell phones must be turned off prior to class. If there are extenuating circumstances for which the communication device must be left on, the candidate must tell the professor prior to class. The student must take the call out of the classroom.

2. Students will attend **ALL** class meetings. For each absence from class missed after the first one, there will be a 1 point deduction from the total grade. Any absence must be cleared with the instructor prior to the class meeting missed. After an absence, students are responsible for obtaining class notes, information, and/or instruction from classmates. Students may then request clarifications from the instructor.

3. Because much of the learning in this course is built around interactive sessions with classmates, if a pattern of absences and/or lateness and/or leaving before class concludes is established, a student will have 1 point deducted from the course total for each instance.

4. A student can miss no more than three class meetings and not fail the course based upon attendance. Three tardiness and/or early dismissal will constitute one absence. Students with more than three absences will fail the course.

5. Because professional behavior is expected, for each incident of unprofessional behavior on the part of the candidate when interacting with peers, with the professor, or with any FIU personnel, there will be a deduction of 10 (ten) points. Such behavior COULD result in the student not being allowed to continue in the class. A meeting with individuals involved must take place in the professor’s office prior to the next class session.

**Academic Misconduct**

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.