Family Literacy and the Young Child
EEC 3400 RPC Fall 2016

GENERAL INFORMATION

PROFESSOR INFORMATION

Instructor: Professor Elizabeth Altare
Phone: (305) 707-3444 (cell)

Office: N/A
Fax: N/A

Office Hours: By Appointment (via ADOBE CONNECT)
Email: ealtare@fiu.edu

COURSE DESCRIPTION AND PURPOSE

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 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.

GLOBAL LEARNING OUTCOMES

Global Awareness:
Demonstrate an awareness of how the interrelatedness of culture and structure impact family literacy programs at local, global, and international levels.

Global Perspective:
Develop a multi-perspective analysis of diverse family literacy programs that are practiced in local, national, and international arenas.

Global Engagement:
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

College of Education’s Conceptual Framework
The desired future of the College of Education (COE) at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education - Revised 2007, p.1). This course complies with the College of Education Framework in engaging students in reflective inquiry as a form of personal, intellectual and social renewal.

The learning outcomes for the students are:
(a) Stewards of the Discipline (knowledge) - having the necessary concepts, knowledge and understandings in their respective field of study.
(b) Reflective Inquirers (skills) - knowing how to use the requisite generic skills needed to apply the content and pedagogical content.
(c) Mindful Educators (Dispositions) - being able to apply the dispositions, that is, habits of mind (intellectual, and social) that render professional actions and conduct more intelligent.

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

10. 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).

11. 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.

12. 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.


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. (Thinking Routines). Students will also analyze different case studies, reflect 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

POLICIES

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.

STUDENT CODE OF CONDUCT
Do not copy without the express written consent of the instructor.

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 (SCCR).

Standards of Student Conduct [See all standards]

(1) Student 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 rigorous 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 online 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 examination) or course 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.

Misure 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).

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.

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

- Adobe Connect
- Educreations App (sign up as a student either with your iPad or computer)
- Livebinder (sign up for an account)
- Linoit (signup for an account)
- Popplet (signup for an account)
- Sock Puppet Mobile App (signup for an account)

Please visit our Technical Requirements webpage for additional information.

BORROWING COLLEGE 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.

ACCESSIBILITY AND ACCOMMODATION

Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course.

Please visit Blackboard’s 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.

TEXTBOOK
Handbook of Family Literacy  
Wasik, Barbara 
Rutledge, 2nd Ed., 2012  
You may purchase your textbook online at the FIU Bookstore.

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 Blackboard  
- 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 7 days of the assignment deadline

COURSE DETAIL

COURSE COMMUNICATION

Communication in this course will take place via Blackboard Messages

Messages is a private and secure text-based communication system which occurs within a course among its Course members. Users must log on to Blackboard 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.

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 may earn.

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 answers 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” as they will be the criteria on which I grade your posts. Make sure your posts include the following format:

<table>
<thead>
<tr>
<th>Value:</th>
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<tbody>
<tr>
<td>Clarify:</td>
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<td>Raise Questions &amp; Concerns:</td>
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<td>Suggestions:</td>
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Access the Discussion Forum Criteria.
Access the Ladder of Feedback.
Access the Blogs Rubric.

MAJOR ASSIGNMENT 1 - TASKSTREAM:
DIGITAL REFLECTIVE VIDEOS - INDIVIDUAL ASSIGNMENT
(THIS ASSIGNMENT IS DIRECTLY LINKED TO YOUR FAMILY LITERACY ISSUE
GROUP PROJECT)

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 4 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?

Due Date:

- Digital Reflective Video 1: Sunday, September 11th, 2016 by 11:59PM
- Digital Reflective Video 2: Sunday, October 16th, 2016 by 11:59PM
- Digital Reflective Video 3: Sunday, November 13th, 2016 by 11:59PM
- Digital Reflective Video 4: Sunday, November 27th, 2016 by 11:59PM

Type of Assignment: Individual

How to Submit Assignment: Share your assignment with your instructor via email. Also, copy and paste
the link to each video in a word document and upload it in the assignment dropbox.

IMPORTANT: All 4 links of your videos must be copied and pasted in another word document and
uploaded onto Taskstream (4 videos) by Sunday, November 27th, 2016 by midnight.

Access the Digital Reflective Video Rubric.
Access the Dropbox Rubric.

Your instructor will be able to watch your video through the Educreation.com Website.
MAJOR ASSIGNMENT 2: FAMILY LITERACY ISSUE PROJECT (GROUP WORK)

Summary: Candidates are to explore a family literacy problem globally and engage people around those issues. You will do this assignment in groups of 4-6 people. The instructor will create groups after the add/drop period. You will be notified via EMAIL with a list of your group members and their contact information.

Task Description: 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 and other countries with the same or similar issue to develop a plan to solve that particular problem. To help you locate and gather articles or books on your particular issue, you may contact Adis Beesting via email at beesting@fiu.edu. Her office is located in the Green Library.

After researching, evaluating, discussing and reflecting on the family literacy problem with your group members and the stakeholders from that country(ies), present your projects using PowerPoint with audio narration. Make sure your project includes:

- The family literacy problem and how the interrelatedness of culture and structure impact family literacy programs at the local, global, and international level.
- A multi-perspective analysis of diverse family literacy programs that are practiced in the local, national, and international arenas. 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.
- 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.
- Reply to at least one group using the Ladder of Feedback rubric.

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 OSX.

Due Date: Sunday, December 4th, 2016 by 11:59PM

Type of Assignment: Group Project

How to Submit Assignment: Upload your PowerPoint Project in the Family Literacy Issue Project Blog. ALL group members must upload the PowerPoint onto BlackBoard.

Access the Group Work Rubric.
Access the Blogs Rubric.
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 on 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.

ADOBE CONNECT PRO MEETING

Adobe Connect 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.

Meetings will be available on the following dates:

• **Meeting 1**: Brown Bag Lunch Meeting: Introduction, Syllabus, and Assignments Discussion: Q&As. Available Thursday, September 1st, 2016 from 8:00pm to 9:00pm in ADOBE CONNECT. Please be advised that the instructor will log off and exit the meeting if no student logs in by 8:15pm.
• **Meeting 2**: Collaboration Room: This room will be available for students to meet and discuss any course related issues, challenges, and promote communication among team members. This meeting room will be always available.
• **Meeting 3**: Assignments Discussion and Clarifications. Available Thursday, November 17th, 2016 from 8:00pm to 9:00pm.

The above meetings are not mandatory and will be recorded for later viewing.

Requirements for using Adobe Connect:

• Disable any window pop-up blocker.
• Adobe Flash Player is required to successfully run your Adobe Connect meeting. You can test your computer to make sure your computer and network connections are properly configured to provide you with the best possible Adobe Connect meeting experience.
• Use of a combination headset and microphone with USB connection is recommended to ensure quality sound and reduce technical difficulties.

Reference Adobe Connect (Tutorials & Help) to learn about the tool, how to access your meeting rooms and recordings.

TASKSTREAM MESSAGE TO STUDENTS

This course requires you to use TaskStream for uploading your critical assignments. Your TaskStream account will be used in many FIU 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 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:

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)

**GRADING**

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<thead>
<tr>
<th>Course Requirements</th>
<th>Possible Points</th>
<th>Graded By</th>
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<tbody>
<tr>
<td>Digital Reflective Videos (4)</td>
<td>48</td>
<td>Within seven days of the assignment deadline</td>
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<tr>
<td>Project (Group Work)</td>
<td>100</td>
<td>Within seven days of the assignment deadline</td>
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<tr>
<td>Weekly Assignments</td>
<td>282</td>
<td>Within seven days of the assignment deadline</td>
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<td>Total Possible Points</td>
<td>430</td>
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<tr>
<td>A</td>
<td>Above 93</td>
<td>B-</td>
<td>81 - 83</td>
<td>D+</td>
<td>67 - 70</td>
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<tr>
<td>A</td>
<td>91 - 92</td>
<td>C+</td>
<td>77 - 80</td>
<td>D</td>
<td>64 - 66</td>
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</table>
**COURSE CALENDAR**

**WEEKLY SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Video Assignments</th>
<th>Weekly Assignments</th>
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<tbody>
<tr>
<td><strong>Module 1</strong>&lt;br&gt;<strong>Week 1</strong>&lt;br&gt;Aug. 22-28</td>
<td>Getting Familiar with Blackboard and to Each Other&lt;br&gt;Syllabus and Assignments Overview</td>
<td>• Syllabus&lt;br&gt;• Purchase the required textbooks and resources for this course.&lt;br&gt;Four Components of Family Literacy Programs in West Virginia Link</td>
<td>1. Getting to know each other&lt;br&gt;REMINDER: Meeting 1: Brown Bag Lunch Meeting. Available Thursday, September 1st, 2015 from 8:00pm to 9:00pm</td>
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<tr>
<td><strong>Module 2</strong>&lt;br&gt;<strong>Week 2</strong>&lt;br&gt;Aug. 29-Sept. 4</td>
<td>Overview of Family Literacy:&lt;br&gt;• The history and components of family literacy programs&lt;br&gt;• The role of family literacy in society.</td>
<td>• Four Components of Family Literacy Programs in West Virginia Link&lt;br&gt;• Read Wasik Chapter 1</td>
<td>2. The 4 Essential Components of Family Literacy&lt;br&gt;3. The Role of Family Literacy in Society</td>
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<tr>
<td><strong>Module 3</strong>&lt;br&gt;<strong>Week 3</strong>&lt;br&gt;Sept. 5-11</td>
<td>Children’s Early Literacy and Language Development:&lt;br&gt;• Early Literacy Development&lt;br&gt;• Child Language Literacy</td>
<td>• Read Wasik Chapters 2 &amp; 3&lt;br&gt;Watch YouTube Videos</td>
<td>4. The Right Path to Successful Reading&lt;br&gt;5. Language and Literacy at Home&lt;br&gt;Digital Reflective Video</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading/Video Assignments</td>
<td>Weekly Assignments</td>
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<tr>
<td>Module 3</td>
<td>Development at Home</td>
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<td>1: Sunday, September 11th, 2016 by midnight.</td>
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<td>Week 4</td>
<td>Children’s Early Literacy and Language Development:</td>
<td>• Read Wasik Chapters 5 &amp; 6</td>
<td>6. Nested Strategies 7. Compass Points Video</td>
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<td>Sept. 12-18</td>
<td>• Strategies to promote language and literacy skills</td>
<td>• Watch YouTube Videos</td>
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<td>• Family literacy in Early Head Start</td>
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<tr>
<td>Module 3</td>
<td>Children’s Early Literacy and Language Development:</td>
<td>• Read Wasik Chapters 7 &amp; 8</td>
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<td>Week 5</td>
<td>• Family Literacy &amp; Home Visit Programs</td>
<td>• Watch YouTube Videos</td>
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<td>Sept. 19-25</td>
<td>• Results from the National Early Literacy Panel &amp; Their Implications</td>
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<td>for Family Literacy Programs</td>
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<td>Module 4</td>
<td>Parent and Adult Learning and Engagement:</td>
<td>Read Wasik Chapters 10 &amp; 15</td>
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<td>Week 6</td>
<td>• Father Involvement &amp; Family Literacy</td>
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<td>Sept. 26 -</td>
<td>• Parent Engagement &amp; Leadership</td>
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<td>Oct. 2</td>
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<td>Module 5</td>
<td>Culture and Diversity:</td>
<td>• Read Wasik Chapters 16</td>
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<td>Week 7</td>
<td>• A Social-Cultural Conception of Literacy Practices in African-</td>
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<td>Oct. 3-9</td>
<td>American Families</td>
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<tr>
<td></td>
<td>• Case Study: Literacy and Choice: Urban Elementary Students’</td>
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<td>Perceptions of Links Between Home, School, and Community Literacy</td>
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<td>Practices By Jodene Kersen (p. 133)From the</td>
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<td></td>
<td>• Dimensions of Culture and Context</td>
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<td>• Perspective vs. Opinion</td>
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<td>• Animated Simulation of Perspectives</td>
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<td>Module 5</td>
<td>Culture and Diversity:</td>
<td>book Cultural Practices of Literacy</td>
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<td>Week 8</td>
<td>• Meeting the Needs of American Indians and Alaska Native Families</td>
<td>• Read Wasik Chapters 17</td>
<td>15. American Indians and Alaskan Native Families</td>
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<td>Module 5</td>
<td>Culture and Diversity:</td>
<td>• Read Wasik Chapters 18</td>
<td>16. Latino Perspectives</td>
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<td>Week 9</td>
<td>• Family Literacy Programs for Latino Families in the US</td>
<td>• Case Study: Appropriation and Resistance in the (English) Literacy Practices of Puerto Rican Farmers, by Catherine Mazak (p. 25) from the book Cultural Practices of Literacy</td>
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<td>Oct. 17-23</td>
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<td>Module 5</td>
<td>Culture and Diversity:</td>
<td>• Read Wasik Chapters 19</td>
<td>17. Migrant Workers’ Perspectives</td>
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<td>Module 5</td>
<td>• Linguistic, Literacy, and Socio-emotional Interventions for Young Children in Migrant and Seasonal Farm Worker Families</td>
<td>• Case Study: Migrants, language and education: An international perspective by Esther Yoona Cho From: Languages in a Global World: Learning for Better Cultural Understanding</td>
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<td>Week 10</td>
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<td>Oct. 24-Oct. 30</td>
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<td>Module 6</td>
<td>Global Efforts in Family Literacy:</td>
<td>• Read Wasik Chapters 20 &amp; 21</td>
<td>18. Venn Diagram</td>
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<td>Week 11</td>
<td>• Family Literacy In Canada</td>
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<td>Oct. 31-Nov.</td>
<td>• Family Literacy In England</td>
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<td>Module 6 Week 12 Nov. 7-13</td>
<td>Global Efforts in Family Literacy: • Family Literacy Programs in the Netherlands &amp; Germany</td>
<td>• Read Wasik Chapters 22</td>
<td>19. PowerPoint Summary</td>
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<td>Module 6 Week 13 Nov. 14-20</td>
<td>Global Efforts in Family Literacy: Family Literacy in New Zealand</td>
<td>• Read Wasik Chapters 23 • Case Study: Refining Family Literacy Practice: A New Zealand Case Study by John Benseman from Adult Basic Education, Volume 16, Number 2, Summer 2006, 67-80.</td>
<td>20. A Solution to the Problem REMINDER: Meeting 3: Assignments Discussion and Clarifications. Available Thursday, November 17th, 2016 from 8:00pm to 9:00pm</td>
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<td>Module 7</td>
<td>Family Literacy Issue Group Project Presentations Due on BlackBoard</td>
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<td>Week 15</td>
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**ADDITIONAL MATERIAL**

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.